



OTHM LEVEL 7 DIPLOMA IN HUMAN RESOURCE MANAGEMENT

Qualification Number: 601/8378/0

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TABLE OF CONTENTS

QUALIFICATION OBJECTIVES	3
QUALITY, STANDARDS AND RECOGNITIONS	3
REGULATORY INFORMATION	3
EQUIVALENCES	4
QUALIFICATION STRUCTURE.....	4
DEFINITIONS	4
ENTRY REQUIREMENTS	5
PROGRESSION	5
DELIVERY OF OTHM QUALIFICATIONS	5
ASSESSMENT AND VERIFICATION	6
RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT.....	6
EQUALITY AND DIVERSITY	6
CONTACT DETAILS.....	7
UNIT SPECIFICATIONS.....	8
UNIT 01: STRATEGIC HUMAN RESOURCE MANAGEMENT	9
UNIT 02: MANAGING AND CO-ORDINATING HUMAN RESOURCES	12
UNIT 03: LEADERSHIP AND MANAGEMENT DEVELOPMENT	14
UNIT 04: CONTEMPORARY ISSUES IN HUMAN RESOURCE MANAGEMENT	16
UNIT 05: GLOBAL TALENT MANAGEMENT.....	18
UNIT 06: PERFORMANCE AND REWARD MANAGEMENT	20
UNIT 07: EMPLOYMENT LEGISLATION	22
UNIT 08: BUSINESS RESEARCH METHODS.....	24
IMPORTANT NOTE	27

QUALIFICATION OBJECTIVES

The objective of the OTHM Level 7 Diploma in Human Resource Management qualification is to provide learners with the skills and understanding in human resource management (HRM) that align with good strategic decision making to maintain organisations' competitive advantage.

Learners acquire knowledge through an integrated approach of theory in human resource management and practice using real-time activities. Successful completion of this qualification will develop learners' strategic human resource management and leadership skills and their ability to focus on the requirements of implementing an organisation's strategy.

The Level 7 Diploma in Human Resource Management qualification enables learners to progress into or within employment and/or to work toward a relevant Master's programme with advanced standing.

QUALITY, STANDARDS AND RECOGNITIONS

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

OTHM has 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	OTHM Level 7 Diploma in Human Resource Management
Ofqual Reference Number	601/8378/0
Regulation Start Date	05-Feb-2016
Operational Start Date	05-Feb-2016
Duration	1 Year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	600 Hours
Sector Subject Area (SSA)	15.3 Business Management
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM qualifications at RQF Level 7 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Master's Degrees, Integrated Master's Degrees, Postgraduate Diplomas, Postgraduate Certificate in Education (PGCE) and Postgraduate Certificates.

QUALIFICATION STRUCTURE

The OTHM Level 7 Diploma in Human Resource Management qualification consists of 8 mandatory units for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 600 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Mandatory Units	Credit	GLH	TQT
D/508/0619	Strategic Human Resource Management	15	75	150
R/508/0620	Managing and Co-ordinating Human Resources	15	75	150
Y/508/0621	Leadership and Management Development	15	75	150
D/508/0622	Contemporary Issues in Human Resource Management	15	75	150
H/508/0623	Global Talent Management	15	75	150
K/508/0624	Performance and Reward Management	15	75	150
M/508/0625	Employment Legislation	10	50	100
T/508/0626	Business Research Methods	20	100	200

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –

- a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) is defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

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. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

For entry onto the OTHM Level 7 Diploma in Human Resource Management qualification, learners must possess:

- An honours degree in related subject or UK level 6 diploma or an equivalent overseas qualification
- Mature learners (over 21) with management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)
- Learner must be 18 years or older at the beginning of the course
- **English requirements:** If a learner is not from a majority English-speaking country must provide evidence of English language competency. For more information visit [English Language Expectations](http://www.othm.org.uk) page in our website www.othm.org.uk.

PROGRESSION

The OTHM Level 7 Diploma in Human Resource Management qualification enables learners to progress into or within employment and/or continue their further study. As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to progress to Master's top-up at many universities in the UK and overseas with advanced standing. For more information visit [University Progressions](http://www.othm.org.uk) page in our website www.othm.org.uk.

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their Learners. However, OTHM Centres should consider the Learners' complete learning experience when designing the delivery of programmes.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives the Centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

ASSESSMENT AND VERIFICATION

All units within this qualification are internally assessed by the centre and externally 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, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the Assessor.

The Assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM Qualifications has adopted a policy of providing equal opportunities for its learners, staff, applicants and others involved in its work. One aspect of this policy is its intention to prevent, as far as possible, the harassment of one person by another, whether on the basis of gender, sexual orientation, sexuality, race or ethnic origin, religion, disability, or any other personal attributes or views held. The qualification is expressly designed to support equality of opportunity and widening access to HE to all who can benefit from it, and it will operate on an inclusive and supportive basis to and for all learners.

