

Pearson BTEC Uzbekistan Level 5 Professional Diploma in

Human Resources

Teacher Resources

Issue 2



Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body, offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our 'contact us' page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This document is Issue 2. It has been updated to include teaching resources for all the units in the qualification. The latest issue can be found on our website.

References to third party material made in this document are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this document is correct at time of publication.

ISBN 978 1 446 96166 7

All the material in this publication is copyright
© Pearson Education Limited 2019

Contents

Introduction	1
Unit 1: The Role of Effective Human Resources	3
Delivery guidance	3
Scheme of work	13
Lesson plan	29
Assignment brief	69
Unit 2: Human Resource Strategy and Management	73
Delivery guidance	73
Scheme of work	83
Lesson plan	97
Assignment brief	137
Unit 3: Effective Human Resource Management	141
Delivery guidance	141
Scheme of work	153
Lesson plan	173
Assignment brief	215
Unit 4: Human Resource and Talent Planning	219
Delivery guidance	219
Scheme of work	225
Lesson plan	241
Assignment brief 1	279
Assignment brief 2	282
Assignment brief 3	285
Unit 5: Development of Teams and Individuals	287
Delivery guidance	287
Scheme of work	295
Lesson plan	313
Assignment brief 1	353
Assignment brief 2	355

Unit 6: Employee Relations Within Organisations	357
Delivery guidance	357
Scheme of work	365
Lesson plan	381
Assignment brief	419

Introduction

This resource booklet is a companion to the Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery and of managing independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the units in the qualification
- recommended resources to support the delivery of the units in the qualification
- schemes of work that show the topics, activities and assessments covered in all units across the qualification
- lesson plans with detailed guidance on how to deliver the lessons in the units
- assignment briefs to support the assessments of all the units in the qualification.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualifications and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the qualification. There is information on:

- the structure of your qualification
- how you can build the qualification for your learners
- suggestions for how you might make contact with appropriate employers
- information on other support and resources available.

We have given you unit-by-unit guidance. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find assignment briefs, as well as tips and ideas on how to plan for and deliver your assignments.

We have included a list of carefully selected resources for each unit. These resource lists offer suggestions for books, websites and videos that you can direct your learners to use and/or that you can use to complement delivery.

Unit 1: The Role of Effective Human Resources

Delivery guidance

This unit gives learners the opportunity to make links between the role and function of HR and emerging HR developments. This will enable learners to show an awareness of HR as a key contributor to organisational success for organisations both in Uzbekistan and globally.

On successful completion of this unit, learners will have a greater understanding and appreciation of the role played by human resource management (HRM) in adding value to activities which contribute to the success of an organisation. Learners will understand typical aims and objectives of the HR function in a contemporary context, enabling them to make an effective contribution to the HR department of an organisation.

Approaching the unit

This is a theory-based unit which provides learners with the opportunity to investigate the importance of the HR function in developing people and organisations to achieve business success. You should encourage learners to research and learn about how different organisations develop through organisational design, strategy and change.

Discussion groups can be a useful start, but teachers should be aware that some formal input may be required. It may be helpful to link this with other units involving visits to local businesses, where learners can begin to investigate effective HR management by asking appropriate questions. Teachers should help learners to devise a selection of appropriate questions that focus on ways different organisations achieve effective HR practices and a suitable range of business contexts. Discussions among the delivery team would help identify useful opportunities for learners.

Your learners will need access to a range of information sources relating to key topics to develop understanding and support the knowledge and skill base established within the unit. Some learners may have employment or informal experiences which can be shared, and it is important they are aware of professional practices.

You can use a range of delivery methods in this unit, such as:

- discussions – class and small group discussions on the importance of organisational design to the delivery of sustainable performance
- individual or group presentations – covering the need to develop motivated, knowledgeable and experienced individuals and teams
- case studies illustrating examples of successful agile organisations
- video clips showing how organisations have overcome contemporary HR challenges.

Group work is an acceptable form of delivery, but you must ensure that each learner produces their own evidence containing sufficient detail for assessment. You can involve local employers in the delivery of this unit by inviting them as:

- guest speakers
- members of the audience for learner presentations where they can give feedback
- providers of work experience for learners, and of business materials as a basis for case studies and exemplars
- mentors for learners
- employer site visits to experience effective HR functions.

Employer engagement

Teachers are encouraged to invite visiting speakers from public and private sector organisations with effective HR functions to talk about the importance of effective HR in their business. If links are developed with local or regional organisations, they may be prepared to provide non-confidential examples of policies, procedures and documents relating to HRM that are used in their business.

Centres should develop links with local private sector businesses as well as public administration, as these are often willing to provide work placements, visits, information about businesses and the local business context, and visiting speakers.

Delivering the learning aims

For Learning aim A, it is important that learners understand the concept of organisational design as the process which is used to inform the strategic direction of the organisation and the building blocks for effective businesses and business functions, including human resources. Learners should be encouraged to relate their investigations and conduct research on selected organisations. Selected organisations may be learners' employer organisation or a suitable organisation that is familiar to learners. It is important that learners have access to people or information about organisational strategy, structures and case studies relating to successful organisational design, to allow them to understand how the HR function contributes to the design of the organisation.

Learners must understand that organisational design is part of the process of achieving sustainable performance. Case studies or videos could be provided to learners, with examples of agile organisations, to provide opportunities to understand characteristics of these organisations and how they operate in relation to the existing people, processes and culture. Learners should be encouraged to independently research different organisational design theories and models, and be able to discuss the advantages and disadvantages of these theories and models, their application within an organisation and potential to achieve sustainable performance.

For Learning aim B, teachers could lead a presentation about the importance of developing motivated, knowledgeable and experienced individuals and teams, and how organisations consider workers as assets or 'human capital'. Learners should be encouraged to independently research motivation and motivation theory. Learner must gain an understanding of motivations in teams and individuals and how these can support the leaders to shape and strengthen work-related behaviours to improve individual, team and organisational performance. Learners could brainstorm motivation and human capital topics to consider different techniques which could be used to motivate individuals and teams, and the impact motivated workers have on the success of an organisation in meeting its objectives. Further research into the benefits and pitfalls of human capital theory should provide learners with opportunities to develop opinions and approaches to staff employee development and how organisations consider motivated and supported employees and their knowledge as a competitive tool.

