



SQA Advanced Unit specification: general information

Unit title: Managing and Working with People

Unit code: HR16 47

Superclass: AJ

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Unit purpose

The purpose of this Unit is to enable candidates to evaluate key aspects of human resource management, which apply to all managers with a responsibility for managing people regardless of the functional area in which they operate. It enables candidates to assess the effectiveness of recruitment and selection and of key areas of performance management, including coaching and grievance and disciplinary procedures.

The Unit is aimed at candidates who have current experience of working in a position with management responsibilities or who are returning to management after a break. It is also suitable for those who do not presently have current management experience but have realistic aspirations of taking up a management role in the future. Successful completion of this Unit will provide a foundation for further management Units at more advanced SCQF levels.

On completion of the Unit the candidate should be able to:

- 1 evaluate the recruitment and selection of people.
- 2 evaluate approaches to managing the performance of people.

Recommended prior knowledge and skills

It is recommended that candidates undertaking this Unit possess good communication skills to a level equivalent to at least SCQF level 6. It would be beneficial also if candidates had some knowledge of management and business principles. Additionally, it would be beneficial if candidates had achieved or were working towards SQA Advanced Units *Management: Developing Self Management Skills* and/or *Management: Leadership at Work* or equivalent.

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Credit points and level

2 SQA Credits at SCQF level 7: (16 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from National 1 to Doctorates.*

Core Skills

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

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

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The assessment exemplar for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the assessment exemplar to ensure a comparable standard. Assessment exemplars are available on SQA's secure website.

SQA Advanced Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

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. Candidates 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

Evaluate the recruitment and selection of people.

Knowledge and/or Skills

- ◆ Job analysis
- ◆ Job description
- ◆ Person specification
- ◆ Approaches to recruitment and selection

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can make a judgement on the effectiveness of an example of each of the following:

- ◆ Job analysis
- ◆ A job description
- ◆ A person specification

In each case, the judgement should be made on the basis of a comparison of the strengths and weaknesses of each of the above in a particular situation to which all three could be applicable. The comparison must reflect current good practice in human resource management and current legislative requirements. Candidates are not expected to carry out an actual job analysis or to devise a job description or a person specification. They should make use of a given example of a job description deriving from a job analysis and a person specification developed from the job description.

In addition, candidates must show that they can, with respect to a specific job opportunity, make a judgement on the effectiveness of:

- ◆ **one** possible approach to recruitment.
- ◆ **one** possible approach to selection.

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In each case, candidates should select an approach which would be suitable for the job opportunity. In each case, also, the judgement should be made on the basis of a comparison of possible advantages and disadvantages of the chosen approach. The comparison must reflect current good practice in human resource management and current legislative requirements.

Outcome 2

Evaluate approaches to managing the performance of people.

Knowledge and/or Skills

- ◆ Performance management systems
- ◆ Coaching and mentoring
- ◆ Grievance and discipline

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that, in the context of a specific organisation, they can make a judgement on the effectiveness of:

- ◆ a performance management system.
- ◆ the role of coaching and mentoring in developing individuals.
- ◆ grievance and disciplinary procedures.

For the performance management system, the judgement should refer to other approaches to performance management and be based on the extent to which the system:

- ◆ fits with organisational requirements.
- ◆ is consistent with contemporary developments in performance management.
- ◆ considers team and individual performance.
- ◆ incorporates a suitable method of appraisal.
- ◆ incorporates an input from those affected by performance.

For the role of coaching and mentoring, the judgement should refer to **two** different approaches to coaching and mentoring and be based on the extent to which:

- ◆ coaching and mentoring fits with organisational requirements.
- ◆ it results in the type of benefits which coaching and mentoring are expected to provide.
- ◆ it enables the difficulties of coaching and mentoring to be overcome.

For grievance and disciplinary procedures, the judgement should be based on the extent to which each procedure:

- ◆ is consistent with current good practice.
- ◆ fits with organisational and current legislative requirements.
- ◆ produces an outcome which resolves the problem that caused the procedure to be initiated.

SQA Advanced Unit specification: support notes

Unit title: Managing and Working with People

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

The Unit may be part of a Group Award such as SQA Advanced Certificate Management, which is designed to provide candidates with knowledge and understanding of management concepts, principles and practice.

