

Cambridge TECHNICALS LEVEL 3

Cambridge
TECHNICALS
2016

BUSINESS

Unit 9

Human resources

J/615/1127

Guided learning hours: 90

V1

LEVEL 3

UNIT 9: Human resources

J/615/1127

Guided learning hours: 90

Essential resources required for this unit: None

This unit is externally assessed by an OCR set and marked examination.

UNIT AIM

Human resources are about making sure that the right people are in the right jobs. Attracting the right people is only the beginning. Human resources are involved in recruitment and selection, rewards, compensation, benefits, training and development, employment law and protecting the rights of employees. Human resources departments will link with other functions of a business to with the aim of ensuring employee engagement.

You are likely to be involved in recruitment and selection processes at some time in your life. This unit will give you an understanding of the process from a business' perspective. You will learn about the different approaches that businesses can take to the recruitment and selection process and why recruiting the right new employees will contribute towards the success of the business.

In the workplace, everyone wants to feel happy, engaged, safe and to be treated with respect. This is because we spend almost a quarter of our lives at work. The relationship that employees have with peers, management and other stakeholders will determine the level of engagement and satisfaction that employees experience. This in turn can influence the level of success the business itself achieves. In this unit you will learn about the rights that employees have, the benefits of fostering effective relationships and the difficulties which may result if this does not happen.

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.

For externally assessed units, where the content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when we set questions for an exam:

- a direct question may be asked about unit content which follows an i.e.
- where unit content is shown as an e.g. a direct question will not be asked about that example.

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
1. Understand the responsibilities of the human resources function and the factors that affect it	1.1. Key responsibilities of the human resources function, i.e. <ul style="list-style-type: none"> • compensation and benefits • employee relations • employee engagement • ensuring compliance with employment legislation • health and safety • linking with other functions of a business to contribute to the success of a business • recruitment and selection • skills audit • training and development • exit process 	1.1 To include definitions and the key features of each responsibility.

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>1.2. Internal factors which affect human resources planning, i.e.</p> <ul style="list-style-type: none"> • business growth • diversification into new sectors • employee skill sets • finance available from internal sources • labour turnover rates • restructuring • retirement rates <p>1.3. External factors which affect human resources planning, i.e.</p> <ul style="list-style-type: none"> • access to finance from external sources • advances in technology • demographic changes • economic growth • current UK and EU legislation relating to human resources, i.e. <ul style="list-style-type: none"> ○ Data Protection Act ○ Employment Act ○ Equality Act ○ Health & Safety at Work Act ○ National Minimum Wage Act ○ Personal Protective Equipment at Work Regulations ○ Working Time Regulations 	<p>1.2 Consider examples from a range of businesses to illustrate how each internal and external factor can influence human resource planning.</p> <p>1.3 Legislation to include the responsibilities of the employer and the employee.</p> <p>To include the implications for a business of meeting legal obligations including, e.g.:</p> <ul style="list-style-type: none"> • maintaining the business' reputation, • motivated employees • financial costs of meeting the legislation: <ul style="list-style-type: none"> ○ paying minimum wage ○ providing safety equipment ○ training staff • time requirements <ul style="list-style-type: none"> ○ checking that legislation is being met ○ training staff <p>To also include the potential consequences of breaching legislation affecting HR processes including, e.g.:</p> <ul style="list-style-type: none"> • litigation and/or tribunals • financial costs of breaching legislation • difficulty recruiting skilled and experienced employees