It is important that learners focus on the need to manage knowledge within organisations. Using either their own organisation or an organisation that has been selected for them, learners will need to analyse the concept of knowledge management and the benefits knowledge management brings to

organisations. Group discussions could present opportunities for learners to share experiences of how knowledge is managed and how the HR function could create a learning organisation by managing and developing knowledge within it. Practical activities analysing knowledge requirements for specific job roles will provide insight into the level of human capital required to meet organisational aims and objectives.

For Learning aim C, learners will undertake significant research to gain an insight into emerging developments in HR. It is important that learners are encouraged to apply contemporary knowledge and research skills to establish recent developments within the field of human resources, as well as research emerging developments to identify future directions. Learners must consider how the HR function will evolve given advances in technology that have influenced workforce behaviour and culture, HR practices and skills requirements. It is important learners also consider emerging HR developments in hiring, retaining and engaging talent, the impact of cross-cultural engagement within organisations and globalisation.

Learners will fully analyse contemporary challenges facing HR functions and external factors that may impact upon HR practices and organisational staffing requirements. Learners should be encouraged to carry out a PESTLE analysis to identify political, environmental, social, technological, legal and economic challenges and key drivers of emerging trends, and how this information can be used to manage risk.

Learners could be encouraged to present outcomes of their research which summarise the trends, challenges and implications for the future of the HR function. Learner research could be supported through articles on future developments within HR and the reshaping of the HR function based on identified trends.

It is recommended that Learning aims A and D are delivered together, as they follow the process from organisational design to managing change in an organisation associated with strategic decisions made during organisational design activities. Learners should also consider learning from Learning aim C in identifying and making recommendations to develop HR functions and potential for change based on suggested developments.

For Learning aim D, it is important that learners understand the relationship between organisational design and change management. Teacher presentations would provide valuable information about different types of change within an organisation and how organisations adapt to organisational change. Learners should refer to case studies and selected organisations to base their research on, to investigate the relationships and links from

organisational design and subsequent changes and how these are managed, as well as analyse organisations currently going through a process of change.

Learners should be encouraged to independently research different change management theories and theorists, the merit of these theories and how theories may be applied when implementing changes as a result of organisational design activities. Learners could brainstorm techniques and approaches to motivate people during situations of change management and different initiatives for different business scenarios and how to overcome barriers to change.

It is important that learners understand HR role and approaches to change management, and how HR functions support change within organisations.

Assessment guidance

This unit is internally assessed through one assignment which includes two tasks. The first task covers Learning aims A, B and D and consists of a report. The second task covers Learning aim D and consists of a presentation.

For the written report, learners will prepare a piece of writing that:

- introduces the organisation and the structure of the chosen organisation
- explores the concept of organisational design and how this relates to the structure of the chosen organisation
- investigates two approaches to show how the organisation could ensure the HR function contributes to the design of the organisation
- analyses emerging HR developments and how the chosen approaches would adopt HR practices that were responsive to the changing external and internal environment of the workplace.

For the presentation, learners will prepare a verbal presentation, with supporting slides that:

- provide a background to change management, including theories and models of change management
- discuss the role of HR in managing change and organisational design
- evaluate how organisational design must respond and adapt to changes proposed in the organisation
- recommend how HR will take changes forward and implement them effectively.

Learners should be encouraged to submit evidence of research and practical activities such as PESTLE analysis.

All learners must independently generate individual evidence that can be authenticated.

Getting started

This gives you a starting place for one way of delivering the unit.

Unit 1: The Role of Effective Human Resources
<p>Introduction</p> <ul style="list-style-type: none"> • An introduction to this unit should outline the sector skills, transferable skills, knowledge and behaviours of the unit and how achievement of the unit could lead to a career in a human resource management role. Delivery of this unit must focus on giving learners appropriate learning opportunities that are based on the topics specified in the unit content. • Before assessment, learners are required to develop the necessary skills, knowledge and behaviours to undertake these activities with confidence. • Sufficient time needs to be allocated to learning and development activities required for each of the learning aims, to ensure learners receive the depth of knowledge and understanding of unit topics, and how knowledge may be applied within an organisation. • Learners should be encouraged to select an organisation to use as a case study throughout this unit. The organisation should be selected based on having used organisational design activities to make changes within the organisation, and having considered future developments in HR to maintain competitiveness in talent and skills sourcing.
<p>Learning aim A – Understand the importance of organisational design to the delivery of sustainable performance</p> <ul style="list-style-type: none"> • Begin by introducing the topic of organisational design (OD) and encourage learners to select an organisation to base their research on. • Learners could undertake independent research into the concept and processes of OD and the role it plays in the delivery of sustainable performance within an organisation. Research activities should also include the historical evolution of OD. • Learners could be provided with a range of case studies relating to different organisations who have successfully used HR to support OD. Learners could work in pairs to explore the features and characteristics of these organisations and factors that influence OD. • Learners can take part in discussions and brainstorming activities to explore the key aspects and elements of OD.

- Guest speakers from public and private organisations would provide learners with valuable information about approaches to OD and what organisations do to ensure OD activities are effective. Learners would benefit from guest speakers from organisations who have changed their business model based on outcomes of OD activities. Guest speakers could also provide examples and benefits of agile working and the impact this has upon the organisation and its workforce.
- Learners could work in small groups to explore the differences in approach to OD and discuss the advantages of these approaches.

Learning aim B – Understand the requirement to develop motivated, knowledgeable and experienced individuals and teams

- Introduce the topic of the requirements to develop motivated, knowledgeable and experienced individuals and teams. Ask learners to discuss the importance of this and the benefits this brings to employees, employers and customers.
- Learners could undertake independent research into the concept and benefits of motivation and relevant theories that support and underpin the importance and benefits of having motivated staff.
- Lead a discussion on techniques and approaches for motivating people and ask learners to debate the advantages and disadvantages of these techniques.
- Videos and articles on the impact motivation has on the performance of individuals, teams and the organisation would provide learners with an insight into the benefits to the organisation of having a motivated workforce.
- Lead a discussion on the topic of human capital and the importance of understanding the requirements for staff.
- Have pair or small group discussions about knowledge management and how organisations can create a learning organisation by managing knowledge. This could include different ways in which organisations can capture collective expertise, and use this expertise to achieve success and gain a competitive advantage.

Learning aim C – Be able to apply contemporary knowledge and research to support emerging HR developments

- Begin by providing learners with an overview of the unit and how important it is for HR professionals to apply contemporary knowledge and research to keep up to date with emerging HR developments. Explain how outcomes of research can be used to develop HR functions and processes, giving organisations a competitive edge and allowing them to manage risk.

