

Cambridge TECHNICALS LEVEL 3

BUSINESS

Cambridge
TECHNICALS
2016

Unit 8

Introduction to human resources

R/507/8155

Guided learning hours: 60

Version 3 Grading Criterion P10 amended.

Assessment guidance and Opportunities for applying
learning across units updated - August 2016

LEVEL 3

UNIT 8: Introduction to human resources

R/507/8155

Guided learning hours: 60

Essential resources required for this unit: Due to the confidential nature of material that would need to be accessed, learners will need to be provided with sufficient simulated material and environments to carry out the learning for this unit.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

People are the most valuable resource to any organisation or business and in order to obtain the greatest value from them, they need to be managed and supported. It is the human resources (HR) function in a business that has a significant role in ensuring this happens.

The human resources function will work with other key functions to ensure the success of the business.

In this unit, you will gain an overview of the HR function and learn about factors affecting human resources planning. You will understand the importance of motivating and training employees to achieve their potential and be able to assess the effectiveness of training and development. You will learn how to measure employee performance.

You will also understand how and why confidentiality is important for the HR function.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative. It should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally-assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Know the factors that are involved in human resources planning	<p>(When introducing this learning outcome, tutors should cover the meaning of key terms such as:</p> <ul style="list-style-type: none"> • the human resources function (e.g. the division of a company that is focused on activities relating to employees) <p>1.1 Key responsibilities of the human resources function, i.e.</p> <ul style="list-style-type: none"> • linking with other functions of a business to contribute to the success of a business (e.g. Operations/Production, Marketing, Accounting/Finance) • compensation and benefits • ensuring compliance with employment legislation • employee relations • health and safety • skills audit • recruitment (e.g. recruitment process, checking eligibility for employment) • training and development <p>1.2 Internal factors which influence human resources plans, i.e.</p> <ul style="list-style-type: none"> • business growth • diversification into new sectors • employee skill sets • finance available (e.g. retained profits) • restructuring • retirement rates <p>1.3 External factors which influence human resources plans, i.e.</p> <ul style="list-style-type: none"> • access to finance from external sources • advances in technology • demographic changes • economic growth • legislation

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>2. Be able to assess the effectiveness of training and development</p>	<p>2.1 Methods of training and developing employees, i.e.</p> <ul style="list-style-type: none"> • induction training • on-the-job training, i.e. <ul style="list-style-type: none"> ○ coaching ○ job rotation ○ mentoring ○ observation ○ shadowing • off-the-job training, i.e. <ul style="list-style-type: none"> ○ conferences ○ external training courses (e.g. continuing professional development (CPD)) ○ simulation exercises <p>2.2 How to measure the effectiveness of training and development, i.e.</p> <ul style="list-style-type: none"> • performance ratios • monitoring performance • employee surveys • employee/customer (internal/external) feedback • quality of products/services <p>2.3 The benefits to a business of training and developing employees, i.e.</p> <ul style="list-style-type: none"> • ensuring a pool of employees to replace staff who may leave or be promoted • having a more efficient and productive workforce • having employees familiar with advances in technology • improving employee motivation • improving employee retention
<p>3. Understand how and why businesses motivate employees</p>	<p>3.1 Motivational theories which study employee behaviour, e.g.</p> <ul style="list-style-type: none"> • Maslow's hierarchy of needs (Abraham Maslow) • Motivational Needs theory (David McClelland) • Motivator-Hygiene theory (Frederick Herzberg) • Scientific Management (Frederick Taylor) • Expectancy theory (Victor Vroom) • Hawthorne Studies (Elton Mayo) • Theory X and Theory Y (Douglas McGregor)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>3.2 Methods of employee motivation, i.e.</p> <ul style="list-style-type: none"> • monetary rewards, i.e. <ul style="list-style-type: none"> ○ bonuses ○ maternity/paternity schemes/benefits ○ performance-related pay ○ perks (e.g. company cars, healthcare schemes) ○ profit-sharing ○ workplace crèche ○ workplace pension schemes • non-monetary rewards, i.e. <ul style="list-style-type: none"> ○ delegation ○ empowerment ○ flexible working ○ job rotation ○ opportunity for team working ○ promotion opportunities ○ recognition • training and development opportunities <p>3.3 Benefits to a business of having motivated employees, i.e.</p> <ul style="list-style-type: none"> • improved productivity • lower levels of absenteeism • lower levels of labour turnover • lower recruitment costs • improved reputation • improved product quality • improved customer service (e.g. resulting in increased customer satisfaction) • improved company loyalty • improved employee engagement <p>3.4 How a business measures the success of employee motivation, i.e.</p> <ul style="list-style-type: none"> • increased customer satisfaction (e.g. repeat custom, positive feedback, improved reputation) • improved market position (e.g. increased market share, profitability and revenue) • employee turnover rate and mean duration of tenure • internal staff mobility