It is suitable for candidates who wish to develop their management capabilities or prepare themselves for a managerial role. It may, therefore, be undertaken on a stand-alone basis or in combination with other Units as part of a management development programme designed for a particular situation.

Where candidates are employed, they will be able to apply their analysis to real work situations. However, they may not yet be in occupational roles which include permanent management responsibilities. If this is the case, they may well expect to assume such responsibilities in the near future.

This Unit is largely about managing human resources. However, the emphasis is on human resource management for general managers and it is not intended as a specialist human resource management Unit. The Unit is based on the notion that all managers, regardless of their area of operation, should be familiar with the fundamental principles of managing people. This enables them to understand and make use of relevant procedures and to recognise the importance of legislative requirements in this area.

The Unit covers recruitment and selection and performance management, including coaching and mentoring and grievance and discipline. The emphasis is on evaluating possible approaches by considering their strengths and weaknesses in the light of good human resource management practice and their fitness for organisational purpose. Candidates who successfully complete the Unit should be confident in applying human resource management procedures in a way that will enable them to manage people effectively but at the same time be aware of the type of difficulties which can arise when managing people.

The Unit refers to managing people in all types of organisations and thus includes organisations of different size, public and private organisations, and organisations operating in different markets.

Throughout the Unit the emphasis should be on the practical implication and introduction of ideas and theories into the workplace.

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Outcome 1

This requires candidates to work through the recruitment and selection process from justification of the vacancy through to the decision to select. It should focus on contemporary methods of recruitment and selection and include the role that information technology and the internet can play in the recruitment and selection process. The emphasis is on general understanding rather than a detailed knowledge of specific recruitment and selection techniques.

Organisations often use a number of different recruitment and selection methods and techniques when identifying/hiring new staff. For example, recruitment may follow a pre-determined pattern beginning with internal sources such as highlighting a vacant post on the company intranet and moving to external sources such as advertisements and/or recruitment agencies. Selection may make use of a number of different methods which may be used on their own or in combination and can include:

- ◆ a selection interview —there may be more than one.
- ◆ tests of practical ability.
- ◆ psychological tests.
- ◆ the use of assessment centres.

Candidates are not expected to have expert knowledge. However, they should be aware of good human resource management practice and be aware of key statutory requirements and responsibilities including relevant codes of practice.

‘Approaches to recruitment and selection’ covers both methods and techniques and also the process of recruitment and selection. When considering an approach to recruitment, candidates may consider a particular method or technique or look at the overall processes of recruitment and selection in an organisation.

Outcome 2

Performance management is the theme of this Outcome which incorporates other topics associated with managing the behaviour and performance of others.

Performance management itself can involve discussion of the:

- ◆ role of appraisal/performance review and its contribution to organisational, departmental and team objectives and the development of individuals.
- ◆ different review schemes and comparison of them.
- ◆ difficulties encountered in applying appraisal schemes and the need to ensure the choice of scheme fits with organisational needs.
- ◆ importance of feedback within performance management — as part of the review process (eg 360 degree feedback) and of the conclusions of the process.

Coaching and mentoring and performance management are closely related as coaching is one approach to helping people to perform better. Discussion could include:

- ◆ Current thinking underlying coaching and mentoring as an approach to the management of people.
- ◆ The coach as a catalyst, goal setting, performance management, confidence building.
- ◆ Models of coaching such as GROW and Kolb.

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Grievance and discipline also relate to performance in that disciplinary action reflects organisational dissatisfaction with employee performance and grievance reflects employee dissatisfaction with employer performance. The emphasis is on helping candidates to build a working knowledge of grievance and disciplinary management rather than the expert knowledge of a human resources practitioner. This can encompass awareness of legal requirements and, particularly, the consequences of not following recognised procedures.

Guidance on the delivery of this Unit

This Unit can be delivered through lecturer-mediated discussion. This may be in a traditional face-to-face environment or using a virtual-learning environment or by various combinations of the two such as classroom interaction augmented by an online forum.

The choice of delivery methods for the Unit is particularly important as the Unit lends itself to learning and teaching approaches which make it possible for candidates to produce suitable assessment evidence as they work through the Unit. Candidates could, for example, be encouraged to produce a blog or maintain a learning diary. They could, as an integral part of the learning and teaching process, be given guidance on how to structure and organise their material so that it is in a form which can easily be presented for assessment purposes.