- Learners will need to undertake research into current developments and trends in HR, which could be through primary or secondary research methods. Research activities should include a PESTLE analysis. Expand on this activity by having learners discuss outcomes of research activities and how this information can be used to develop HR functions or processes.
- Guest speakers from public and private organisations would provide learners with valuable information about the research and organisational risk analysis activities they undertake to ensure HR functions follow industry requirements and how they resolve challenges in hiring, retaining and engaging the workforce, conflicting expectations of stakeholders and managing risk in global operations.
- Small groups could explore future developments in HR and deliver a presentation to the group with their findings.

Learning aim D – Understand the relationship between organisational design and change management

- Introduce the topic of change management and the process of change in an organisation, including change management models.
- Learners could use case studies of organisations who have successfully and unsuccessfully managed change, their challenges and the impact these changes have had on organisational performance and meeting aims and objectives.
- Learners could undertake independent research into legal and ethical HR practices, and the importance of this to an organisation and its employees. Research should also include the impact of legislation and how this influences change in the organisation.
- Guest speakers from public and private organisations would provide learners with valuable information about implantation of ethical HR practices and approaches, and how legal requirements are adhered to. Guest speakers could also talk about HR functions, its aims and objectives and how it contributes to organisational success and has control over internal organisational factors.
- Lead a discussion exploring how HR contributes to organisational success. Learners should be encouraged to provide examples of organisations with effective HR functions.
- Pairs or small groups could discuss the relationship between organisational design and change management, and share ideas with the wider group.

Resources

Textbooks

Hayes, J. – *The Theory and Practice of Change Management*. 4th Ed. London: Palgrave Macmillan (2014).

Lewis, L. K. – *Organizational Change: Creating Change Through Strategic Communication*. Chichester: Wiley-Blackwell (2011).

Mee-Yan, C-J. and Holbeche, L. – *Organizational Development: A Practitioner's Guide for OD and HR*. London: Kogan Page (2015).

Stanford, N. – *Organization Design: Engaging with Change*. 2nd Ed. London: Routledge (2013).

Journals

Journal of Change Management

Journal of Organisational Design

Leadership and Organisational Development Journal

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit title	Principles of Marketing
Guided learning hours	The Role of Effective Human Resources
Number of lessons	20
Duration of lessons	3 hours
Links to other units	All units

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Classroom resources
1	Unit introduction	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: introduction to the unit's content and unit assignment. • Teacher-led presentation: present an outline of HR and emerging HR developments. <ul style="list-style-type: none"> ○ Organisational structures. • Individual learner activity: learners complete a case study and/or research paper which is focused on organisational design. <ul style="list-style-type: none"> ○ Produce a summary of the article/paper. ○ Be prepared to share this summary in class. 	Unit specification Whiteboard and pens PS1, PS2 and PS3: Teacher presentation slides and notes TF1: Template for recording the outcome of key learning points drawn from the lesson

