

# **LEVEL 7 DIPLOMA IN HUMAN RESOURCE MANAGEMENT (RQF)**

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## QUALIFICATION OBJECTIVES

Level 7 Diploma in Human Resource Management programme is highly flexible and suitable for learners with a background in academic study or industry. The qualification has a clear work-related emphasis; a strong emphasis is laid on practical skills development alongside theoretical fundamentals. The qualification underpins knowledge, skills and understanding linked to UK national benchmarks for level 7 studies.

The Qualification enables learners to progress into or within employment and/or continue their further study towards UK Masters top up qualifications.

## QUALITY, STANDARDS AND RECOGNITIONS

Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit register of [Regulated Qualifications](#).

Qualifications Wales is a Welsh Government Sponsored Body but independent from the Welsh Government in relation to its qualifications functions for which is directly accountable to the National Assembly for Wales. It is responsible for the regulation of awarding bodies and the quality assurance of qualifications in Wales. It is charged with ensuring that qualifications in Wales are fit for purpose, that the qualification system in Wales is efficient and effective and that there is public confidence in qualifications in Wales. Visit [Qualifications Wales](#) for more information.

This qualification offers progression arrangements with several UK universities that acknowledge the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and master's/top-up programmes.

## REGULATORY INFORMATION

Qualification Title	Level 7 Diploma in Human Resource Management (RQF)
Duration	1 Year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 hours
Overall Grading Type	Pass
Assessment Methods	Coursework
Language of Study	English

## EQUIVALENCE

This Level 7 qualification according to the Qualifications and Credit Framework (RQF) which consists of 6 mandatory units worth total 120 credits and equivalent to Master's Degrees in the UK.

## PROGRAMME STRUCTURE

The qualification consists of 8 units all of which are mandatory in order to gain 120 credits and achieve the full Diploma.

Unit Ref	Mandatory Units	Credit	TQT
D/508/0619	Strategic Human Resources Management and Organisational Behaviour	15	150
R/508/0620	Managing and Co-ordinating Human Resources	15	150
Y/508/0621	Leadership and Management Development	15	150
D/508/0622	Contemporary Issues in Human Resources Management	15	150
H/508/0623	Global Talent Management	15	150
K/508/0624	Performance and Reward Management	15	150
M/508/0625	Employment Legislation	10	100
T/508/0626	Business Research Methods	20	200

## ABOUT THE UNITS

**Credit value** is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit.

The RQF credit value of the unit will remain constant in all contexts, regardless of the assessment method used or the qualification(s) to which it contributes. Learners will only be awarded credits for the successful completion of whole units.

## ENTRY REQUIREMENTS

A learner must fulfil at least one of the following criteria to be allowed entry to the qualification:

- Possession of an honours degree in a related subject
- Possession of a level 6 qualification from a recognised awarding body
- Five years' management experience (learners must check with the delivery centre / college regarding this experience prior to registering for the programme)

English requirements:

- If you are not from the United Kingdom or a majority English-speaking country, you must provide evidence that you are competent in English language

## PROGRESSION

Passing Level 7 Diploma in Human Resource Management (RQF) enables learners to progress into or within employment and/or continue their further study. This qualification enables learners to top up their qualification with number of UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and masters/top-up programmes.

## DELIVERING THE QUALIFICATIONS

This qualification is delivered 100% online by London School of Planning and Management using its online learning platform.

## ASSESSMENT AND VERIFICATION

All units within this qualification are internally assessed by the centre and verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, a learner must have successfully passed all the assessment criteria for that unit.

# Unit Specifications

## UNIT 01: STRATEGIC HUMAN RESOURCE MANAGEMENT AND ORGANISATIONAL BEHAVIOUR

Unit Reference Number	D/508/0619
Unit Title	Strategic Human Resources Management and Organisational Behaviour
Unit Level	7
Number of Credits	15
Guided Learning Hours (GLH)	30
Mandatory / Optional	Mandatory
SSAs	15.3 Business Management
Unit Grading Structure	Pass

