

Cambridge TECHNICALS LEVEL 3

BUSINESS

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Unit 8

Introduction to human resources

Model assignment

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how human resource practitioners would plan human resource requirements and assess the impact of HR on business performance, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

Resources to complete the tasks

There are resource requirements for this assignment. Every learner will need access to the following resources:

- For all tasks learners will need access to the scenario.

Time

You should plan for learners to have 9-11 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...' the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.

It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment has not been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you'll need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

For Task 4 (M3), the assignment requires learners to analyse either grievance and disciplinary procedures or probationary periods. These are examples of performance management tools; other examples may be analysed if appropriate to the specific business referred to.

For Task 5 (P9, P10), this learning objective refers to the HR function within a business. Although the business in the scenario does not have a separate HR department, the HR function has been delegated to departmental managers. Each of these departmental managers must therefore ensure the confidentiality of the HR information which they have access to.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in *The OCR Guide to Referencing* available on our website: <http://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing>

Q Can I work in a group?

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q Does my work for each task need to be in a particular format?

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q Can I ask my tutor for feedback on my work?

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q When I have finished, what do I need to do?

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q How will my work be assessed?

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 8: Introduction to human resources

Scenario

Brockden Wood Ltd

Brockden Wood Ltd is a manufacturer of wooden products such as doors, door frames and skirting boards. Some products are mass-produced using large machines, and some products are one-off orders, for example a new door to match the style of existing doors in a period house. These are produced by hand using more traditional, skilled methods. Brockden Wood Ltd use these varying methods of production because their customers range from builders and DIY stores to direct sales to individual members of the general public.

Graham Sargent is the managing director of the business. The business was started by his great-grandfather in 1902 and Graham took over the role of managing director from his father fifteen years ago. Since then the business has grown; sales have doubled in overall value and the factory has been extended to allow additional machinery to be installed. This has also resulted in an increase in the workforce from 45 to 65 employees.

The business is organised into five functional areas; production, finance, administration, sales and customer service. Currently there is no separate Human Resource function. Traditionally all departmental managers have been responsible for HR activities within their area including human resource planning, recruitment and dealing with any workforce issues.

Graham realises that changes need to be made within the business. Productivity per employee is falling and labour turnover is increasing, particularly amongst the skilled production staff. There are also few internal applicants for any vacancies which arise and sickness and absenteeism rates are much higher than ten years ago.

Traditionally, the business offered few opportunities for training and development as the skilled production workers were experienced and employee retention was high. However, more recently, Graham has introduced a basic training and development programme:

- Team leaders within the factory have been on external courses to introduce them to the new state-of-the-art machinery which has been installed. They have then trained their teams on-the-job.
- Brockden Wood Ltd employs a part-time ICT specialist to oversee their computer systems. He spends time with any office staff who feel that their ICT skills need refreshing and runs a one hour, optional evening training session whenever software is updated.
- Any new staff are shown how to carry out their duties by their manager/team leader as there is no formal induction programme.
- Graham recognises the need for sales staff to speak a foreign language as the business is starting to receive enquiries from customers in Europe. The business has paid for four of the sales team to attend foreign language lessons at a local college, however one of these employees has recently handed in their notice.

Brockden Wood Ltd currently use a range of methods in an attempt to motivate the workforce and retain staff. These include:

- Sales staff are awarded bonuses for meeting individual sales targets. However, this means that staff do not always work as a team as they are competing for customer orders.
- For the last three years all staff have been offered a workplace pension scheme.

- Production employees working on the main production line i.e. not producing the one-off orders, are paid the national minimum wage. They are set production targets and annual bonuses of up to £5,000 per employee are paid if these targets are met. However, in the last two years these targets have not been met.
- Last year Graham established a quality circle in the factory. Many of the production staff welcomed this but the two production managers are wary about employees trying to influence the running of the factory.
- Office staff agree individual objectives each year with their line manager and, if met, this can result in an annual pay rise.