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and commence the glossary of key terms. • Plenary session: confirm the main learning points identified in the lesson. 	Case study/research on organisation design Computers with internet access
2	Organisational design (part 1)	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: <ul style="list-style-type: none"> ○ Concept of organisational design (OD). ○ History of OD. ○ Key drivers of OD. ○ Designing organisations to meet strategic aims. • Teacher-led discussion: brainstorm activity – factors that influence OD. • Discussion activity: the key aspects and elements of OD. • Matching timeline activity: the historical evolution of OD. • Individual learner activity: learner research activity using case studies – organisations that have changed their business model and OD. • Class activity: presentation and discussion activity – what influenced OD and different approaches to OD. • Individual learner activity: learners write up their notes. 	Unit specification Whiteboard and pens PS4 and PS5: Teacher presentation slides and notes Case study of organisations changing their business model Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Plenary session: confirm the main learning points identified in the lesson. 	
3	Organisational design (part 2)	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of the previous session. • Teacher-led presentation: <ul style="list-style-type: none"> ○ Approaches to OD – e.g. Galbraith's STAR model, Balance Score card, Goold and Campbell's 'Fit' and 'Good Design'. ○ Characteristics of effective OD. • Teacher-led discussion: brainstorm activity – define the key characteristics of effective OD. • Group research activity: each group researches and presents a different approach to OD and discusses the advantages of these approaches. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>PS6: Teacher presentation slides and notes</p> <p>Marketing scenarios</p> <p>Case studies on effective marketing planning</p> <p>Computers with internet access</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
4	Sustainable performance (part 1)	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: <ul style="list-style-type: none"> ○ What is sustainable performance? ○ How organisational design can meet sustainable objectives. • Paired learner activity: learners identify, review and summarise an article/case study on sustainable performance. • Teacher-led discussion: impact of sustainable performance on organisational success. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson 	Unit specification Whiteboard and pens PS7: Teacher presentation slides and notes Case study on sustainable performance Computers with internet access
5	Sustainable performance (part 2)	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: organisational design as part of the process. • Discussion activity: evaluate the impact of sustainable performance on organisations' short- and long-term objectives, as well as success. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson. 	Unit specification Whiteboard and pens PS8: Teacher presentation slides and notes Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
6	The agile organisation	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: what is agile working? <ul style="list-style-type: none"> ○ What are the characteristics of an agile organisation? ○ How is agile working incorporated into OD? • Teacher-led discussion: Brainstorm activity – what is agile working? Use video clips and note the key benefits of creating an agile organisation. • Group research activity: each group researches case study examples of organisations that have adopted agile approaches and present their findings. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson. 	Unit specification Whiteboard and pens PS9 and PS10: Teacher presentation slides and notes Videos Case study of agile approaches Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
7	Motivation	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: how to motivate and develop individuals and teams. • Teacher-led discussion: brainstorm activity – different motivation theories. • Discussion activity: content versus process motivational techniques. Debate advantages and disadvantages. Watch videos/read articles on motivation and increased performance. Learners to identify the key factors that enhance performance and employee motivation. • Group research activity: how HR practices can be used to enhance competitive edge. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>PS11: Teacher presentation slides and notes</p> <p>Videos and articles on motivation</p> <p>Computers with internet access</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
8	Human capital	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: what is human capital theory? <ul style="list-style-type: none"> ○ Criticisms of human capital theory. ○ Implications for HR practices. • Research and discussion activity: the benefits and pitfalls of human capital theory. • Group presentation: groups to brainstorm the implications of human capital theory for HR managers and present their ideas. Use of articles to research and discuss the theory of human capital. • Individual learner activity: learners write up their notes. • Plenary session: Confirm the main learning points identified. 	Unit specification Whiteboard and pens PS12: Teacher presentation slides and notes Articles on human capital Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
9	Knowledge management	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson. • Teacher-led presentation: <ul style="list-style-type: none"> ○ What is knowledge management? ○ How can HR create a learning organisation by managing knowledge? • Brainstorm activity: the application of knowledge management and the link with people processes. • Research group activity: How does HR capture an organisation's collective expertise and distribute it to 'wherever it can achieve the biggest payoff'? Groups to present findings. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS13: Teacher presentation slides and notes Computers with internet access
10	Topic: Assignment workshop	Teacher-led	<ul style="list-style-type: none"> • Lead in: review of learner progress and issue of first assignment. • Teacher-led discussion: assignment requirements. • Teacher-led question and answer sessions: address general questions and concerns, group and individual. • Teacher-led discussion: review of academic requirements and submission format. 	Unit specification Whiteboard and pens PS14 and PS15: Teacher presentation slides and notes Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
11	Emerging HR developments	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson • Teacher-led presentation: emerging trends. <ul style="list-style-type: none"> ○ Challenges and issues affecting HR. ○ The future function of HR. • Group activity: learners research emerging trends in HR and discuss different implications. <ul style="list-style-type: none"> ○ Using a PESTLE framework, learners determine the key drivers of emerging trends. ○ Learners compile their Top 10 list of what's trending in HR and the Top 10 challenges facing HR. • Discussion activity: future developments in HR. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>PS16 and PS17: Teacher presentation slides and notes</p> <p>Computers with internet access</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
12	Contemporary HR challenges	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: adapting to the changing employee profile. <ul style="list-style-type: none"> ○ Retaining and engaging the workforce. ○ Managing risks of global operations. ○ Hiring and retaining talent. ○ Conflicting expectations. • Teacher-led discussion: challenges that were highlighted in the previous session in detail. Review solution-focused case studies to resolve and accommodate different types of HR challenges. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS18: Teacher presentation notes Case study on HR challenges Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
13	The future of HR as a function and a process	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: summary of trends and challenges and the implications for the future of the HR function. • Research activity: learners read articles on future development in HR and the reshaping of HR. • Group activity: <ul style="list-style-type: none"> ○ Groups brainstorm and present their Top 10 trends that will reshape the HR function and how. ○ The support of the non-HR manager – brainstorm how HR contributes to effective management and leadership. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>PS19 and PS20: Teacher presentation slides and notes</p> <p>Computers with internet access</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
14	HR and change management (part 1)	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: <ul style="list-style-type: none"> ○ The impact of change management. ○ Change management models (e.g. Kotter's 8-Step Process and Lewin's change model). • Individual learner activity: learners identify and produce a summary of an organisation which is currently going through a process of change. <ul style="list-style-type: none"> ○ Prepare to present and discuss their summaries. • Group presentations: how to motivate people during situations of change management. <ul style="list-style-type: none"> ○ Illustrate different change management initiatives for different business scenarios. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS21, PS23 and PS23: Teacher presentation slides and notes Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
15	HR and change management (part 2)	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: continued session from previous week. <ul style="list-style-type: none"> ○ HR approaches to change management. • Group activity: issue a case study based on motivation and change management issues. Learners prepare group presentations based on one HR solution for addressing these issues. • Group presentations: summaries on organisations going through a process of change, then compare and discuss the differing views presented by their peers. • Learner quiz: on their understanding about change management and HR functions towards it. • Discussion activity: approaches to motivating people for participating in organisational change management processes. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>PS24 and PS25: Teacher presentation slides and notes</p> <p>AS1: Teacher-devised change management quiz</p> <p>Case study on motivation and change management issues</p> <p>Computers with internet access</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
16	Topic: Assignment workshop	Teacher-led	<ul style="list-style-type: none"> • Lead in: review of learner progress and issue the second assignment. • Teacher-led discussion: assignment requirements. • Teacher-led question and answer sessions: address general questions and concerns, group and individual. • Teacher-led discussion: review of academic requirements and submission format. 	Unit specification Whiteboard and pens PS26 and PS27: Teacher presentation slides and notes Computers with internet access Assignment
17	Legal and ethical HR practice	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous session. • Teacher-led presentation: legal and ethical constraints. • Discussion activity: ethical HR practices. • Teacher-led discussion: demonstrate sample cases and business scenarios for understanding actual implementation of ethical HR approaches. • Research activity: the impact of key legislation and how that influences the change management process. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS28 and PS29: Teacher presentation slides and notes Case studies and scenarios of ethical HR practices Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
18	HR contribution to organisational success	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: maximising HR contribution to organisational success. • Individual learner activity: learners conduct rigorous investigation into how HR contributes towards organisations' success and control over different internal organisational factors. • Discussion activity: how does HR contribute to success? • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS30: Teacher presentation slides and notes Computers with internet access
19	Learning aims A to D	Teacher-led	<ul style="list-style-type: none"> • Learning aims A to D recap session • Learners to highlight which topics require additional explanation and recap. • Key topics quiz activity to complete. <p>Question and answer session/discussion activity to clarify and consolidate learning.</p>	Unit specification Whiteboard and pens AS2: Teacher-devised key topics quiz Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
20		Teacher-led	<ul style="list-style-type: none"> • Individual tutorials by appointment. • Schedule of allocated time slots. 	Unit specification Whiteboard and pens TF2: Learner tutorial feedback template Computers with internet access