### Unit Aims

The unit addresses how effective strategic management of human resources supports the achievement of organisational purposes in different organisational contexts. Consideration is given to the contribution of strategic human resource management to competitive advantage and organisational growth.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1. Understand the role of strategic management of human resources	1.1	Critically examine the nature and importance of strategic human resource management in organisations
	1.2	Assess the role and purpose of strategic human resource management activities in an organisation
	1.3	Evaluate how strategic human resource management is related to other functional areas.
2. Understand human resource planning in an organisation.	2.1	Analyse the business factors that should be considered before human resource planning
	2.2	Determine human resource requirements in different organisational contexts
	2.3	Develop a human resources plan for an organisation
3. Understand legal and ethical aspects of developing human resources policy.	3.1.	Explain the purpose of human resource policy
	3.2.	Analyse the impact of regulatory and legal requirements on human resource policies in an organisation
	3.3.	Analyse the impact of ethical requirements on human resource policies in an organisation
4. Plan effective human resource strategies	4.1	Analyse the impact of organisational Strategy, structure and culture on the management of human resources
	4.2	Plan an effective HR strategy
	4.3	Critically monitor the effectiveness of human resources management

### Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria Covered	Assessment type	Word count (approx. length)
All 1 to 2	All ACs under LO 1 to 2	Essay	2250 words
All 2 to 4	All ACs under LO 3 to 4	Report	2250 words

## Indicative contents

### Learning outcome 1:

Definition; features of HRM approach; HRM models: D Guest, M Patterson, best practice model, contingency model, Harvard Framework; personnel management and HRM; activities of HRM; HRM strategy; organisational strategy; HRM strategy benefits for organisations; interrelationships between HRM and organisational strategies; organisational performance and HRM strategy; HRM strategy influence on organisational strategy; organisational strategy influence on HRM strategy; value creation; human capital management; HRM strategy business focus; effective HRM; evaluation of strategic human resource management contribution e.g. characteristics, importance, techniques; the changing patterns of effective human resource management; the effect of globalization; the use of IT;

### Learning outcome 2:

Growth in business; changes in business; labour market competition; labour cost substitution; development of employee; control of labour cost; operations location; work nature changing; productivity increase; efficiency increase; technological impact; competition in business; declination of business; Personnel prerequisites identification: experiences, skills, qualifications, numbers; personnel matching to organisational prerequisites; basic prerequisite factors: skills, demand and supply of labours, workforce; external factors: policies of governments, education, employment, regional or industrial training; competitions in labour market; human resource planning e.g. features and requirements; functionalities e.g. selection and recruitment, retention, skill development, up-skilling, re-skilling, succession planning; outputs; resource demand; success factors; planning length e.g. short, medium and long; costs and benefits of business;

### Learning outcome 3:

Policy purposes; selection and recruitment; diversity and equality; development and training; expenses and benefits; discipline; performance improvement; rewards; pay; health and safety; discipline; information confidentiality; working time; paternity or maternity leave; harassment or bullying; management of change; grievance and dismissal; intellectual property: copyrights, patents; protected disclosure/whistle blowing; alcohol, drugs or smoking; legislation of employment; rights and responsibilities of employment; payment related regulatory and legal rights; data protection, conditions and contract terms: e.g. Data Protection Act 1998, National Minimum Wage Act 1998, Equal Pay Act 1970, Employment Relations Act 2004, Employment Rights Act 1996, Employment Act 2008, Work and Families Act 2006, Sex Discrimination Act 1995/1997, Race Relations Act 1992, Race Relations Amendment Act 2000, Disability Discrimination Acts 1995 and 2005; legislation in own country.

### Learning outcome 4:

Ethics in human resource management e.g. discrimination, harassment, racism, gender preference, nepotism, favouritism; employee satisfaction; compliance and grievance; culture and structure; culture led theoretical models: Schein, Hofstede, Handy; culture of organisation; interrelationships between HRM activities and culture; the requirement for effective human resource strategies; SMART objective target settings (specific, measurable, achievable, realistic, time-based); importance of monitoring effective human resource management; policies, strategies, operations; HRM contributions; benefits; costs; use of resources; effectiveness; ineffectiveness; information collection on HRM performance; performance indicator development; evaluation of HRM performance indicators; quantitative measurement: person output, productivity, retention of employee, turnover of staff, cost saving; qualitative measurement: stakeholder perspectives, employee attitude surveys, HRM performance benchmarking, service level standards and agreements of HRM; costs and benefits utility analysis; HRM improvement proposals and activities.

