

Unit Title:	Understanding the employing organisation
OCR unit number	7
Sector unit number	EA3-3
Level:	Level 3
Credit value:	3
Guided learning hours:	23
Unit accreditation number	R/600/1764

Unit purpose and aim

This unit aims to equip the candidate with the knowledge and understanding that employees need about the aims, objectives and structure of their organisation; the contribution they can make to the organisation's objectives and the opportunities for professional and career development in the organisation.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>The Learner will:</p> <p>1 Understand the structure of their organisation</p>	<p>The Learner can:</p> <p>1.1 Describe the main functions in their organisation</p> <p>1.2 Describe how the main functions in their organisation are staffed and organised</p> <p>1.3 Describe the communication channels in their organisation</p> <p>1.4 Describe the lines of control and accountability in their organisation</p>	<p>Range of functional areas may include:</p> <ul style="list-style-type: none"> • Training and development • Human Resources • Physical Resources • Personnel • Accounts and Admin • Marketing/Promotion <p>Able to identify and describe:</p> <ul style="list-style-type: none"> • staff organisation chart • reporting systems • departmental teams • team/individual responsibilities <p>Able to describe both verbal and non-verbal communication channels and lines of reporting from all directions within the organisation.</p> <p>An understanding of the organisational chart which identifies who is responsible for</p>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		what, and who reports to whom, both on departmental and organisational issues
2 Understand key aims and objectives of their organisation	2.1 Explain the importance of an organisation having a business plan 2.2 Describe their organisation's key aims and objectives (for example, mission, core aims and values) 2.3 Describe how their organisation measures the achievement of key aims and objectives 2.4 Identify their organisation's key performance indicators	Able to explain the importance of such considerations as future direction, timescale, regular reviews Able to source and describe the organisation's mission statement and know the organisation's targets and aims, eg to increase participation, develop a wider market share, provide consistently high levels of customer care This may include: <ul style="list-style-type: none"> • SWOT analysis • surveys and questionnaires • consultations • inspections Performance indicators may include: <ul style="list-style-type: none"> • consumer numbers • product sales • market share • economic growth • inclusion • reputation • employee and customer satisfaction
3 Understand their own contribution to their organisation's key aims and objectives	3.1 Evaluate the importance of an organisation managing the performance of its staff 3.2 Describe the objectives of their job role 3.3 Explain how the objectives of their job role contribute to the organisation's key aims and objectives 3.4 Explain how their own performance is evaluated and developed 3.5 Analyse the contribution they can make to the	Knowledge of why it is important to manage staff performance, ie to retain, support and motivate Understands what their personal objectives and targets are from their job description. How their job links to the organisation's objectives and how their objectives link to those of others staff members and/or other departments.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	<p>evaluation and development of their performance</p>	<p>Knows the importance of and can explain the process of:</p> <ul style="list-style-type: none"> • regular appraisals • setting personal goals and targets • development opportunities (eg mentoring, shadowing, training) <p>This may include use of:</p> <ul style="list-style-type: none"> • self evaluation/reflection • personal development planning • feedback from colleagues • feedback from line manager
<p>4 Understand the opportunities for entry, professional development and progression within their organisation</p>	<p>4.1 Explain the importance of continuing professional development</p> <p>4.2 Evaluate the organisation's processes for recruitment</p> <p>4.3 Evaluate the organisation's processes for induction</p> <p>4.4 Evaluate the organisation's processes for training and development</p> <p>4.5 Evaluate the opportunities and requirements for career progression for staff within their organisation</p>	<p>This may include:</p> <ul style="list-style-type: none"> • benefits to employee (eg career progression; motivation; personal development). • benefits to employers (eg improved working environment; improved employee performance; retention of staff) <p>May include reference to:</p> <ul style="list-style-type: none"> • qualifications • experience • transferable skills • personal qualities and skills <p>Able to identify the purpose, value and content for example:</p> <ul style="list-style-type: none"> • company overview • policies and procedures for sickness and absence; disciplinary and grievance matters • union information if applicable • health and safety guidance • Medical and first aid information.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<p>Able to identify what the processes are for training and development, the structure and frequency. Examples of training may include: internal and external courses, day release, distance learning, apprenticeships.</p> <p>Able to identify internal promotional opportunities; the qualifications, personal and technical skills required; experience; process for applying</p>

Assessment

Candidates will have to produce a portfolio of evidence that meets the requirements of the learning outcomes and assessment criteria in full, taking account of the additional knowledge understanding and skills specified in the unit content.

