



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICALS IN BUSINESS

LEVEL 3 UNIT 5  
HUMAN RESOURCE MANAGEMENT  
IN BUSINESS

## DELIVERY GUIDE

VERSION 1 NOVEMBER 2012



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# INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resourcesfeedback@ocr.org.uk](mailto:resourcesfeedback@ocr.org.uk).

## PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

The Wolf Review of Vocational Education recommended that all learners studying post-16 qualifications have the opportunity to further develop their English and maths skills, with the aims of:

- achieving a GCSE in English and/or maths at grade A\*-C if they have not already done so or
- making significant progress towards GCSE entry and success if this is some way off for the individual.

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

## OPPORTUNITIES FOR WORK EXPERIENCE

The Wolf Report also recommended that learners have the opportunity to apply their skills and extend their learning outside the classroom through work experience, part time jobs, work shadowing and work placements. There are lots of opportunities within these qualifications to take some of the teaching and learning outside of the classroom and into a work environment. We are working to provide you with resources to support you in achieving this, please visit [www.ocr.org.uk](http://www.ocr.org.uk) shortly for more information.

## KEY



English



Maths



Work experience

# UNIT 5 - HUMAN RESOURCE MANAGEMENT IN BUSINESS

Guided learning hours : 60

Credit value: 10

## PURPOSE OF THE UNIT

People are often described as the most valuable resource of any organisation and all resources, especially the most valuable, need to be managed in order to obtain the greatest value from them. This unit provides an overview of some of the key areas that fall within the remit of the human resources function.




By the end of this unit learners will gain an understanding of the factors that are taken into account by organisations when planning their human resource management. They will also learn how organisations gain employee motivation and employee commitment. Finally, learners will know about how employee performance is measured and managed as well as the benefits of doing so. This knowledge will help learners to understand the working environment and the nature of Human Resource Management when they are seeking or engaged in employment.

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know the factors that are involved in human resource planning in organisations	P1 describe the internal and external factors to consider when planning the human resources requirements of an organisation		
	P2 describe how the skills that employees require to carry out jobs in an organisation are identified	M1 explain the benefits to an organisation of using a skills audit for human resource planning	D1 evaluate the steps that an organisation could take to improve the skills of its employees
2 Know how organisations motivate employees	P3 outline how an organisation motivates its employees	M2 analyse different methods of motivating employees in an organisation	D2 recommend ways for a specific organisation to improve employee motivation
3 Understand how to gain committed employee cooperation	P4 explain how organisations obtain the cooperation of their employees		
4 Understand the importance of managing employee performance at work	P5 explain how employee performance is measured and managed.	M3 analyse the advantages and limitations of measuring and managing employee performance	

## LEARNING OUTCOME 1 – KNOW THE FACTORS THAT ARE INVOLVED IN HUMAN RESOURCE PLANNING IN ORGANISATIONS

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know the factors that are involved in human resource planning in organisations	P1 Describe the internal and external factors to consider when planning the human resources requirements of an organisation		
	P2 Describe how the skills that employees require to carry out jobs in an organisation are identified	M1 Explain the benefits to an organisation of using a skills audit for human resource planning	D1 Evaluate the steps that an organisation could take to improve the skills of its employees





*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Human Resource Management Introduction 	Learners could research a company, where a friend or relative works, to find out how the company recruit and select staff, analyse staff performance, undertake appraisals and provide staff incentives and development opportunities. The lesson element 'Human Resource Management' could be used to support this activity.	2 hours	P1 Describe the internal and external factors to consider when planning the human resources requirements of an organisation
2 Human Resource Management Planning – Presentation Task 	Learners could investigate both internal and external factors that businesses need to consider when planning Human Resources. The lesson element 'Human Resource Planning' could be used to support this activity.	2.5 hours (1 hour for research, 1 hour for preparation of presentation, 30 mins for presentations depending on size of class)	P1 Describe the internal and external factors to consider when planning the human resources requirements of an organisation
3 Skills Audit and Personal Development	Learners could be shown the presentation 'Skills Audit' to develop their knowledge and understanding of this area of Human Resources Management. Learners could then complete the lesson element 'Purpose of a Skills Audit' to support their understanding.	1 hour	P2 Describe how the skills that employees require to carry out jobs in an organisation are identified
4 Self Assessed Skills Audit Plan 	Learners could complete the lesson element 'Self Assessed Skills Audit'.	1 hour (20 mins for completion of Audit, 20 mins for analysis and 20 mins for discussion)	P2 Describe how the skills that employees require to carry out jobs in an organisation are identified D1 evaluate the steps that an organisation could take to improve the skills of its employees

## LEARNING OUTCOME 2 – KNOW HOW ORGANISATIONS MOTIVATE EMPLOYEES

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Know how organisations motivate employees	P3 Outline how an organisation motivates its employees	M2 Analyse different methods of motivating employees in an organisation	D1 Evaluate the steps that an organisation could take to improve the skills of its employees







