



Higher National Unit specification

General information

Unit title: Sport and Active Leisure Management: Managing People (SCQF level 8)

Unit code: H8HE 35

Superclass: AJ

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Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to enable learners to understand and explain the concepts and processes of Employee Relationship Management and to provide the Knowledge and skills necessary to apply that process within an organisational setting. This Unit is intended for learners who work, or intend to work to provide services in the Public, Private or Voluntary sectors. It is primarily intended for learners who expect to take up supervisory or team leader posts. It would also be suitable to those with work experience as a team leader or team member, and to those with limited experience in work situations.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Define Employee Relationship Management, and explain the main related concepts.
- 2 Explain the recruitment, selection and induction processes.
- 3 Analyse the factors impacting on organisations and their effect on the Human Resource function.

Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit:

Entry is at the discretion of the centre however learners should have good research and communication skills. Previous workplace experience would be beneficial, as the concepts and processes covered by this Unit contain both the complexity and ambiguity of the modern working environment. For learners with non prior employment experience, it is recommended that learners have an understanding of the Human Resource Management process and a Business related context.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

This Unit is contained within the PDA award in Sport and Active Leisure. It is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. This Unit can be integrated with other three Units in the PDA Sport and Active Leisure Management framework:

Sport and Active Leisure Management: Promoting Excellent Customer Service
Sport and Active Leisure Management: Organisational Change and Leadership
Sport and Active Leisure Management: Applied Business Project

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Define Employee Relationship Management, and explain the main related concepts.

Knowledge and/or Skills

- ◆ Employee relationship management
- ◆ The business/moral/ethical imperatives for employee relationship management
- ◆ Psychological contract
- ◆ Talent management
- ◆ Valuing the individual and diversity
- ◆ Flexible working options
- ◆ Work life/balance
- ◆ Relevant theoretical models

Outcome 2

Explain the recruitment, selection and induction processes.

Knowledge and/or Skills

- ◆ Recruitment and Selection
- ◆ Job analysis and advertisement copy
- ◆ Recruitment sources
- ◆ Selection techniques
- ◆ Evaluation techniques

Outcome 3

Analyse the factors impacting on organisations and their effect on the Human Resource Management function.

Knowledge and/or Skills

- ◆ Internal organisational factors
- ◆ External organisational factors
- ◆ Organisation and individual benefits

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Evidence for all Outcomes can be generated through one holistic open-book assessment or a series of individual open-book assessments. Written and/or oral recorded evidence is required to demonstrate that the learner has met the Outcomes and Knowledge and/or skills. This evidence can be presented as a report.

Outcome 1

Learners will demonstrate their Knowledge and/or Skills, in relation to their own organisation, by showing evidence that they can:

- ◆ provide a working definition of the concept of employee relationship management and explain this concept in relation to the specific organisation. The evidence should take into account current positive or negative issues in terms of employee relationship management.
- ◆ provide a rationale for businesses investing in employee relationship management and discuss any potential or work based issues for the organisation in this concept. The rationale should take into account the moral and ethical imperatives as well as the importance of valuing both individual and diversity.
- ◆ define and explain the psychological contract and discuss any potential work based issues for the organisation in this concept.
- ◆ define and explain talent management and discuss any potential work based issues for the organisation in this concept.
- ◆ explain the reasons why the organisation needs to value both individual and diversity, when considering employee relationship management.
- ◆ explain the range of flexible working options that organisations can choose. The rationale should take account of current work/life balance legislation.
- ◆ apply a relevant theoretical model for employee relationship management giving reasons for the choice made and any benefits that this model can make to the organisation and individuals.

Outcome 2

Learners will demonstrate their knowledge and/or skill by showing evidence that they can:

- ◆ explain the stages involved in the recruitment and selection process and the roles of staff involved. Justification should be made for these processes considering the business environment in which the organisation operates.
- ◆ explain the purpose of a job description and personal specification in relation to a consistent advertisement copy and the current effectiveness of these documents within the organisation
- ◆ explain three different recruitment sources that an organisation can use and the benefits to the organisation. Justification for these recruitment sources should take into account the business environment in which the organisation operates.

Higher National Unit specification: Statement of standards (cont)

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- ◆ explain two different types of selection techniques and the benefits to the organisation and suggest the most appropriate technique that would be appropriate to the organisation, under the current business environment.
- ◆ explain one evaluation technique that may be used by the organisation and the benefits to the organisation and individual.

Outcome 3

Learners will demonstrate their knowledge and/or skill by showing evidence that they can:

- ◆ analyse the impact of three internal factors on organisations and the subsequent effect on the HRM function, taking into account the current business environment in which the business operates. Recommendations to the organisations must take into account the analysis of the impact of these three internal factors.
- ◆ analyse the impact on four external factors on organisations, and the subsequent effect on the HRM function, taking into account the current business environment in which the business operates. Recommendations to the organisation must take account of the impact of these four external factors.
- ◆ propose two changes to internal factors that the organisation can make to promote the case for a more positive employee relationship management function. The proposals should take into account of both organisation and individual benefits.