## Indicative Reading List

Adair, J. & Allen, M. (2003). *The Concise Time Management and Personal Development*. London: Thorogood.

Meggison, D. (2007). *Continuing Professional Development*. London: Chartered Institute of Personnel & Development.

Truss, C., Mankin, D., and Kelliher, C., (2012). *Strategic Human Resource Management*, Oxford University Press.

## UNIT 02: MANAGING AND CO-ORDINATING HUMAN RESOURCES

Unit Reference Number	R/508/0620
Unit Title	Managing and Co-ordinating Human Resources
Unit Level	7
Number of Credits	15
Guided Learning Hours (GLH)	150 Hours
Mandatory / Optional	Mandatory
SSAs	15.3 Business Management
Unit Grading Structure	Pass

### Unit Aims

This unit explores people management and development and provides a basis from which learners can examine and critically evaluate the purpose and objectives of human resource management.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the role of the Human Resource function in contemporary organisations	1.1 Discuss the responsibilities of HR in relation to relative the organisational objectives
	1.2 Analyse the role of HR in relation to effective change management
	1.3 Critically evaluate how HR contributes to professional and ethical principles within an organisation
2. Understand the goals of Human Resource management	2.1 Analyse approaches and models of HR service delivery within organisations
	2.2 Evaluate HR functions between organisations from different sectors
	2.3 Analyse methods of evaluating HR function
	2.4 Evaluate possible contribution of HR in organisational performance an objective
3. Understand the correlation between organisational performance and management of Human Resources	3.1 Examine HR issues affecting organisational performance
	3.2 Critically analyse the impact of investment in human capital on organisational performance
	3.3 Critical examine approaches to evaluating the effectiveness of the HR function

### Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Essay	4500 words

### Indicative contents

#### Learning outcome 1:

Develop, advise, and implement policies relating to the effective use of personnel within an mix, organisation. Workforce planning and skill training and development contribute to delivery of organisational aims and objectives.



## Learning outcome 2:

Changing context of HR delivery; classic, business partnering, shared services, centres of expertise; normative perspective, the critical perspective, behavioral perspective, systems perspective, and agency or transaction cost perspective; challenges; drivers, skills, boundaries;

Evaluation: rationale for evaluating HR functions, i.e. future investment, improvement, workforce planning and intellectual capital, accountability, motivation and productivity etc. Evaluation models. Kirkpatrick, return on investments models, “Balanced Scorecard” and others. Public private, sector goals aims and objectives and differences.

## Learning outcome 3:

HRM – performance relationship; theoretical frameworks such as HRM practice leads to HR outcomes leads to organisational performance what leads to what i.e ‘black box’ studies; Gallup studies; strength based performance management; definition of human capital ie. economic value of employee skills etc. decision making, education, training, health; HR metrics.

## Indicate Reading List

Boxall, P., Purcell, J. & Wright, P., (2007) *The Oxford Handbook of Human Resource Management*, Oxford: OUP

Gibb, S. (2007). *Human Resource Development: Processes, Practices and Perspectives*, Basingstoke: Palgrave

Marchington, M. & Wilkinson, A. (2011) *Human Resource Management at Work: People Management & Development*, Fifth Edition, London: CIPD

Rees, G., and French, R., (2013). *Leading, Managing and Developing People*, Chartered Institute of Personnel and Development.

## UNIT 03: LEADERSHIP AND MANAGEMENT DEVELOPMENT

Unit Reference Number	R/508/0621
Unit Title	Leadership and Management Development
Unit Level	7
Number of Credits	15
Guided Learning Hours (GLH)	30 Hours
Mandatory / Optional	Mandatory
SSAs	15.3 Business Management
Unit Grading Structure	Pass