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	1 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the purpose of unit 1, including learning aims.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS1, PS2 and PS3: Teacher presentation slides and notes • TF1: Template for recording the outcome of key learning points drawn from the lesson • Case study/research on organisation design • Computers with internet access
----------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS1): introduction to the unit's content and unit assignment.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS2): present an outline of HR and emerging HR developments. • Teacher presentation (PS3): different organisational structures in public and private sector organisations. • Individual learner activity: learners complete a case study and/or research paper which is focused on organisational design. • Paired learner activity: produce a summary of the article/paper. • Group discussion: pairs to share this summary with the class and discuss.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson. • Teacher presentation (TF1): provide learners with a template of how they should record the outcome of their discussions and the main learning points. This should include an ongoing glossary of key terms identified within the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and commence the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	2 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the importance of organisational design in meeting strategic aims.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS4 and PS5: Teacher presentation slides and notes • Case study of organisations changing their business model • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS4): concept of organisational design (OD), including history of OD and key drivers of OD
Main activities (150 minutes)	<ul style="list-style-type: none"> • Group learner activity: brainstorm activity – factors that influence organisational design. • Group discussion: the key aspects of organisational design and elements of OD. • Paired learner activity: matching timeline activity – the historical evolution of OD. • Individual learner research activity: using case studies – organisations that have changed their business model and OD. • Teacher presentation (PS5): what influenced OD and different approaches to OD in different organisations. • Group discussion: Influences on and approaches to OD.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	3 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand a range of organisational design models and characteristics of effective organisational design.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS6: Teacher presentation slides and notes • Marketing scenarios • Case studies on effective marketing planning • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS6): models relating to organisational design approaches, e.g. Galbraith's STAR model, Balance Score card, Goold and Campbell's 'Fit' and 'Good Design'.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Group learner activity: brainstorm activity – define the key characteristics of effective OD. • Group discussion: the key aspects and elements of OD. • Paired learner activity: each group researches and presents a different approach to OD and discusses the advantages of these approaches. • Group discussion: sharing and discussing research on OD approaches.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and commence the glossary of key terms. • Individual learner activity: prepare questions for guest speaker on the topic of sustainable performance.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	4 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand how organisational design can meet sustainable objectives.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS7: Teacher presentation slides and notes • Case study on sustainable performance • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS7): what is sustainable performance?
Main activities (150 minutes)	<ul style="list-style-type: none"> • Group learner activity: brainstorm activity – what is sustainable performance? • Group discussion: sharing and discussing ideas on what sustainable performance is. • Individual learner research activity: identify, review and summarise an article/case study on sustainable performance. • Guest speaker: the impact of sustainable performance on organisational success. • Group learner activity: question and answer session with guest speaker.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	5 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the impact of sustainable performance on organisations.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS8: Teacher presentation slides and notes • Computers with internet access
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS8): organisational design as part of the process.
Main activities (135 minutes)	<ul style="list-style-type: none"> • Group learner activity: brainstorm activity – impact of sustainable performance on short- and long-term objectives as well as success. • Group discussion: evaluate the impact of sustainable performance on organisations' short- and long-term objectives, as well as success.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and commence the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	6 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand how agile working can be incorporated into organisational design.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS9 and PS10: Teacher presentation slides and notes • Videos • Case study of agile approaches • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS9): what is agile working?
Main activities (150 minutes)	<ul style="list-style-type: none"> • Group learner activity: brainstorm activity – what is agile working? • Teacher presentation (PS10): what are the characteristics of an agile organisation? • Paired learner activity: each group researches case study examples of organisations that have adopted agile approaches. • Group discussion: each group to present and discuss their findings. • Group activity: use video clips and note the key benefits of creating an agile organisation.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	7 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand how to motivate and develop individuals and teams.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS11: Teacher presentation slides and notes • Videos and articles on motivation • Computers with internet access
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS11): introduction to the topic of motivation.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Group learner activity: brainstorm activity – different motivation theories. • Group discussion: content versus process motivational techniques. Debate advantages and disadvantages. • Group activity: watch videos/read articles on motivation and increased performance. • Paired learner activity: learners to identify the key factors that enhance performance and employee motivation. • Paired learner activity: how HR practices can be used to enhance competitive edge. • Group discussion: each group present and discuss their findings.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	8 (180 minutes)
Lesson objectives	Learners must be able to: <ul style="list-style-type: none"> • understand the theory and concepts of human capital.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS12: Teacher presentation slides and notes • Articles on human capital • Computers with internet access
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS12): what is human capital theory?
Main activities (135 minutes)	<ul style="list-style-type: none"> • Individual learner research activity: the benefits and pitfalls of human capital theory. • Group learner activity: brainstorm activity – implications of human capital theory for HR managers. • Group discussion: present ideas and outcomes of brainstorming activity. • Group activity: use of articles to research and discuss the theory of human capital.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	9 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the concept and processes for managing knowledge in an organisation.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS13: Teacher presentation slides and notes • Computers with internet access
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS13): what is knowledge management?
Main activities (135 minutes)	<ul style="list-style-type: none"> • Individual learner research activity: how HR can create a learning organisation by managing knowledge. • Group learner activity: brainstorm activity – the application of knowledge management and the link with people processes. • Group discussion: present ideas and outcomes of brainstorming activity. • Group research activity: how does HR capture an organisation’s collective expertise and distribute it to ‘wherever it can achieve the biggest payoff’. • Group discussion: present and discuss research findings.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	10 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the importance of organisational design to the delivery of sustainable performance – Learning aim A • understand the requirement to develop motivated, knowledgeable and experienced individuals and teams – Learning aim B.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS14 and PS15: Teacher presentation slides and notes • Computers with internet access • Assignment
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS14): review of learner progress on the first assignment and recap of Learning aim B.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Group discussion: open question and answer activity to address general questions and concerns. • Group learner activity: review of academic requirements and submission format. • Individual learner activity: individual learner queries and questions.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS15): brief tutor-led overview of assignment requirements.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners complete first assignment.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	11 (180 minutes)
Lesson objectives	Learners must be able to: <ul style="list-style-type: none"> • understand emerging developments in HR.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS16 and PS17: Teacher presentation slides and notes • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS16): review of learner progress on the first assignment and recap of learning aims.
Main activities (120 minutes)	<ul style="list-style-type: none"> • Individual learner activity: using a PESTLE framework, learners determine the key drivers of emerging trends. • Paired learner activity: learners compile their Top 10 list of what's trending in HR and the Top 10 challenges facing HR. • Group discussion: future developments in HR. • Teacher presentation (PS17): challenges and issues affecting HR. • Group discussion: the future function of HR.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	12 (180 minutes)
Lesson objectives	Learners must be able to: <ul style="list-style-type: none"> • understand contemporary HR challenges.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS18: Teacher presentation slides and notes • Case study on HR challenges • Computers with internet access
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> ● Group discussion: discuss challenges that were highlighted in the previous session in detail.
Main activities (120 minutes)	<ul style="list-style-type: none"> ● Paired learner activity: give each group one of the following topics to brainstorm: <ul style="list-style-type: none"> ○ adapting to the changing employee profile ○ retaining and engaging the workforce ○ managing risks of global operations ○ hiring and retaining talent ○ conflicting expectations. ● Group discussion: each pair present ideas from brainstorming activity and discuss with the group. ● Teacher presentation (PS18): Contemporary challenges affecting HR. ● Individual learner activity: review solution-focused case studies to resolve and accommodate different types of HR challenges.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	13 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the future of HR as a function and a process.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS19 and PS20: Teacher presentation slides and notes • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS19): summary of trends and challenges and the implications for the future of the HR function.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Individual learner activity: learners read articles on future development in HR and the reshaping of HR. • Group learner activity: groups brainstorm and present their Top 10 trends that will reshape the HR function and how. • Teacher presentation (PS20): the role and responsibilities of the non-HR manager in an organisation. • Guest speaker: how HR contribute to effective management and leadership. • Group learner activity: question and answer session with guest speaker.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	14 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the concept and impact of change on an organisation.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS21, PS22 and PS23: Teacher presentation slides and notes • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS21): introduce the topics of change and change management.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS22): change management models (e.g. Kotter's 8-Step Process and Lewin's change model). • Individual learner research activity: identify and produce a summary of an organisation which is currently going through a process of change. • Individual learner activity: learners prepare to present and discuss their summaries from research activities. • Teacher presentation (PS23): motivating people through periods of change. • Group learner activity: groups brainstorm – illustrate different change management initiatives for different business scenarios. • Group discussion: present and discuss ideas from brainstorming activity.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	15 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the concept and impact of change on an organisation – continued.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS24 and PS25: Teacher presentation slides and notes • AS1: Teacher-devised change management quiz • Case study on motivation and change management issues • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS24): HR approaches to change management.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS25): change management models (e.g. Kotter's 8-Step Process and Lewin's change model). • Group learner activity: issue a case study based on motivation and change management issues. Learners prepare group presentations based on one HR solution for addressing these issues. • Individual learner activity: learners to present their summaries on organisations going through a process of change, then compare and discuss the differing views presented by their peers. • Group learner activity (AS1): learner quiz on their understanding about change management and HR functions towards it. • Group discussion: approaches to motivating people for participating in organisational change management processes.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	16 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • apply contemporary knowledge and research to support emerging HR developments.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS26 and PS27: Teacher presentation slides and notes • Assignment • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS26): review of learner progress and recap of learning. Issue second assignment
Main activities (120 minutes)	<ul style="list-style-type: none"> • Group discussion: open question and answer activity to address general questions and concerns. • Group learner activity: review of academic requirements and submission format. • Individual learner activity: individual learner queries and questions.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS27): brief tutor-led overview of assignment requirements.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners complete second assignment.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	17 (180 minutes)
Lesson objectives	Learners must be able to: <ul style="list-style-type: none"> • understand legal and ethical HR practice.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS28 and PS29: Teacher presentation slides and notes • Case studies and scenarios of ethical HR practices • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS28): overview of legal and ethical HR practice.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Group discussion: ethical HR practices. • Teacher presentation (PS29): demonstrate sample cases and business scenarios for understanding actual implementation of ethical HR approaches. • Individual learner research activity: the impact of key legislation and how that influences the change management process.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: research ways of maximising HR contribution to organisational success.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	18 (180 minutes)
Lesson objectives	Learners must be able to: <ul style="list-style-type: none"> • understand HR contribution to organisational success.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS30: Teacher presentation slides and notes • Computers with internet access
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS30): how HR contributes to organisational success.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Individual learner research activity: learners conduct rigorous investigation into how HR contributes towards organisations' success and control over different internal organisational factors. • Group discussion: how does HR contribute to success?
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners to prepare for individual tutorials.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	19 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • evaluate the relationship between organisational design and change management.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • AS2: Teacher-devised key topics quiz • Computers with internet access
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: recap of current topics.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Group discussion: highlighted areas which require additional explanation and recap. • Group learner activity (AS2): complete key topics quiz activity. • Teacher-led discussion: question and answer sessions to clarify and consolidate learning.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm learning outcomes have been met.
Private study	<ul style="list-style-type: none"> • Individual learner activity: prepare for individual tutorial.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Lesson no	20 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of course content and commitment to course completion.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • TF2: Learner tutorial feedback template • Computers with internet access
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: overview of learner effort and performance.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Learner-led discussion: evaluation of individual contributions, progress, knowledge and understanding of course content. • Individual learner activity: questions and queries relating to the course. • Teacher-led discussion (TF2): give feedback to learners on assignment results and discuss areas for improvement on future assignments.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm learning outcomes have been met.
Private study	<ul style="list-style-type: none"> • Individual learner activity: reflect on Human Resources course to include what has been learned and how this learning can be applied in an organisation.