Learning outcomes	Teaching content	Exemplification
<p>The Learner will:</p>	<p>Learners must be taught:</p>	
<p>2. Understand how and why businesses motivate employees and how the effectiveness of motivation strategies can be measured</p>	<p>2.1 Motivational theories which study employee behaviour, i.e.</p> <ul style="list-style-type: none"> • Maslow’s Hierarchy of Needs • McClelland’s Theory of Needs • McGregor’s Theory X and Theory Y <p>2.2 Methods of employee motivation, i.e.</p> <ul style="list-style-type: none"> • monetary rewards • non-monetary rewards <p>2.3 Benefits to a business of having motivated employees.</p>	<p>2.1 Learners should be able to apply motivational theories to the motivational methods used by a specific business.</p> <p>2.2 To include the key features of monetary rewards, i.e.</p> <ul style="list-style-type: none"> • bonuses • fringe benefits • maternity/paternity schemes/benefits • performance-related pay • profit-sharing • workplace crèche • workplace pension schemes <p>To include the key features of non-monetary rewards such as delegation, empowerment, flexible working, job rotation, opportunity for team working, promotion opportunities and training and development opportunities.</p> <p>2.3 Benefits to include, i.e.</p> <ul style="list-style-type: none"> • improved company loyalty • improved customer satisfaction • improved employee engagement • improved product quality • improved productivity • lower levels of absenteeism • lower levels of labour turnover and lower recruitment costs. <p>To include the reasons why each benefit considered is desirable for a business.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
3. Understand effective employee relations	<p>2.4 How a business measures the success of employee motivation, i.e.</p> <ul style="list-style-type: none"> • customer feedback • employee feedback • labour turnover rate • market position • repeat custom • reputation <p>3.1 Factors influencing the relationship between employers and employees, i.e.</p> <ul style="list-style-type: none"> • clarity of HR processes and policies • communication between management and employees • employee motivation • level of trust • onboarding • style of organisation structure • trade union influence <p>3.2 Barriers to effective employee relations, i.e.</p> <ul style="list-style-type: none"> • disengaged employees • lack of leadership • communication • management style • recruitment choices 	<p>2.4 To include the use of qualitative and quantitative data to measure employee motivation within a business and to assess whether methods of motivation implemented by a business have been successful. The data may also provide the basis for recommendations for improvement.</p> <p>3.1 To include an understanding of each factor and the ways in which it may influence, positively and negatively, the relationship between employers and employees.</p> <p>Communication between management and employees to include consideration of different management styles, i.e. autocratic, democratic and paternalistic.</p> <p>3.2 To include an understanding of each barrier and how it may hinder effective employee relations in a business.</p>

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
	<p>3.3 The role of trade unions, i.e.</p> <ul style="list-style-type: none"> • accompanying employees to disciplinary/grievance meetings with employers • discussion with employers regarding employee concerns <ul style="list-style-type: none"> ○ on an individual level ○ on a group level • discussion with employers regarding major changes within the workplace • negotiating agreements with employers regarding pay and conditions 	<p>3.3 To include an awareness of a range of trade unions, representing different job roles, and the services which they offer to their members.</p>
<p>4. Understand factors influencing employee engagement within a business</p>	<p>4.1 Methods of employee engagement, i.e.</p> <ul style="list-style-type: none"> • benefits • effective conflict management • cultural shift • effective two-way communication between management and employees • employee representation, i.e. work councils • empowerment of employees • flexible working • team working • training, development and coaching 	<p>4.1 To include the key features of the methods that a business can use to encourage employee engagement.</p> <p>Consider examples of when each method might be used by businesses.</p>

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
	<p>4.2 Indicators of business performance which can be used to draw conclusions about employee engagement, i.e.</p> <ul style="list-style-type: none"> • absenteeism rates • accident rates • employee engagement (e.g. climate surveys) • employee productivity • employee retention • employee labour turnover • level of innovation • number of conflicts within the workplace • product wastage rates • quality of performance 	<p>4.2 To include the use of data to calculate and/or interpret business performance.</p> <p>To include how the indicators of business performance can be used to assess changes in employee engagement, particularly in response to changes made by the business such as (but not limited to) better working conditions or improved pay.</p>
<p>5. Understand how business organisations monitor and manage employee performance</p>	<p>5.1 How businesses monitor employee performance using formal appraisal techniques, i.e.</p> <ul style="list-style-type: none"> • 360 degree feedback • grading based on attendance and absenteeism • individual performance management by objectives • on-going monitoring of business performance • results-based appraisals • self-appraisal • peer appraisal and upward appraisal 	<p>5.1 To include the key features of formal appraisal techniques and when each could be used in a business. Formal appraisal techniques.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
6 Understand why and how businesses manage conflict in the workplace	<p>5.2 Benefits and drawbacks of different performance management tools, i.e.</p> <ul style="list-style-type: none"> • individual development plan • individual objectives/SMART targets • probationary periods • disciplinary procedures • grievance procedures <p>6.1 Causes of conflict within the workplace, i.e.</p> <ul style="list-style-type: none"> • bullying, harassment or discrimination • communication • inadequately trained or inexperienced management • lack of equal opportunities • unclear job roles • unfair treatment • workforce inflexibility • working environment • work-life balance <p>6.2 Why businesses seek to avoid conflict and address/resolve conflict in the workplace, i.e.</p> <ul style="list-style-type: none"> • maintain or improve the business' reputation • avoiding increased costs • retain staff • improve motivation • improve staff morale. 	<p>5.2 To include the key features of each performance management tool and the benefits and drawbacks of their use.</p> <p>6.1 To include minor day-to-day issues and more serious conflicts which may be subject to legislation, such as discrimination.</p> <p>6.2 To include consideration of why the benefits are desirable for a business.</p> <p>Consider real examples where businesses have tried to resolve or minimise conflict in the workplace to provide understanding of the appropriateness and usefulness of each method in different situations.</p>