The evidence produced for the unit will be assessed in the centre and verified by OCR External Verifiers.

Outcomes will be graded Pass/Fail.

Evidence requirements

For assessment criterion 1.3 candidates should be able to describe all lines of reporting within their organisation.

For assessment criterion 3.2, objectives should be those identified and agreed on candidates' job description or contract of employment. A full description of the objectives is required.

For assessment criteria 4.2 and 4.3 information should be derived from the staff handbook if one exists or from discussion with a workplace senior supervisor and the evaluation based on fact rather than personal opinion.

Guidance on assessment and evidence requirements

This section provides guidance for tutors on the types of assessment activities that can be used and evidence to be produced that will ensure coverage of the learning outcomes and related assessment criteria.

Evidence can be generated in a variety of ways – through completion of OCR-devised workbooks, through centre-devised assignments, projects or tasks or through naturally occurring work-based activities. Any centre-devised assignments, projects or tasks must be cross-referenced to the appropriate learning outcomes and assessment criteria to ensure that full coverage can be achieved.

Portfolios of evidence must be produced independently and centres must confirm to OCR that the evidence is the original work of the candidate. Recording documents are provided on the website for this purpose.

Examples of possible sources of evidence are shown below but these are not exhaustive nor are the examples shown mandatory.

The content of this unit is similar to Unit EA2-3 Understanding the Employing Organisation at level 2 but assessors should consider differences in depth of information required between level 2 and level 3 qualifications. For example at level 3, particular attention needs to be given to the demands of command words such as 'describe', 'explain' and 'analyse' and the different expectations it sets in terms of depth and breadth of evidence.

To generate evidence for 1.1-1.4 the candidate's workplace supervisor or manager could question the candidate on the organisation's functions, staffing, lines of reporting and lines of control and accountability. Notes from the session, completed by the candidate, could be used as evidence or the supervisor or manager could complete a Witness Statement to verify that the candidate has appropriate knowledge and understanding of the structure of the organisation.

To generate evidence for 2.1-2.4, the Question and Answer session could be extended to cover key aims and objectives of the organisation. The candidate's knowledge and understanding could again be verified by a Witness Statement. Candidates will also need to show an understanding of the importance of the organisation business plan whilst identifying key performance indicators and this should be evident from the Witness Statement if one is used.

For 3.1-3.5, candidates could hold a one-to-one discussion with a workplace supervisor where they can gain an insight into where they fit into the structure of the organisation. Candidates can then be questioned and asked to describe their job role objectives, the evaluation and development of their performance and how they feel they can assist this development. As before, a Witness Statement could be used to verify understanding. For 3.1, the evaluation at this level should be based on factual evidence rather than personal opinion.

To generate evidence for 4.1-4.5 candidates could write a review on how the organisation values the importance of CPD and carries out recruitment, induction and ongoing training and development for employees. Based on the findings of this review and personal career aspirations, a SWOT analysis could be carried out identifying opportunities and requirements for career progression either within the organisation. As with other evaluation tasks, evidence generated for 4.2-4.5 should be based on factual evidence rather than personal opinion.

During the assessment of evidence for this unit centres should refer to the 'Admin Guide: Vocational Qualifications (A850)' for Notes on Preventing Computer-Assisted Malpractice.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Resources

This section contains details of any specific resources that may support learning for example:

Staff Handbook

www.skillsactive.com (“SkillsActiveCareers”)

Guest Speakers from within the subsector

Journals such as Leisure Opportunities

Websites of specific industry employers e.g. Fitness First

Additional information

For further information regarding administration for this qualification, please refer to the OCR document ‘*Admin Guide: Vocational Qualifications*’ (A850) on the OCR website www.ocr.org.uk .