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>4. Understand the importance of monitoring and managing employee performance at work</p>	<p>4.1 How businesses monitor employee performance, i.e.</p> <ul style="list-style-type: none"> • formal appraisal techniques, i.e. <ul style="list-style-type: none"> ○ results-based appraisals ○ self-appraisal ○ upward appraisal ○ grading (e.g. attendance) ○ 360 degree feedback • ongoing monitoring of performance (e.g. productivity rates, absenteeism rates, labour turnover rates) • performance management by objectives <p>4.2 Benefits and drawbacks of different performance management tools, i.e.</p> <ul style="list-style-type: none"> • disciplinary procedures • grievance procedures • individual development plan • individual objectives/SMART (specific, measurable, achievable, realistic, timely) targets • management of ill health/counselling processes • probationary periods
<p>5. Understand the importance of confidentiality within the human resources function</p>	<p>5.1 Examples of confidential information and their sources, i.e.</p> <ul style="list-style-type: none"> • employee information (e.g. recruiting and hiring, administering benefits, investigating complaints, job performance, personal contacts, work history, medical information and employment eligibility documentation, which may include a copy of the employee's social driver's licence, passport or qualifications) • management or business information that is not available to non-management employees(e.g. business strategies and processes, office/plant closures, major expansions or greenfield operation start-ups) <p>5.2 Methods of maintaining confidentiality, i.e.</p> <ul style="list-style-type: none"> • hierarchical access rights • identity checking procedures (e.g. emailing information only after contact made by telephone) • non-disclosure agreements • password protection for digital files • secured filing cabinets • training <p>5.3 Why businesses maintain the confidentiality of documents and/or personal information, i.e.</p> <ul style="list-style-type: none"> • legal requirements (e.g. data protection legislation) • ethical responsibility • maintain trust between employee and employer

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none">• reputation of business• maintain credibility of HR function• risks of confidential information being exposed (e.g. identity theft, fraud, use by competitors)• consequences of failing to comply with legislation (e.g. court action, fines, prison)

GRADING CRITERIA

LO	Pass	Merit	Distinction
The learner will:	The assessment criteria which are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the Pass and Merit criteria, the candidate is able to:
1. Know the factors that are involved in human resources planning	P1*: Describe the key responsibilities of the human resources function within a business		
	P2*: Describe the internal and external factors a business needs to consider when planning human resources requirements		
2. Be able to assess the effectiveness of training and development	P3: Assess the effectiveness of methods of training and development used by a specific business	M1: Explain the effect on a business of reducing training and development opportunities	D1: Evaluate the training and development offered by a specific business and make justified recommendations for improvement
	P4: Describe the benefits to a specific business of training and developing employees		
3. Understand how and why businesses motivate employees	P5*: Explain why and how a business motivates employees with reference to motivational theories	M2: Assess the benefits and drawbacks of the methods of employee motivation used by a specific business	
	P6: Explain how a business measures the success of employee motivation		

LO	Pass	Merit	Distinction
4. Understand the importance of monitoring and managing employee performance at work	P7: Explain how employee performance is monitored and managed within a specific business	M3: Analyse the benefits and drawbacks of a specific performance management tool in a specific business	D2: Recommend and justify tools that specific business could implement to improve employee performance
	P8: Describe the benefits to employees and businesses of the use of different performance management tools		
5. Understand the importance of confidentiality within the human resources function	P9*: Describe the methods that a specific business uses to maintain confidentiality within the human resources function		
	P10*: Explain the consequences to a specific business of the HR function failing to maintain the confidentiality of information		

ASSESSMENT GUIDANCE

It is important for learners to have the opportunity to learn and apply their knowledge and skills to meaningful substantial tasks, in order to successfully achieve the unit.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

In order to meet the requirements for this unit, learners must have access to primary information regarding the human resources function of a **specific** business. Learners must be able to relate to what the business **does** rather than surmise about what they **could/might do**.

Primary research is required to enable learners to meet the criteria for, P3, P4, P7, P9, P10, M3, D1 and D2 as their evidence must be applied to a specific business. To aid the learners' holistic understanding of the HR function, it would be beneficial if the same business was referred to throughout this unit. The business(es) must also have a dedicated HR function, to provide learners with sufficient information and scope to successfully meet all of the criteria.

For LO2, it is recommended that learners produce all of their evidence in a standard report because this is good business practice. It will also enable learners to build on their study of report writing from Unit 2. It is not, however, a requirement that the evidence for LO2 is presented as a report. Please note if a report is used, learners completing P3 and P4 only require title, introduction and body sections. The body section should contain a summary of the findings of their investigation to meet the requirements for P3. Learners accessing M1 should also complete a conclusion section. Appendices and references should be included, if applicable, to reference sources and provide evidence of research.

SYNOPTIC ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more detail. We have indicated in this unit where these links are with an asterisk and provided more detail in the next section.

*OPPORTUNITIES FOR APPLYING LEARNING ACROSS UNITS

This identifies opportunities for developing links between teaching and learning with other units in the business suite.

Name of other unit and related LO	This unit and specified LO
Unit 1 The business environment LO2 Understand the relationship between businesses and stakeholders LO6 Understand the external influences and constraints on businesses and how businesses could respond	LO1 Know the factors that are involved in human resources planning LO5 Understand the importance of confidentiality within the human resources function
Unit 2 Working in business LO1 Understand protocols to be followed when working in business	LO5 Understand the importance of confidentiality within the human resources function
Unit 3 Business decisions LO3 Understand how human resources information informs business decisions	LO1 Know the factors that are involved in human resources planning
Unit 4 Customers and communication LO5 Know the constraints and issues which affect the sharing, storing and use of information for business communications	LO5 Understand the importance of confidentiality within the human resources function
Unit 17 Responsible business practices LO1 Understand how businesses operate responsibly LO2 Understand the importance of adopting responsible business practice	LO1 Know the factors that are involved in human resources planning LO3 Understand how and why businesses motivate employees
Unit 19 International business LO1 Understand the impact of globalisation on businesses, employees and consumers	LO1 Know the factors that are involved in human resources planning

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