Assignment brief

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 1: The Role of Effective Human Resources
Learning aim(s)	<p>A Understand the importance of organisational design to the delivery of sustainable performance</p> <p>B Understand the requirement to develop motivated, knowledgeable and experienced individuals and teams</p> <p>C Be able to apply contemporary knowledge and research to support emerging HR developments</p> <p>D Understand the relationship between organisational design and change management</p>
Assignment title	<p>1) Value and Contribution to Organisational Success</p> <p>2) Managing Change</p>
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	<p>Value and Contribution to Organisational Success</p> <p>You are working as a Junior HR Manager in a well-known large global organisation*. As part of your responsibilities you have been asked to review the contribution of an HR function to the value and success of an organisation.</p> <p>You are to produce a report for the Director of Human Resources in response to the following:</p> <ul style="list-style-type: none"> Recommend two approaches which the organisation could take to ensure its HR function effectively contributes to the design of the organisation in an emerging or changing environment. Your recommendations must be fully justified. <p><i>*This can be either an organisation given by your teacher or an organisation of your choice.</i></p>
---------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Task 1</p>	<p>The report should cover the following:</p> <ul style="list-style-type: none"> • introduction to the organisation • introduction the structure of the chosen organisation • exploration of the concept of organisational design and how this relates to the structure of the chosen organisation • investigation into two approaches to show how the organisation could ensure the HR function contributes to the design of the organisation • analysis of emerging HR developments and how the chosen approaches would adopt HR practices that were responsive to the changing external and internal environment of the workplace • conclusions and recommendations.
<p>Checklist of evidence required</p>	<p>The submission is in the form of an individual written report. This should:</p> <ul style="list-style-type: none"> • be written in a concise, formal business style using single spacing and font size 12 • make use of headings, paragraphs and subsections as appropriate • be supported with research and referenced using the Harvard referencing system • include a bibliography using the Harvard referencing system. <p>The recommended word limit is 1500–2000 words, although you will not be penalised for exceeding the total word limit.</p>

Criteria covered by this task:	
Criterion reference	To achieve the criterion you must show that you are able to:
A.P1	Evaluate the importance of organisational design theory in the context of organisational structure and fulfilling organisational strategy, using specific organisational examples.
A.P2	Apply appropriate theories and concepts to evaluate the importance of organisational design, using specific organisational examples.
B.P1	Analyse the different approaches and techniques used for attracting, maintaining, developing and rewarding human resources to create a skilled and dedicated workforce.
B.P2	Use specific examples to analyse different approaches and techniques to motivation, human capital and knowledge management.
B.P3	Make appropriate recommendations supported by justification based on a combination of knowledge and information to show how to improve the delivery of sustainable performance.
C.P1	Conduct research and use contemporary knowledge to support evidence for emerging HR developments.
C.P2	Evaluate how emerging HR developments will affect the role of the HR function in the future.