Hence, in devising suitable delivery methods, it may be helpful to bear in mind that evidence for assessment can be generated in many different ways, including:

- ◆ Presentations and other non-written assessment, such as group presentation; individual presentation; production of artefact (eg poster, video, audio); role play; debate and discussion; residential periods.
- ◆ Assignments, eg e-portfolios; learning journals; project documentation; diaries; reading logs; blogs and reflexive notebooks.
- ◆ Collaborative work, eg projects; posters; events; work experiences; residential exercises and field events.
- ◆ Making use of technology, eg blogs; wikis; social media tools; VLE, e portfolios.

Methods such as those above link learning and teaching methods directly with the generation of assessment evidence so that they become part and parcel of the same thing. The categories are not mutually exclusive, eg a VLE may be used as a vehicle for debate and discussion.

Delivery should enable candidates to become familiar with principles and practices of human resource management and how they can be applied by those with general management responsibilities. Candidates should be aware of current developments and should be encouraged to consult relevant texts and other sources. For example, the ACAS e-learning website can be a key resource for candidates who can be encouraged to enrol and use it as a basis for discussion as well as a tool for learning. Candidates may also develop insights by sharing information perhaps by responding to a stimulus posted on an on-line forum or making short presentations to their class group.

There is considerable scope in this Unit to make use of the experience which candidates bring to the Unit. Those who have yet to assume a management role are likely to have first hand experience of performance management and there is scope for fruitful debates between them and those who do have management experience and may view some aspects of performance management in a different light. Candidates could share information on procedures and compare practice between organisations. They may also be able to draw on material from their own organisation which does not apply directly to them. This might include job advertisements, information from the company website, eg for potential recruits, aptitude or other tests used in selection for particular jobs etc.

Throughout delivery can focus on the practical application to a general manager of aspects of human resource management. It can also emphasise the importance of making sure that key principles are followed and that hasty managerial action, however tempting on some occasions, may not always be wise.

Guidance on the assessment of this Unit

It is possible to combine the two Outcomes in this Unit into a single assessment, for example, using a case study involving the recruitment and selection of an individual to a particular job and their experience once they have taken up their post. They could also be combined by using a common instrument of assessment such as a portfolio in which candidates can present evidence for both Outcomes. However, although they are closely connected, the two Outcomes are sufficiently different so that, if desired, separate assessments could be devised for each of the two Outcomes.

Whatever assessment approach is adopted, there are a number of different ways by which candidates may generate evidence for this Unit. They should, if at all possible, be encouraged to provide evidence in a format which suits their particular situation.

Candidates could generate evidence during the delivery of the Unit and gather it together in a portfolio which, providing they have access to suitable systems, they could manage electronically. Sources of suitable evidence for portfolios could include:

- ◆ personal statements by candidates in response to learning and teaching exercises.
- ◆ contributions by candidates to discussion forums and/or to social networking sites.
- ◆ wikis developed by candidates.
- ◆ extracts from a blog or blogs written by candidates.
- ◆ material drawn from the candidate's own experience, eg of performance review; coaching.

The above could stem directly from activities which form part of a learning and teaching programme. For Outcome 1, for example, candidates could work through the stages of recruitment and selection process for a post of their choice and provide a commentary on each stage as they progress. It might be possible also to generate evidence through residential periods or 'away days'. A viva or mini-viva could be used to supplement and/or augment portfolio evidence which could also incorporate peer assessment and evidence generated through collaborative work, eg a poster display of grievance or discipline.

If desired, it would be possible to assess this Unit by generating assessment towards the end of the Unit or towards the end of each Outcome depending on the order of delivery. For Outcome 2, for example, this could involve a case study of an organisation, which could be actual or hypothetical. Candidates could respond by providing a narrative report on performance management. It could be in a traditional report format but this is not required. As noted above, candidates could base their report on an organisation with which they are familiar, even if they do not hold a managerial post within the organisation. Candidates could be given a set of questions or headings to assist them in structuring their response. This could help them to ensure that their work generated sufficient and suitable evidence to meet the Evidence Requirements

Online and Distance Learning

The above guidance on delivery and assessment indicates there are considerable opportunities for Online and Distance Learning and Assessment in this Unit. In addition material prepared by the SQA to support this Unit is available in electronic format.

It is possible, therefore, to co-ordinate a learning and teaching/assessment programme through a VLE which would, if desired, also allow geographically dispersed candidates to initiate, develop and maintain contact with each other. The SQA support material also allows for a more traditional distance learning approach for candidates who prefer to learn in this way.