*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Theorists presentation 	Working in pairs, learners could research a motivational theory (Maslow, Hertzberg, Taylor, Mayo). They could then present their research findings to their colleagues. Using the lesson element 'Motivation in Business', learners could peer assess the presentations.	2 hours	P3 Outline how an organisation motivates its employees
2 Motivation at Work questionnaire 	Using the lesson element 'Motivation at Work' learners could produce a questionnaire based on the theories of Maslow, Hertzberg, Taylor and Mayo.	2 hours	D1 Evaluate the steps that an organisation could take to improve the skills of its employees
3 Motivators	Using the lesson element 'Motivators', learners could use the list of motivational factors that businesses often use, to identify whether they are financial motivators or non-financial motivators. Having completed the activity the tutor could lead a group discussion on the motivators and why they have been identified as either financial or non-financial.	15 minutes	M2 Analyse different methods of motivating employees in an organisation
4 Motivators in Job Advertisements 	Using the lesson element 'Motivators in Job Adverts', learners could identify the motivators in each of the adverts and categorise them into financial motivators or non-financial motivators. Some of the motivators are obvious and some are not so obvious, the learners could debate the reasons for their categorisations.	15 minutes	M2 Analyse different methods of motivating employees in an organisation
5 Personal Development Plan 	To develop knowledge and understanding, learners could be shown the presentation 'Personal Development Plan'. Following the presentation, the group could discuss the key questions within the presentation and how setting goals could put motivational theory into practice. The learners could also identify the benefits and risks of completing a Personal Development Plan.	20 minutes	P3 Outline how an organisation motivates its employees

## LEARNING OUTCOME 3 – UNDERSTAND HOW TO GAIN COMMITTED EMPLOYEE COOPERATION

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
3 Understand how to gain committed employee cooperation	P4 Explain how organisations obtain the cooperation of their employees		

*P = Pass, M = Merit, D = Distinction*





Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Employee and employer cooperation 	To develop knowledge and understanding learners could be given the lesson element 'Employee and Employer Cooperation.'	15 minutes	P4 Explain how organisations obtain the cooperation of their employees
2 The right attitude? 	Using case studies, the learners could discuss different situations that arise within organisations, and identify whether these should be part of an employee's specific job role. The discussion could include employer expectations, employee attitudes and behaviours. The lesson element 'The Right Attitude?' could be used to support this activity.	30 minutes	P4 Explain how organisations obtain the cooperation of their employees
3 Employee Involvement in Business 	Learners could devise a questionnaire for work colleagues focussing on employee involvement. The questionnaire should be completed by at least ten respondents. The results could be analysed and a short report produced, which could include graphs/charts/diagrams.	1 hour	P4 Explain how organisations obtain the cooperation of their employees
4 National Accreditations 	Learners could research different national accreditation schemes, focussing on staff development in business. Learners could research case studies of real businesses who have worked with these organisations within the UK. Learners could present their findings to their colleagues.	2 hours	P4 Explain how organisations obtain the cooperation of their employees
5 Employee Expectations 	Using the lesson element 'Employee Expectations,' learners could work in pairs and record their expectations of what to expect when starting a new job.	10 minutes	P4 Explain how organisations obtain the cooperation of their employees
6 Employment Legislation 	Learners could research employment legislation and Contracts of Employment. Using their research findings, learners could create their own Contract of Employment for a small business such as a sole trader.	1 hour	P4 Explain how organisations obtain the cooperation of their employees



## LEARNING OUTCOME 4 – UNDERSTAND THE IMPORTANCE OF MANAGING EMPLOYEE PERFORMANCE AT WORK

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
4 Understand the importance of managing employee performance at work	P5 Explain how employee performance is measured and managed.	M3 Analyse the advantages and limitations of measuring and managing employee performance	

*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 SMART Objectives 	Learners could research SMART objectives and then set their own SMART objectives for the course they are currently completing.	30 minutes	P5 Explain how employee performance is measured and managed.
2 Individual Development Plan 	Using the lesson element 'Individual Development Plan', learners could complete the plan and a SWOT analysis. This could be used for their personal development.	30 minutes	P5 Explain how employee performance is measured and managed.
3 Training	Learners could identify different types of training (for example on the job and off the job training). Learners could then write the advantages and disadvantages of the types of training.  Extension task: Learners could identify problems that could arise from ineffective training and could discuss what the constraints on training might be (for example cost, availability of resources/trainers).	30 minutes	P5 Explain how employee performance is measured and managed.
4 Discipline 	Learners could use case studies to discuss types of misconduct and identify whether these types are minor or serious incidents. The lesson element 'Discipline' could be used to support this activity.	30 minutes	P5 Explain how employee performance is measured and managed.
5 Performance Management 	Learners could research different types of appraisal systems and present their findings to their colleagues. Learners could identify which method of appraisal they prefer and why. The lesson element 'Performance Management' could be used to support this activity and also covers annual appraisals.	2 hours	P5 Explain how employee performance is measured and managed.











## CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

**Telephone 02476 851509**

**Email [cambridgetechnicals@ocr.org.uk](mailto:cambridgetechnicals@ocr.org.uk)**

**[www.ocr.org.uk](http://www.ocr.org.uk)**

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