Vocational scenario or context	<p>Managing Change</p> <p>Leading on from Assignment 1, in your position as a Junior HR Manager in a well-known large global organisation, you have been asked to prepare a presentation on how HR will deal with and manage change in response to organisational restructures that are taking place in the organisation.</p>
---------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Task 2	<p>The presentation will cover the following:</p> <ul style="list-style-type: none"> • a background to change management, including theories and models of change management • the role of HR in managing change and organisational design • an evaluation of how organisational design must respond and adapt to changes proposed in the organisation • recommendations on how HR will take changes forward and implement them effectively.
---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Checklist of evidence required	<p>The submission must include:</p> <ul style="list-style-type: none"> • a 10-minute individual PowerPoint presentation and 5 minutes allocated for questions; you are required to make effective use of PowerPoint headings, paragraphs and subsections as appropriate • presentation slides and speaker notes submitted as one copy • references using the Harvard referencing system • a bibliography using the Harvard referencing system. <p>The recommended word limit is 1500–2000 words, including speaker notes, although you will not be penalised for exceeding the total word limit.</p>
---------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Criteria covered by this task:	
Criterion reference	To achieve the criterion you must show that you are able to:
D.P1	Evaluate how organisational design has to respond and adapt to change management and the relationship that exists between the two, using a specific organisational situation.
D.P2	Evaluate the different types of changes that can affect organisational design, including transformational and psychological change.

Sources of information to support you with this assignment	
Other assessment materials attached to this assignment brief	

Unit 2: Human Resource Strategy and Management

Delivery guidance

The aim of this unit is to explore the contribution strategic human resource management (HRM) makes towards the development and support of sustainable organisational strategies. Learners will develop an understanding and appreciation of seminal and contemporary models, theories and concepts which enable HR managers to make positive contributions to sustainable organisational change and growth from an HR perspective.

On successful completion of this unit, learners will have the confidence to contribute to strategic decision making in an HR context. This will be based on strong theoretical and applied foundations which will add value to an organisation's HR function and role for organisations in Uzbekistan and globally.

Approaching the unit

This unit builds on knowledge and understanding developed in *Unit 1: The Role of Effective Human Resources*, by providing further opportunities to extend knowledge and apply theory. Teachers could consider planning and delivering these units together.

All the learning aims in this unit can be delivered flexibly. Formal teacher input could identify some of the theoretical material, but learners can work individually and in groups to research and gather information on strategic human resource management. No previous knowledge of strategic human resource management is assumed, and learners can use workplace experiences.

Research, case studies, business simulations and discussion all offer approaches to learning in this unit. Guest speakers, such as an organisation's human resources manager, could provide practical insight into strategic human resource management. Up-to-date materials are available on the internet and material on many human resource management topics is available from both government organisations and private providers.

Learners could be introduced to the importance of strategic human resource management in organisations and its relationship to the overarching organisational strategy and sustainable business performance. Research, case studies and their own employment could enable learners to review the factors that influence human resource strategy and practice. The business press provides examples that show how the fluidity of the business context causes organisations to adjust their human resource plans to enable the organisation to maintain its competitive advantage and to continue to function.

Discussion groups can be a useful start, but teachers should be aware that some formal input may be required. It may be helpful to link this with other units involving visits to local businesses, where learners can begin to investigate effective HR management by asking appropriate questions. Teachers should help learners to devise a selection of appropriate questions that focus on ways different organisations achieve effective HR practices and a suitable range of business contexts. Discussions among the delivery team would help identify useful opportunities for learners.

Your learners will need access to information sources relating to key topics in the unit. Some learners may have employment or informal experiences that can be shared, and it is helpful and important that they are aware of professional practices.

You can use a range of delivery methods in this unit, such as:

- discussions – class and small group discussions on outcomes of research into current HR trends and developments
- individual or group presentations – covering external and internal factors influencing HR strategy
- case studies illustrating examples of organisations applying relevant theories, models and concepts
- video clips showing how organisations have overcome contemporary HR challenges.

Group work is an acceptable form of delivery, but you must ensure that each learner produces their own evidence containing sufficient detail for assessment. You can involve local employers in the delivery of this unit by inviting them as:

- guest speakers from public and private sectors
- members of the audience for learner presentations where they can give feedback

- providers of work experience for learners, and of business materials as a basis for case studies and exemplars
- mentors for learners
- employer site visits to experience effective HR function.

Employer engagement

Teachers are encouraged to invite visiting speakers from public and private sector organisations with effective HR functions to talk about the importance of effective HR in their business. If links are developed with local or regional organisations, they may be prepared to provide non-confidential examples of policies, procedures and documents relating to HRM that are used in their business.

Centres should develop links with local private sector business organisations and public administration offices, as these are often willing to provide work placements, visits, information about businesses and the local business context, and visiting speakers.

Delivering the learning aims

It is recommended that Learning aims A and B are delivered together as combined, they focus on key external and contextual developments that influence HR strategy.

For Learning aim A, it is important that learners are provided with an opportunity to recap on the themes covered in *Unit 1: The Role of Effective Human Resources*, which will provide the basis for further knowledge and understanding of how these themes are carried forward into strategic human resource management. Learners should be provided with access to a range of information sources, to continue research into current trends and developments that influence human resource strategy, and be able to discuss confidently external and internal factors that may affect HR strategy and practice. Visits to different organisations and interviews with HR and strategic managers would provide a contextual insight into contemporary trends and developments and how these shape HR policy and practices.

It is important that learners understand how technology is shaping the way organisations manage human resource practices, which could include sharing personal examples of having used technology during application, interview and induction stages of the recruitment process. Learners could work in small groups to analyse the positive and negative impact of technology on organisations within HR and how these are managed. Learners must consider how the HR function will evolve given advances in technology that have

influenced workforce behaviour and culture, HR practices and skills requirements. It is important learners also consider emerging HR developments in hiring, retaining and engaging talent, the impact of cross-cultural engagement within organisations, and globalisation.