### Unit Aims

The purpose of this unit is to develop the leadership and management knowledge and skills of people in senior management roles. The unit reflects the nature of the roles and competences relevant at a strategic level.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1. Understand the concepts of leadership and management	1.1	Examine key concepts of leadership and management
	1.2	Analyse different leadership and management theories and their respective applications
	1.3	Critically evaluate a range of approaches to developing leaders and managers.
2. Understand learning and development in leadership and management	2.1	Analyse coaching and mentoring as tools for developing leadership and management
	2.2	Critically evaluate trends in workplace learning
	2.3	Examine strategies for integrating learning and development within wider organisational strategy
3. Understand leadership and management development programmes.	3.1	Analyse indicators of success for leadership and management development programmes
	3.2	Critically analyse approaches to evaluating leadership and management development programmes
4. Understand approaches to support performance improvement.	4.1	Analyse methods to evaluate performance and support performance improvement

### Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
1	All ACs LO1	Presentation	10 minutes
2-4	All ACs under LO 2 to 4	Essay	3500 words

### Indicative contents

#### Learning outcome 1:

Concepts of leadership and management: dimensions of leadership trait theory, process theory, leadership styles, transactional and transformational theory, contingency, task vs relationship, integrated leader-manager, situational leadership theory; trait theory, classic management theory, human relations theory, neo human relations theory, system theory.

Competency models; instructional learning, emotional intelligence, self-awareness

### **Learning outcome 2:**

Definition of training, coaching, mentoring, preceptorship; power equations, duration, boundaries. Trends in learning; e.g. collaborative learning. mobile delivery, personalisation, showing value, synchronised online delivery, the cloud, technology, micro learning, neuroscience, coaching in talent management, alignment with business objectives, measuring impact, individualist reflection and skills acquisition.

Economic influences: funding of training. National economic climate and priorities.

### **Learning outcome 3:**

Leadership gap indicator, metrics, leadership competencies, accountability, outcomes: internal, external, impacts and influence on organisational performance and value for money, change measurement. Skills acquisition.

### **Learning outcome 4:**

Rating scales, critical incidents, job satisfaction, objective production, judgemental evaluation, peer and self-assessment, negotiated performance appraisal.

## **Indicate Reading List**

Gill, R. (2006). *Theory and Practice of Leadership*. London: Sage.

Gold, J., Thorpe, R. & Mumford, A. (2010). *Leadership and Management Development, 5<sup>th</sup> Edition*. CIPD

Kouzes, J. M. & Posner, B. Z. (2008). *The Leadership Challenge, 4th Edition*, New York: Jossey-Bass. London: CIPD.

Mabey, C. & Finch-Lees, T. (2008). *Management and Leadership Development*. London: Sage.

## UNIT 04: CONTEMPORARY ISSUES IN HUMAN RESOURCES MANAGEMENT

Unit Reference Number	R/508/0622
Unit Title	Contemporary Issues in Human Resource Management
Unit Level	7
Number of Credits	15
Guided Learning Hours (GLH)	30 hours
Mandatory / Optional	Mandatory
SSAs	15.3 Business Management
Unit Grading Structure	Pass

### Unit Aims

The unit requires learners to examine contemporary influences on, and contexts of, human resource management and to consider their role in change management processes. The legal and regulatory frameworks which underpin these processes are considered and this unit will support learners to respond to change in the business environment.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1. Understand how contemporary issues impact organisations and the management of Human Resources	1.1	Analyse the impact of contemporary influences on the workforce
	1.2	Critically evaluate how contemporary issues challenge HR management
2. Understand the contribution of Human Resources to organisational strategy development	2.1	Evaluate tools for analysing the organisational environment
	2.2	Examine the role of Human Resources in organisational strategic development
3. Understand legal and regulatory frameworks on Human Resource strategy and practice	3.1	Critically evaluate legal and regulatory frameworks that impact on Human Resource strategy
	3.2	Evaluate perspectives and approaches to managing the impacts of governmental and legal policies on an organisation
4. Know how to respond to changes in the business environment	4.1	Evaluate the role of Human Resources in evaluating organisational performance in an organisation
	4.2	Assess a range sources of business and contextual data for Human Resources planning purposes
	4.3	Evaluate the challenges of a change agenda to Human Resources in an organisation

### Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Report	4500 words

## Indicative contents

### Learning outcome 1:

Demographic trends, multi-generational and diverse workforce; legislation, environmental (green) impacts, technology developments and virtual workforce, chronic health issues of workforce, career development, organisational development and change, employee benefits and remuneration, diversity, global mobility, work/life issues.