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
	<p>6.3 How businesses resolve conflict in the workplace, i.e.</p> <ul style="list-style-type: none"> • effective/improved communication (e.g. a willingness to listen to what employees have to say) • clear business policies and procedures • different methods of resolution and why they are needed • providing training for managers to better deal with conflict 	<p>6.3 Different methods of resolution to include, i.e.</p> <ul style="list-style-type: none"> • mediation • negotiation • disciplinary action • conciliation and arbitration • employment tribunal • role of ACAS in resolving conflict • role of trade unions in resolving conflict
<p>7 Be able to make recruitment and selection decisions</p>	<p>7.1 Stages in the recruitment process used by businesses, i.e.</p> <ul style="list-style-type: none"> • identification of business requirements • advertise the job • choose application method(s) <p>Choose application methods, i.e.</p> <ul style="list-style-type: none"> • formal methods, i.e. <ul style="list-style-type: none"> ○ curriculum vitae (CV) ○ application form ○ covering letter/personal statement • informal methods, i.e. <ul style="list-style-type: none"> ○ telephone call ○ visiting the workplace. 	<p>7.1 To include the use of skills audits and information collected from a formal exit process to identify business requirements.</p>

Learning outcomes	Teaching content	Exemplification
<p>The Learner will:</p>	<p>Learners must be taught:</p> <p>7.2 Stages in the selection process used by businesses and when each should be used, i.e.</p> <ul style="list-style-type: none"> • shortlisting • interview(s) • selection task(s)/tests • take-up of references • job offer and the contents of a job offer • job acceptance by chosen candidate • informing unsuccessful candidates • contract of employment • probationary period <p>7.3 The purpose and key elements of recruitment and selection documentation, i.e.</p> <ul style="list-style-type: none"> • job description • person specification • job advertisement • application form • interview documentation 	<p>7.2 To include a range of recruitment and selection processes used by businesses, i.e.</p> <ul style="list-style-type: none"> • internal recruitment process, i.e. carried out by the business • external recruitment process, i.e. using a recruitment agency • advertising vacancies internally only • advertising vacancies externally only • advertising both internally and externally • formal recruitment and selection process • informal recruitment and selection process • advantages and disadvantages of different processes. <p>7.3 To include the key content of each document, why each document is used, how each document will help to attract or select the best person for the role, the benefits and drawbacks of its use in the recruitment and selection process and how the choice of documentation used may vary depending on the role and/or type of business. Learners should be aware that recruitment and selection documents can be used to present both businesses and applicants in the most favourable light possible.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>7.4 What makes recruitment and selection documentation fit for purpose, i.e.</p> <ul style="list-style-type: none"> • presentation • content • whether it enables accurate decisions to be made. <p>7.5 The factors that need to be taken into account when planning the recruitment and selection process, i.e.</p> <ul style="list-style-type: none"> • ensuring that authorisation has been given to recruit for the role • terms of employment • timescales • where to advertise vacancy • type and number of interviews • selection criteria • who will be on the interview panel, • interview timetable for interviewers and interviewees • who will be supporting on the interview day (e.g. to coordinate tests) 	<p>7.4 To include ways to assess whether documentation is fit for purpose, e.g.:</p> <ul style="list-style-type: none"> • Does it contain information relevant to the job role? • Is it accurately and professionally presented? • Does it facilitate shortlisting? • Will it capture sufficient information at interview? • Does it enable a decision to be made as to whom to appoint and enable accurate feedback to be provided to unsuccessful interviewees? <p>To include the importance of documentation being fit for purpose, potential implications of documentation not being fit for purpose and how specific documents could be improved to better meet requirements.</p> <p>7.5 To include the importance of maintaining the confidentiality of all information collected during the recruitment and selection process.</p> <p>Selection criteria to include shortlisting process prior to interview, interview questions, whether to use assessment tasks and/or tests and at what point in the process, matching skills to essential/desirable criteria.</p>