CONTACT DETAILS

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UNIT SPECIFICATIONS

UNIT 01: STRATEGIC HUMAN RESOURCE MANAGEMENT

Unit Reference Number	D/508/0619
Unit Title	Strategic Human Resource Management
Unit Level	7
Number of Credits	15
Total Qualification Time (TQT)	150 Hours
Guided Learning Hours (GLH)	75 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of how effective strategic management of human resources supports the achievement of organisational objectives in different 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 in human resource planning.
	2.2	Determine human resource requirements in different organisational contexts.
	2.3	Develop a human resource 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. Be able to 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.
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be 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; and 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; and 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; and 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; and HRM improvement proposals and activities.

Indicative Reading list

Adair, J. and 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
Total Qualification Time (TQT)	150 Hours
Guided Learning Hours (GLH)	75 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of people management and development. Learners will 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 the possible contribution of HR in organisational performance and objectives.
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 a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be 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 organisation. Workforce planning and skill mix, 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; and drivers, skills, boundaries.

Evaluation: Rationale for evaluating HR functions, i.e. future investment, improvement, workforce planning and intellectual capital, accountability, motivation and productivity. 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; and HR metrics.

Indicative Reading list

Boxall, P., Purcell, J. and 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*. 5th Edition. London: CIPD.

Rees, G. and French, R. (2013). *Leading, Managing and Developing People*. London: 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
Total Qualification Time (TQT)	150 Hours
Guided Learning Hours (GLH)	75 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' strategic leadership and management knowledge and skills. 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 a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be 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 and 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 and change measurement.

Learning Outcome 4

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

Indicative Reading List

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

Gold, J., Thorpe, R. and Mumford, A. (2010). *Leadership and Management Development*, 5th Edition. London: CIPD.

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

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

UNIT 04: CONTEMPORARY ISSUES IN HUMAN RESOURCE MANAGEMENT

Unit Reference Number	R/508/0622
Unit Title	Contemporary Issues in Human Resource Management
Unit Level	7
Number of Credits	15
Total Qualification Time (TQT)	150 Hours
Guided Learning Hours (GLH)	75 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of contemporary influences on, and contexts of, human resource management and to consider its role in change management processes. Learners will explore the legal and regulatory frameworks that underpin these processes.

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 a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be 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 and 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 and 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 and manager challenges.

Indicative Reading list

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

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

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

UNIT 05: GLOBAL TALENT MANAGEMENT

Unit Reference Number	R/508/0623
Unit Title	Global Talent Management
Unit Level	7
Number of Credits	15
Total Qualification Time (TQT)	150 Hours
Guided Learning Hours (GLH)	75 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of the practical aspects of recruitment, selection, employee retention and dismissal, as well as on the strategic aspects of resourcing and talent management within a global context.

Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	
1. Understand the 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 a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be 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; and 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; and 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; and role of HR.

Indicative Reading list

Iles, P. and Zhang, C. (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 Behaviour*. 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
Total Qualification Time (TQT)	150 Hours
Guided Learning Hours (GLH)	75 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of the principles and practices of performance and reward management in corporate contexts. Learners will acquire both theoretical and practical understanding 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 the different methods of measuring employee and organisational performance.
	3.3	Discuss the nature and operation of team reward, its potential and drawbacks.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be 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; and 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; and 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 and lack of motivation.

Indicative Reading list

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

Hutchinson, S. (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
Total Qualification Time (TQT)	100 Hours
Guided Learning Hours (GLH)	50 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of the key principles that underpin employment laws and their purpose, specifically focusing on recruitment and selection legislation and the employment protection provided for different types of organisation.

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 a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be 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; and 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; and 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; and time off to find a new job.

Indicative Reading list

Holland, A. and Burnett, S. (2012). *Employment Law*. Oxford: Oxford University Press.

Lewis, D., Sargeant, M., Schwab, B., and Lewis, D. (2011). *Employment Law: The Essentials*. London: Chartered Institute of Personnel and Development.

Wallington, P. (2012). *Butterworths Employment Law Handbook*. United Kingdom: Butterworths.

UNIT 08: BUSINESS RESEARCH METHODS

Unit Reference Number	T/508/0626
Unit Title	Research Methods
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' research skills including the formulation of research proposals, literature reviews, referencing, data collection, use of 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. Be able to identify research problems and formulate research objectives.	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. Be able to design appropriate 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. Be able to 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; and 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; and 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; and 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 a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

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

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

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

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

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

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

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience. For updated information please visit our website www.othm.org.uk.