### Learning outcome 2:

Organisational analysis models e.g.: SWOT, Pest, Rational Model, Mckinsey7S, natural system model, cognitive model, meta models. HR Metrics, employee surveys, audits, workforce analytics

### Learning outcome 3:

Legislative frameworks of own country: eg.UK: Employment Act (2008), Data Protection Act (1998), Disclosure and Barring Service (DBS), Health and Safety Act (1974), Equality Act (2010), Eligibility to Work in UK, Safeguarding Children and Vulnerable Adults, EU Working Time Directive.

### Learning outcome 4:

Evaluation: rationale for evaluating HR functions, i.e. future investment, improvement, workforce planning and intellectual capital, accountability, motivation and productivity etc. Evaluation models. Kirkpatrick, return on investments models, “Balanced Scorecard” and others.

Change barriers: e.g. uncertainty, poor planning, lack of consensus, resistance, leadership challenges, manager challenges

## Indicate Reading List

Cascio, W., Boudreau, J., (2010). *Investing in People: Financial Impact of Human Resource Initiatives Hardcover*, Pearson FT Press.

Taylor, S. (2011) *Contemporary Issues in Human Resource Management*, London: CIPD

Bothma, R. & Brewster, C. (2012) *Contemporary Issues in Human Resource Management*, Oxford: Oxford University Press

## UNIT 05: GLOBAL TALENT MANAGEMENT

Unit Reference Number	R/508/0623
Unit Title	Global Talent Management
Unit Level	7
Number of Credits	15
Guided Learning Hours (GLH)	150 Hours
Mandatory / Optional	Mandatory
SSAs	15.3 Business Management
Unit Grading Structure	Pass

### Unit Aims

The unit focuses on the practical aspects of recruitment, selection, employee retention and dismissal, as well as on the strategic aspects of resourcing and talent management within the global context.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment	Criterion - The learner can:
1. Understand concept of global talent management	1.1	Critically analyse definitions of global talent management.
	1.2	Examine the roles of those involved in global talent management.
	1.3	Discuss the significance of successful flow of talents from an organisational perspective.
2. Understand the challenges involved in global talent management	2.1	Examine the key factors to be taken into account when managing talent on a global scale.
	2.2	Evaluate the barriers to effective global talent management
	2.3	Critically assess the role of global mobility on global talent management.
3. Understand the relationship between global talent management and organisational strategy	3.1	Evaluate the impact of international globalisation and diversity global talent management.
	3.2	Evaluate the role of global talent management in the achievement of organisational goals and objectives.
	3.3	Analyse how global talent management has impacted on the performance of organisations.

### Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
1	All ACs under LO 1	Presentation	10 minutes
All 1-3	All ACs under LO 2 to 3	Essay	3500 words

### Indicative contents

#### Learning outcome 1:

Definitions: Succession planning; HR development; organisational learning; competitive talent flow; stakeholders; drivers of talent management; normative and prescriptive notions of talent management systems; defining leadership and talent pipeline requirements;

### Learning outcome 2:

Barriers to corporate enhancement of talent; Talent management failure; Agency theory; self-serving mechanisms and bounded rationality and decision making theories; retention; legitimacy; home country management vs host country(s) context and social acceptance; commitment and buy-in; notions of power; reputation; global leadership skills; economic climates.

### Learning outcome 3

Talent management strategy, drivers of alignment, corporate/organisational commitment governance, developing appropriate metrics; responsibility; measuring compliance with process; justify investment in talent; external credibility to stakeholders; tracking impact on business strategy  
Role of HR

## Indicative Reading List

Iles P. and Zhang C. (eds) (2013) *International human resource management: a cross-cultural and comparative approach*. London: Chartered Institute of Personnel and Development.

Luthans F., Doh J. P. and Hodgetts R. M. (2009) *International management: culture, strategy, and behavior*. Boston, [Mass.]: McGraw-Hill/Irwin.

Marchington M., Wilkinson A. and Marchington L. (2012) *Human resource management at work*. London: Chartered Institute of Personnel and Development.

Scullion H. and Collings D. G. (2010) *Global talent management*. London: Routledge.