When Graham took over the running of Brockden Wood Ltd from his father, he introduced three performance appraisal systems to monitor and manage the performance of the workforce. These are still in use today:

1. Production staff - Employees meet with their line manager bi-annually for a results-based appraisal. This is based on whether team targets have been met. Discussions will also be held during this meeting regarding the employee's time-keeping and attendance.
2. Office staff - Employees have an annual appraisal with their line manager to determine whether objectives set for the previous year have been met and to set objectives for the following year. As part of this process each employee must complete a self-appraisal which is then discussed at the meeting.
3. Senior management - Managers from all departments have an annual appraisal with Graham. 360 degree feedback is obtained prior to the meeting. Graham also discusses during the appraisal whether departmental objectives have been met e.g. whether the production teams have met their production targets or the sales team have met their sales targets.

In addition to their appraisal systems, Brockden Wood Ltd utilise performance management tools in an attempt to improve employee performance including:

- Grievance and disciplinary policies
- Probationary periods
- SMART objectives for office staff

Graham takes confidentiality within the business very seriously; partly because it is a legal obligation but also as he does not want the business' reputation to suffer should there be any issues. Currently the business uses the following methods to maintain the confidentiality of human resource information:

- Hierarchical access rights
- Password protection for digital files
- Secured filing cabinets
- Training

You have been offered a placement by Graham at Brockden Wood Ltd. He wants you to use your business knowledge to produce information for the other six shareholders in the business which will give them a better understanding of the importance of human resource management.

Task 1: The human resource function and HR planning

(This task should take between 1 and 2 hours.)

Learning Outcome 1: Know the factors that are involved in human resources planning, is assessed in this task.

Graham needs to persuade the other shareholders of the need for the introduction of a separate HR department. As part of this, he has asked you to produce a report for the shareholders which describes the key responsibilities of the HR function within a business where this is a separate function.

As Brockden Wood Ltd have increased in size, they have given little consideration to how they will plan for their changing human resource requirements. Your report should also describe for the shareholders the internal and external factors which a business needs to consider when planning human resource requirements.

Pass	Merit	Distinction
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.		
Evidence		
<p>Your report must:</p> <ul style="list-style-type: none"> Describe the key responsibilities of the human resource function in a business Describe the internal and external factors a business needs to consider when planning human resource requirements. 		

Task 2: The effectiveness of training and development

(This task should take between 3 and 4 hours.)

Learning Outcome 2: Be able to assess the effectiveness of training and development, is assessed in this task.

Your task is to produce **either**:

a presentation, **with supporting notes**, which can be used to inform Graham and the other shareholders about training and development opportunities.

or

a report for Graham and the other shareholders

Pass	Merit	Distinction
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.		
Evidence		
<p>Your presentation or report must include:</p> <ul style="list-style-type: none"> An assessment of the likely effectiveness of the methods of training and development currently used by Brockden Wood Ltd A description of the potential benefits to Brockden Wood Ltd of training and developing their employees <p>Your presentation or report could include:</p> <ul style="list-style-type: none"> An explanation of the potential effect on a business of reducing training and development opportunities An evaluation of the training and development opportunities currently offered by Brockden Wood Ltd Justified recommendations as to how Brockden Wood Ltd can improve the training and development opportunities offered <p>If your evidence is produced as a presentation, a personalised witness statement, produced and signed by your tutor or an independent third party such as an employer, must accompany your presentation. Supporting notes must also be provided. You could produce these notes as a handout for the shareholders which summarises points made in the presentation.</p>		

Task 3: Employee motivation

(This task should take between 2 and 3 hours.)

Learning Outcome 3: Understand how and why businesses motivate employees, is assessed in this task.

Graham has carried out an employee survey which has identified that employee motivation is low.

Your task is to produce either:

a) An information pack

or

b) A presentation (with supporting notes)

which Graham can use to explain the importance of employee motivation to the other shareholders.