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
	<p>7.6 Business considerations when interviewing, i.e.</p> <ul style="list-style-type: none"> • review candidates' personal information that is relevant to the role (e.g. qualification certificates and notice period) • need to maintain confidentiality • ensuring the interview environment is fit for purpose • observe interview protocols • communication skills • presenting a good impression of the business to interviewees 	<p>7.6 To include the use of:</p> <ul style="list-style-type: none"> • interview protocols, e.g.: <ul style="list-style-type: none"> ○ introductions ○ giving the interviewee opportunity to ask questions ○ use of open and closed questions ○ not overrunning on time ○ giving sufficient time for the interviewee to think and then respond. • communication skills, e.g.: <ul style="list-style-type: none"> ○ clarity ○ listening skills ○ body language ○ eye contact.
<p>8 Understand how and why businesses train and develop their employees</p>	<p>8.1 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 ○ online training ○ simulation exercises ○ training courses ○ training videos/DVDs 	<p>8.1 To include the key features of methods of training and developing employees and examples of when each might be used.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>8.2 Ways in which the effectiveness of training and development can be measured, 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>8.3 The benefits to a business of training and developing employees.</p>	<p>8.2 To include qualitative and quantitative data.</p> <p>Consider how, why and when each measure might be used to measure the effectiveness of training and development.</p> <p>Be able to use data to make an assessment about the effectiveness of training and development within a business.</p> <p>8.3 Benefits to include, e.g.:</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 and improving employee retention. <p>To include recognition of the alternative position, i.e. not providing training and development opportunities may have the opposite effect to the benefits listed above.</p>

LEARNING OUTCOME (LO) WEIGHTINGS

Each learning outcome in this unit has been given a percentage weighting. This reflects the size and demand of the content you need to cover and its contribution to the overall understanding of this unit. See table below:

LO1	6-24%
LO2	6-24%
LO3	6-24%
LO4	6-24%
LO5	3-22%
LO6	6-24%
LO7	10-30%
LO8	6-24%

ASSESSMENT GUIDANCE

All Learning Outcomes are assessed through an externally set written examination paper worth a maximum of 90 marks and 2 hours in duration.

The assessment comprises:

- short and medium answer questions based on applied human resource scenarios.
- extended answer questions. Some of the questions will require the skills of analysis and evaluation.

Please note in relation to LO1 by current legislation we mean the legislation specified or its equivalent should it be revised during the lifetime of the qualifications in which this unit is taught.

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 LO6 Understand the external influences and constraints on businesses and how businesses could respond	LO1 Understand the responsibilities of the human resources function and the factors that affect it
Unit 2 Working in business LO3 Be able to use documents	LO7 Be able to make recruitment and selection decisions
Unit 3 Business decisions LO1 Understand factors to be taken into account when making business decisions LO3 Understand how human resources information informs business decisions	LO1 Understand the responsibilities of the human resources function and the factors that affect it
Unit 4 Customers and communication LO4 Be able to convey messages for business purposes	LO4 Understand factors influencing employee engagement within a business
Unit 13 Management accounting LO1 Understand business costs and pricing methods used by businesses	LO1 Understand the responsibilities of the human resources function and the factors that affect it
Unit 15 Change management LO1 Understand the drivers of change LO3 Be able to plan for change, manage change and overcome barriers LO5 Be able to use data to monitor change management in businesses	LO1 Understand the responsibilities of the human resources function and the factors that affect it LO3 Understand effective employee relations LO4 Understand factors influencing employee engagement within a business LO5 Understand how business organisations monitor and manage employee performance

Name of other unit and related LO	This unit and specified LO
<p>Unit 17 Responsible business practices</p> <p>LO1 Understand how business act responsibly</p> <p>LO2 Understand the importance of adopting responsible business practices</p> <p>LO3 Be able to review the impact of responsible business practices on different stakeholders</p> <p>LO4 Understand the difficulties and potential conflicts businesses face when implementing responsible business practice(s)</p>	<p>LO1 Understand the responsibilities of the human resources function and the factors that affect it</p> <p>LO2 Understand how and why businesses motivate employees and how the effectiveness of motivation strategies can be measured</p> <p>LO3 Understand effective employee relations</p> <p>LO4 Understand factors influencing employee engagement within a business</p> <p>LO6 Understand why and how businesses manage conflict in the workplace</p> <p>LO7 Be able to make recruitment and selection decisions</p>
<p>Unit 18 Business operations</p> <p>LO1 Understand how business decisions influence business operations</p>	<p>LO1 Understand the responsibilities of the human resources function and the factors that affect it</p>
<p>Unit 19 International business</p> <p>LO1 Understand the impact of globalisation on businesses, employees and consumers</p>	<p>LO1 Understand the responsibilities of the human resources function and the factors that affect it</p>
<p>Unit 22 Delivering a business project</p> <p>LO2 Be able to collaborate to deliver a project</p>	<p>LO1 Understand the responsibilities of the human resources function and the factors that affect it</p> <p>LO6 Understand why and how businesses aim to prevent or resolve conflict in the workplace</p>

To find out more
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