Opportunities for the use of e-assessment

As noted above, e-assessment may be particularly appropriate for 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 candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*.

Opportunities for developing Core Skills

Depending on the learning and teaching/assessment approaches adopted, both Outcomes of this Unit provide opportunities for developing the three components of the Core Skill of *Communication* at SCQF level 6 and two components of *Problem Solving* at SCQF level 6.

Communication: Oral Communication at SCQF level 6

Candidates may be asked to give a presentation on any aspect of managing and working with people to other members of the group in a manner which conveys essential information and ideas. These can be complex topics and candidates may also respond to questions or queries from others. Candidates may also contribute to debates and discussions or participate in a viva, all of which will require them to use vocabulary, register and sentence structure appropriate to the audience involved.

Communication: Written Communication (Reading) at SCQF level 6

In order to complete the Unit, candidates will have to become familiar with current good practice in managing people. This will require them to read written text which explores different aspects of current human resource management practice and which deal with principles of human resource management. These are likely to draw attention to different approaches and place different emphases on different aspects. Texts are also likely to present structured, detailed explanations and arguments. Candidates may well summarise their understanding by posting messages to others through a VLE or in a blog or in a written report produced for assessment purposes.

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Communication: Written Communication (Writing) at SCQF level 6

In order to complete Outcome 2, candidates could provide evidence in the form of a management report in which they would be expected to present their evaluation of performance management in a suitable manner using a recognised format. There are alternative ways to present written evidence such as by personal reports, a blog, responses to questions or by contributions to an online forum. Whatever approach is adopted, candidates will be required to organise a substantial body of material and make use of complex language and specialist vocabulary.

Problem Solving: Critical Thinking at SCQF level 6

In order to complete the Unit, candidates will have to analyse and evaluate key aspects of managing people and consider how they can be applied in a specific organisational context. They will have to identify the main factors involved in the situation from a human resource management perspective and assess their significance and relevance. They will be required to refer to appropriate good practice and relevant concepts in order to make this assessment.

Problem Solving: Reviewing and Evaluating at SCQF level 6

As part of Outcome 2, candidates will have to evaluate the effectiveness of an organisation's approaches to managing the performance of people. They will have to assess the effectiveness of the organisation's performance management system and the role of coaching and mentoring in developing individuals.

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.

History of changes

Version	Description of change	Date

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General information for candidates

Unit title: Managing and Working with People

This Unit is a 2 credit Unit (16 SCQF credit points) at SCQF level 7 and is designed to enable you to recognise and evaluate key aspects human resource management which apply to all managers with a responsibility for managing people regardless of the functional area in which they operate.

You will cover the stages of recruitment and selection and evaluate some of the methods used. You will also evaluate performance management which, as well as examining different approaches to performance management, will involve you in looking at coaching and grievance and disciplinary matters which are closely associated with performance management. The Unit aims to give you an overall awareness of aspects of human resource management which all managers should be familiar with. In particular, it stresses the importance of making sure that, as a manager, you correctly following procedures.

The Unit will, therefore, contribute to your development as a manager. If you have current work experience it will help you to explore and reflect on managing people in your organisation or part of your organisation. You can do this on the basis of your experience of being a manager or of being managed. If you have not yet worked as a manager but hope to do so in the future, the Unit will help you to prepare for your new role and to meet its challenges and demands. If you have worked as a manager in the past but have not done so for a little while, the Unit can help you review your experience and update it in the light of recent developments.

The Unit has two Outcomes. The first Outcome is about recruitment and selection while the second is on performance management. Both Outcomes require you to apply good practice and key principles to an organisation and evaluate how well they work.

The content of the Unit will be kept relevant through the appropriate use of examples and by focusing the areas of study on organisations that are relevant to you. This should provide you with the flexibility required to study, as appropriate, organisations of different size, public and private organisations, and organisations operating in different markets.

For successful completion of the Unit, you will be required to provide evidence that you can evaluate recruitment and selection and performance management. You can present this evidence in a number of ways such as a personal blog or a management report and you may well be able to generate suitable evidence from your learning as you work through the Unit. Your tutor will explain exactly what is expected of you.

You will complete the Unit if the evidence which you submit for assessment is considered satisfactory in terms of the standard set by the Unit.