## UNIT 06: PERFORMANCE AND REWARD MANAGEMENT

Unit Reference Number	R/508/0624
Unit Title	Performance and Reward Management
Unit Level	7
Number of Credits	15
Guided Learning Hours (GLH)	150 Hours
Mandatory / Optional	Mandatory
SSAs	15.3 Business Management
Unit Grading Structure	Pass

### Unit Aims

The unit considers the principles and practices of performance and rewards in corporate contexts. Learners will acquire both theoretical and practical understandings of the diverse approaches to reward management and be able to critically reflect on the strengths and limitations of these approaches.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1. Understand performance and reward management in organisations	1.1	Critically review theories and models of performance and reward management.
	1.2	Examine the psychology of reward management.
	1.3	Evaluate how performance management operates as a form of reward.
2. Understand performance and reward management within the environment of the organisation.	2.1	Evaluate how performance and reward management is influenced by the external environment.
	2.2	Assess how the internal context of an organisation influences the choice of performance and reward management strategies.
	2.3	Evaluate the relationship between performance and reward management and workforce learning and development
3. Understand the design and implementation of performance and reward management systems	3.1	Evaluate performance and reward management systems and procedures in an organisation.
	3.2	Analyse different methods in measuring employee and organisational performance.
	3.3	Discuss the nature and operation of team reward, its potential and drawbacks.

### Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
All 1 to 3	All ACs under LO 1 to 3	Report	4500 words

### Indicative contents

#### Learning outcome 1:

Performance management cycles; goal setting theory; expectancy theories; motivational dynamics, extrinsic and intrinsic rewards, building high engagement culture; behavioural impact



### **Learning outcome 2:**

External factors: power balance and culture, financial remuneration, environment, recognition, internal factors: motivation; ownership, meaningful task; team compositions, core norms; learning and development articulate workforce skills and competencies and capabilities; link with HRM strategy and reward; influence on L&D strategy, applying L&D strategy;

### **Learning outcome 3:**

Design of reward system: design options process/content; basis for reward; performance payoff; incentive, administration, fairness, incentives clearly linked to target, ownership of targets to directly achieve; relationship with strategic planning

### **Learning outcome 4:**

Impact: designing feedback systems; consequence of performance and reward systems; Benchmark data e.g. salary, performance; staff satisfaction, attrition and vacancy rate, competency skill, sales growth or other output measure of success, economic valued added; barriers to assessment and effectiveness measures: time, lack of training, lack of motivation. Fairness and equity

## **Indicate Reading List**

Corby S., Palmer S. and Lindop, E. (2008). *Trends and Tensions: An Overview - in - Rethinking reward, Rethinking reward*. Basingstoke: Palgrave Macmillan.

Hutchinson Sue (2013) *Performance management*. London: Chartered Institute of Personnel and Development.

John, P., (2009) *People management and performance*. Abingdon, Oxon: Routledge.

## UNIT 07: EMPLOYMENT LEGISLATION

Unit Reference Number	R/508/0625
Unit Title	Employment Legislation
Unit Level	7
Number of Credits	10
Guided Learning Hours (GLH)	20 hours
Mandatory / Optional	Mandatory
SSAs	15.3 Business Management
Unit Grading Structure	Pass

### Unit Aims

This unit examines the key principles that underpin employment laws and their purpose, as well as major defences that employers are able to deploy when depending cases, and the potential organisational costs and reputational risks associated with losing them.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1. Understand key concepts in employment law in a country	1.1	Examine aims and objectives of employment legislation
	1.2	Critically evaluate the role of contracts in employment law
2. Understand recruitment and selection legislation in a country	2.1	Evaluate the principles of discrimination legislation in relation to recruitment and legislation
	2.2	Analyse the mechanisms for establishing contracts of employment
3. Understand aspects of employment protection given to different types of workforce	3.1	Analyse the legislative and procedural protection that exists for workers
	3.2	Examine the legal consequences of unfair treatment of an employee for the employer
	3.3	Apply law relating to the nature of protection for workers to a given situation

### Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
All 1 to 3	All ACs under LO 1 to 3	Essay	3500 words

### Indicative contents

#### Learning outcome 1:

Legislature in own country: Domestic / regional / international; treaties, regulations, directives. Types of contracts: atypical contracts; definition of employee

#### Learning outcome 2:

Relating to own country; Equality and diversity, fairness and transparency; types of discrimination: direct, indirect, by association, perception, victimisation, harassment, characteristics; mechanisms for establishing contracts; expressed and implied terms.