Higher National Unit Support Notes

Unit title: Sport and Active Leisure Management: Managing People (SCQF level 8)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is primarily intended to prepare learners for the supervisory or team leader role they may take up or progress to by giving them the essential underpinning knowledge and skills. The Unit is designed to equip learners with an understanding of the often complex, uncertain and ambiguous nature of the modern workplace. It is also intended to develop learner's confidence in operating in such an environment, based on effective analysis of "real" work based situations, rather than overreliance upon textbook situations. It builds a body of theoretical/current practice knowledge in the first two Outcomes, then challenges learners application of skills by the requirement to evaluate, apply and use for justification that knowledge in a real work based situation in Outcome 3. The emphasis throughout the Unit should be on developing skills in business decision-making that are well informed by current theory/practice, but that "best fit" a given organisation. This effective performance in this Unit will be achieved by combining sound theoretical knowledge with effective contextual analysis to produce a tight, well justified business case. This Unit is designed for learners who are involved in the Public, Private or Voluntary sectors. Learners should consider the objectives of these organisations, their stakeholders and the interest of these stakeholders.

This Unit is designed for learners who are working in a Sport and Active Leisure Environment. However, if this experience has been as a team leader or supervisor, the Unit could be helpful as a means of reflecting on how they carried out this role and suggesting ways in which the organisation can be improved. However if the learner has little or no practical work experience then it is feasible for learners to work with case studies or simulated material.

Outcome 1. The focus of this Outcome is for learners to define and explain a variety of Employee Relationship Management issues initially in a theoretical context. Once learners understand these concepts, it would be desirable for them to relate these theories/concepts to current practice, in a real working environment. Learners would be expected to consider the business moral and ethical imperatives as well as the importance of valuing the individual and diversity in employee relationships. The range of flexible working options and relevant work life balance legislation should be discussed in the learner's answers. Learner's would then be expected to review current practice within the chosen organisation and make "recommendations" to the organisation, taking into account the current business environment. For example the learner may find that there are issues with the 'psychological contract' and/or talent management process within the organisation, and the learner would be expected to make recommendations to the organisation on current best practice. It is also feasible that learners who have no access to a real workplace environment can provide all the required evidence from a suitable case study.

Higher National Unit Support Notes (cont)

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It is suggested that learners are introduced to the origins of Employee relationship management in Customer Relationship management, and briefly explore its links with that philosophy. The related concept of psychological contract could focus on its evolving nature, and its current emphasis on 'employability security'. David Guest's model of the psychological contract can be introduced here. Legislation relating to the Employment contract, Equal Opportunities/Managing Diversity and Flexible Working included in this Outcome should be updated as necessary.

In Outcome 2, learners explore the processes of recruitment, selection and induction of employees. As in Outcome one, learners are expected to review these processes within a real environment and advise/and or recommend any necessary changes to procedures. The current Business environment must be at the forefront of any advice provided to the organisation. For example the organisation may not be exploiting current advertising trends in an electronic format, but favouring more traditional paper based advertising. Learners must reinforce the "benefits" to the organisation, in the organisational feedback, (report/presentation etc) when considering the Evidence Requirements for this Outcome.

Learners should also be encouraged to think about the following:

- ◆ The stages involved in recruitment and selection, roles of staff involved.
- ◆ Within the area of job analysis learners can investigate job descriptions and personal specification.
- ◆ A variety of recruitment sources can be investigated including traditional paper based format verses electronic information. Recruitment agencies, job centres, educational establishments and executive search consultants can also be investigated.
- ◆ A variety of selection techniques including interviews, psychometric testing, group selection, assessment centres and competence testing.
- ◆ Evaluation techniques may include performance reports, comparison between predicted and actual performance and examination of procedures.

Outcome 3 requires the learner to analyse a real working environment and explore both the internal and external factors that are currently impacting on the organisation. Learners must remember to consider the impact that both internal and external factors have on staff and stakeholders. For example when exploring the internal factors learners may uncover that the organisation is considering plans for expansion and the implications for staff will have to be considered. These expansion plans may also have an impact on current stakeholders, as an increase in staff may require an increase and/or change in catering requirements. Both positive and negative issues in regards to 'the psychological contract' may have to be explored and explained in the final analysis.

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The impact on internal issues are varied but could include changes in type of business entity, organisational structure or management style, expansion, reduction in opening hours, centralisation and decentralisation, to name a few. The learner must make recommendations to the organisation when considering the two changes to internal factors and make the business case for a more positive relationship management function, when these changes come into force. Changes to the internal factors may help to build greater trust and respect within the organisation, leading to increased productivity. The external factors can include Political, Economic, Social, Technological, Legal and Environmental. Learners will have to consider the impact on a variety of Employee Relationship Management issues when exploring both internal and external factors. An example of external factors impacting on an organisations workforce may be demonstrated by the current trend for external prices for goods and services to rise faster than the increase in wages. Learners may consider how the organisation can help its workforce through such difficult times.