Pass	Merit	Distinction
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.		
Evidence		
<p>Your information pack or presentation must include:</p> <ul style="list-style-type: none"> An explanation of how Brockden Wood Ltd currently tries to motivate employees with reference to ways in which these methods link to motivational theories. An explanation of why it is important for employees at Brockden Wood Ltd to be motivated in their work. An explanation for Graham and the other shareholders of how a business that you have researched measures the success of employee motivation within that business. <p>Your information pack or presentation could include:</p> <ul style="list-style-type: none"> An assessment of the benefits and drawbacks of the methods of employee motivation currently used by Brockden Wood Ltd. 		

Task 4: The importance of monitoring and managing employee performance

(This task should take between 2 and 3 hours.)

Learning Outcome 4: Understand the importance of monitoring and managing employee performance at work, is assessed in this task.

Graham is keen to understand more about employee performance at work so that he can consider the performance management systems currently used and look to make changes if necessary.

Your task is to produce a report which considers the current methods of monitoring and managing employee performance and makes recommendations for improvement.

Pass	Merit	Distinction
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 a specific business could implement to improve employee performance.
P8: Describe the benefits to employees and businesses of the use of different performance management tools.		
Evidence		
<p>Your report must:</p> <ul style="list-style-type: none"> Explain how employee performance is currently monitored and managed within Brockden Wood Ltd Describe the benefits to employees and businesses of using different performance management tools. Ensure that your description considers more than one performance management tool, eg grievance procedures, disciplinary procedures, probationary periods. You could refer to the tools used by Brockden Wood Ltd to support your description. <p>Your report could:</p> <ul style="list-style-type: none"> Analyse the benefits and drawbacks of using either grievance and disciplinary procedures or probationary periods as performance management tools within Brockden Wood Ltd Recommend and justify additional performance management tools that Brockden Wood Ltd could implement to improve employee performance. 		

Task 5: The importance of confidentiality within HR

(This task should take between 1 and 2 hours.)

Learning Outcome 5: Understand the importance of confidentiality within the human resources function, is assessed in this task.

Maintaining the confidentiality of human resource information is of vital importance within any business. Employee representatives have recently requested a meeting with Graham to discuss the measures that Brockden Wood Ltd takes to maintain the confidentiality of employee information.

Your task is to prepare a briefing document which will help Graham to prepare for this meeting.

Pass	Merit	Distinction
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.		
Evidence		
Your briefing document must: <ul style="list-style-type: none">• Describe the methods currently used by Brockden Wood Ltd to maintain the confidentiality of human resource information• Explain the potential consequences to Brockden Wood Ltd of the HR function failing to maintain the confidentiality of information.		

Evidence Checklist

OCR Level 3 Cambridge Technicals in Business Unit 8: Introduction to human resources

LEARNER NAME:

For Pass have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
(P1) Described the key responsibilities of the human resources function within a business.	
(P2) Described the internal and external factors a business needs to consider when planning human resources requirements	
(P3) Assessed the effectiveness of methods of training and development used by a specific business.	
(P4) Described the benefits to a specific business of training and developing employees.	
(P5) Explained why and how a business motivates employees with reference to motivational theories.	
(P6) Explained how a business measures the success of employee motivation.	
(P7) Explained how employee performance is monitored and managed within a specific business.	
(P8) Described the benefits to employees and businesses of the use of different performance management tools.	
(P9) Described the methods that a specific business uses to maintain confidentiality within the human resources function.	
(P10) Explained the consequences to a specific business of the HR function failing to maintain the confidentiality of information.	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
(M1) Explained the effect on a business of reducing training and development opportunities.	
(M2) Assessed the benefits and drawbacks of the methods of employee motivation used by a specific business.	
(M3) Analysed the benefits and drawbacks of a specific performance management tool in a specific business.	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
(D1) Evaluated the training and development offered by a specific business and made justified recommendations for improvement.	
(D2) Recommended and justified tools that a specific business could implement to improve employee performance.	

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