### **Learning outcome 3:**

Relating to own country: Arbitration; trade unions; tribunal systems; Employment Protection Legislation Index (OECD); reasons for dismissal, organisational formal policy and procedures within statute; situations where dismissal is likely to be unfair; whistle blowing; constructive dismissal; redundancy payment; notice period; consultation with employer; options for other employment; time off to find a new job

### **Indicative Reading List**

Holland, James A. and Burnett, Stuart (2012) *Employment law*. Oxford: Oxford University Press.

Lewis, David, Sargeant, Malcolm, Schwab, Ben, and Lewis, David (2011) *Employment law: the essentials*. London: Chartered Institute of Personnel and Development.

Wallington P. (2012) *Butterworths employment law handbook*. Butterworths.

These texts should be added to, or replaced with, relevant texts for the country in which the course is delivered.

## UNIT 08: BUSINESS RESEARCH METHODS

Unit Reference Number	R/508/0620
Unit Title	Research Methods
Unit Level	7
Number of Credits	20
Guided Learning Hours (GLH)	40 hours
Mandatory / Optional	Mandatory
SSAs	15.3 Business Management
Unit Grading Structure	Pass

### Unit Aims

This unit deals with principles of research including the formulation of research questions, hypothesis and objectives. The unit will cover literature reviews, referencing, data collection using interviews and surveys, questionnaire design, statistical analysing using SPSS, qualitative data and methods for drawing conclusions from the analysed data.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1. Understand the identification and formulation of research problems	1.1	Appraise research problems;
	1.2	Develop appropriate research objectives and justify their choice;
2. Understand how to review the literature on a research topic.	2.1	Evaluate literature relevant to a research problem
	2.2	Critically analyse different theoretical approaches to a research problem;
3. Understand the design of business research methodologies.	3.1	Critically evaluate appropriate research methodologies in terms of research objectives;
	3.2	Design an appropriate methodology in terms of research objectives;
	3.3	Justify a selected methodology in terms of research objectives;
4. Develop a research proposal.	4.1	Propose techniques for use with quantitative and qualitative data
	4.2	Create a research question, literature review and methodology
	4.3	Present a research proposal using suitable methods;

### Indicative contents

#### Learning outcome 1:

understanding the research context; research problem identification for investigation; research topic identification; the conceptualisation of a research problem; developing insights; feasibility and possibilities

#### Learning outcome 2:

definition, features and ways to do literature review; the generic selection of literature; spotting the sources of literature; justification of an appropriate selection of literature; the selection of appropriate theories for the research; conceptualisation of the research phenomenon; including relevant theories and the justification of choices; the strength and credentials of relevant theoretical framework; the understanding and interpretation; developing the theoretical framework;

#### Learning outcome 3:

designing a research using the most appropriate method; research question or hypothesis test; reliability and validity test; ethical issues consideration; quantitative methodology; questionnaire design and distribution; conducting interviews; surveys; qualitative methodology; interviews; observation; case studies;

#### Learning outcome 4:

writing a research report for professional audiences; following a criteria sequence as rationale of the research, formatting, editing, critical analysis, discussions of evidences and findings

#### Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Weighting	Word count (approx. length of coursework)
1 & 2	All under LO 1 & 2	Presentation	30%	10min
3 & 4	All under LO 3 & 4	Report	70%	4000 words

#### Indicative Reading List

Saunders, M., Lewis, P. & Thornhill, A. (2009). *Research Methods for Business Learners*. Harlow: Prentice Hall.

Anderson, V. (2009). *Research Methods in Human Resource Management*. London: Chartered Institute of Personnel and Development.

Booth, A., Papaioannou, D. & Sutton, A. (2012). *Systematic Approaches to a Successful Literature Review*. London: Sage Publications.

Bryman, A. & Bell, E. (2011). *Business Research Methods*. New York: Oxford University Press.

Deniels, P. & Becker, L. (2012). *Developing Research Proposals*. London: Sage Publications.