The learner must provide the organisations with 'recommendations' to changes that may be required, in an attempt to improve and/or enhance the employee relationship management function. These recommendations may also be highlighted within a formal presentation.

Guidance on approaches to delivery of this Unit

This Unit is part of a PDA in Sport and Active Leisure Management designed to provide learners with technical or professional knowledge and skills. Those who successfully complete the award are likely to progress to first line managers or team leader's posts. Although this is part of a Group Award this Unit can be delivered as a free-standing Unit. This Unit can also be integrated with the other three Units within the PDA framework. If a case study is used then the learner will be given a copy of the case study a minimum of 14 days before the assessment hand in date.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The learner evidence can be gathered by a single holistic instrument assessment combining of all three Outcomes and presented as part of a single report or series of reports. It is also feasible for the learner to present the evidence as a 'formal' presentation. If a formal presentation is selected then the Learner is expected to provide the evidence in the form of a report(s) and the presentation content could consider all of the Learners recommendations to the organisation. The final option is for the Unit to be integrated with the other three Units that are contained within the PDA framework.

Higher National Unit Support Notes (cont)

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As the learner may be working in a realistic live environment it is suggested that the assessment is carried out as open-book, if a single holistic approach is taken, combining all three Outcomes.

If however, the learner has little or no work experience then it is feasible that three separate assessment of assessment can be produced and assessed over three separate occasions. If three separate instruments assessments are produced then it is feasible for the assessment to be carried out in supervised conditions. Each assessment could last for no more than one and a half hours. An open-book approach would be recommended as the learned may have been provided with case study material or have discovered specific information that is essential for completing all of the Evidence Requirements for this Unit.

In the assessment, Learners could produce a report or reports based on a case study or an actual workplace situation. Reports may be written, oral, or signed. Learners who have access to a suitable work place can base appropriate parts of the assessment on a suitable situation drawn from their place of work. Where a workplace situation is used, you should take care to ensure that it would provide learners with sufficient opportunity to meet the Evidence Requirements of the Unit. It may be appropriate for the lecturer or trainer concerned to ensure beforehand that a particular workplace will allow learners to generate sufficient and suitable evidence. The workplace situation should allow for all items listed under Knowledge and Skills for each Outcome to be covered. These criteria must be able to be met in large or small organisations. If the learner is working in a small organisation and is unable to meet all of the Evidence Requirements for this Unit, then it is feasible that additional questions are produced by the lecturer, to ensure that the learner can complete all of the Evidence Requirements of this Unit. Any additional questions that are required for assessment purposes must be recorded and presented as part of the learner's assessment.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Learners will be able to develop the Core Skills of Written and Oral Communication, *ICT* and *Problem Solving: Reviewing and Evaluating* at SCQF level 6 in this Unit.

Outcome 3 requires learners to analyse the factors impacting on organisations and the effect on the Human Resource function and the learners analysis skills will be tested in this Outcome. Learners who are working in a live environment will be developing negotiation skills when reviewing the component parts of this Unit.

Written and oral skills can also be developed, as learners are developing written and/or communication skills when developing reports, or presenting their evidence in a formal presentation.

Research skills may also be developed as learners complete the mandatory components of the Evidence Requirements for all Outcomes.

Outcome 2 requires learners to compare and contrast a variety of HRM processes and make recommendations to the organisation. *ICT* and problem solving skills may also be developed.

History of changes to Unit

| Version | Description of change | Date |
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General information for learners

Unit title: Sport and Active Leisure Management: Managing People (SCQF level 8)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to enable you to understand and explain the concepts and processes of Employee Relationship Management and to provide the knowledge and skills necessary to apply that process within an organisation setting. It is primarily intended to prepare you for a supervisory or team leader role later in your career, but it can also help you if you hold such a position. If you have work experience in the sport and active leisure environment then you can use these experiences during your study of this Unit.

The Unit has three main areas, each the subject of a separate Outcome. Outcome 1 requires you to look at a variety of Employee Relationship Management concepts and in which a supervisor or team leader will have to consider. You will then examine the recruitment, selection and induction processes that your organisation has in place. Finally look at the variety of often complex and diverse internal and external factors that impact on an organisation which directly or indirectly affect the people working or associated within that organisation.

Overall, you would be expected to use the Knowledge and Skills from the Unit to enable you as a supervisor or team leader to be as effective as possible in the workplace and contribute to the decision making process within the organisation. This Unit may help your future career prospects if you decide to become a team leader or it can enhance your current performance of you already hold such a post.

To complete this Unit successfully, you will have to meet the minimum Evidence Requirements in either one holistic assessment or several smaller assessments. You may produce a report or reports in completing all Outcomes. It is also feasible you can provide the evidence in a formal presentation.

If you do not have a suitable work place situation then your evidence can be based on a case study of a suitable organisation. However if you do not have suitable work experience, your report(s)/presentation will be based on this experience, and you will be given full details of how to make use of this in your assessment.