Learners should be encouraged to draw upon learning and practical activities in Unit 1 relating to theories, models and concepts associated with emerging developments, as well as external and internal factors and influences, so that they can apply these in the context of a chosen organisation.

For Learning aim B, learners use research outcomes from Unit 1 and should be able to apply contemporary theoretical and practical knowledge of HR development. Learners should be encouraged to apply contemporary knowledge and research skills to establish recent developments within the field of human resources, and to conduct research into the growth and development of strategic human resource management. They should contextualise their study to a specific organisation to enable them to relate more to the topic and focus their research. Learners will fully analyse relevant theories and concepts relating to growth and development of strategic HRM, including: the history of HR development from personnel to HRM; the growth of strategic HRM; and the links between organisational strategy and HR strategy. Guest lectures from HR professionals would provide opportunities for learners to explore these areas in more depth and would give an organisational context to their findings.

Learners could present outcomes of their research that summarises contemporary HR theories, and the impact these have on HR practices and their implications for the HR function. Learner research could be supported through articles on future developments within HR and the reshaping of the HR function based on identified contemporary practices.

For Learning aim C, learners must undertake significant research to gain an insight into change management strategies, models and concepts, building on learning from Unit 1. It is important that learners understand how change management models support HR strategy, and that they can focus their research on a specific organisation. Teacher presentations on the concept of organisational behaviour and the impact of change on behaviour will focus learners on the need for change and how change impacts organisations and individuals. Learning from this presentation could be taken forward to be used in interviews with HR and strategic management, or lead to further independent study into the concept of organisational behaviour.

Learners must undertake further research into popular change management theories and models and be able establish links between these and approaches used by specific organisations when managing change.

Group work around how effective change management can influence HR strategy would also focus learning into key areas of HR practice including workforce planning, recruitment processes, managing employee motivation and performance management.

For Learning aim D, it is important that learners understand the importance of HR management and development and how this contributes to sustainable business performance. Learners should be encouraged to relate their investigations and research to selected organisations. Selected organisations may be the learner's employer organisation or a suitable organisation that is familiar to the learner. To understand how HR management contributes to sustainable performance and the growth of business organisations, learners should have access to HR individuals, or information about organisational strategies, structures and case studies relating to effective HR management and development.

Learners must understand that organisations must be designed and structured in such a way that delivering sustainable short- and long-term objectives is achievable and effective HR management and development is part of the process of achieving sustainable performance. Use case studies or videos that give examples of organisations that achieve sustainable performance and growth, through HRM support.

Learners should research independently the tools and techniques that organisations can adopt in order to monitor and measure business performance and growth, and how HR functions can apply these to support change and development within the organisation. Teacher presentations around such tools and techniques would provide learners with information to determine the most appropriate ones to apply in different situations to gain optimum information about performance and growth, and to develop the organisation and its staff.

Learners could present outcomes of their research, and discuss with the group how different HR development techniques could be applied to different organisations to maximise sustainable business performance and growth.

Assessment guidance

This unit is internally assessed through one assignment which is formed of one task. The task covers Learning aims A, B C and D and requires learners to produce an individual report to the company Director of Human Resources, which suggests how the organisation's HR strategy should be developed and delivered in support of the organisation's overall strategic plan.

All learners must independently generate individual evidence that can be authenticated. The report should be fully justified and presented in the following (or similar) format:

- aim, scope and purpose of the report
- an analysis of the key internal and external influences on the HR function of the organisation
- an evaluation of key strategic and operational considerations of the organisation
- contemporary theory linked to practice to demonstrate how this supports HR strategy and meets business objectives
- evaluation of how change management models can support HR strategy, including specific examples to support the case
- evaluation of how HR management can support sustainable business and growth
- how to monitor and evaluate the success of HR strategy in meeting sustainable business objectives
- fully justified recommendation(s).

Getting started

This gives you a starting place for one way of delivering the unit.

Unit 2: Human Resource Strategy and Management
<p>Introduction</p> <ul style="list-style-type: none"> • Outline the sector skills, transferable skills, knowledge and behaviours of the unit and how achievement of the unit could lead to a career in a human resource management role. Focus on giving learners appropriate learning opportunities that are based on the topics specified in the unit content. • Before assessment, learners must develop the necessary skills, knowledge and behaviours to undertake these activities with confidence. • Allocate sufficient time to the learning and development activities required for each of the learning aims, so that learners receive the depth of knowledge and understanding of unit topics, and can apply this to an organisation. • Learners must select an organisation to use as a case study throughout this unit. It must have made use of organisational design activities to make changes within the organisation, and considered the future developments in HR required to maintain competitiveness in talent and skills sourcing.
<p>Learning aim A: Understand key external and contextual developments that influence HR strategy</p> <ul style="list-style-type: none"> • Begin by recapping on learning undertaken in <i>Unit 1: The Role of Effective Human Resources</i> to refresh learners with learning activities which can be built upon within this unit. • Learners should be given time to identify a suitable organisation to base their research on. This could be their own organisation or an organisation they are familiar with. • Learners will need to research current developments and trends in HR, through either primary or secondary research methods. Research activities should include a PESTLE analysis. Expand on this activity by asking learners to discuss the outcomes of research activities, and how it can be used to develop an organisation's HR strategy. • Guest speakers from public and private organisations can provide learners with valuable information about the research and organisational risk analysis activities they undertake to ensure HR and strategic managers are constantly informed of trends and developments, as well as the external and internal factors that influence HR strategy and practice. • Small groups could discuss external and internal factors and challenges, including the importance of following industry requirements, resolving challenges and managing risk in global operations.

Learning aim B: Be able to apply contemporary theoretical and practical knowledge of HR development

- Give learners an overview of the unit and how important it is for HR professionals to apply contemporary theoretical and practical knowledge to keep up to date with emerging HR developments. Explain how the outcomes of research can be used to develop HR strategy and processes, giving organisations a competitive edge and allowing them to manage risk.
- Lead a discussion on the concept and process of strategic HR development. Use case studies to provide an insight into the application of HR strategy management and development, and its impact on the featured organisations and their staff.
- Small groups could explore the relationship between influences on strategy development, the process of strategy development and key aspects of strategy development.
- Learners could undertake detailed research into the relevance of theory on HR practice around performance management and fair and accurate systems for measuring performance; this includes performance review and appraisal systems, as well as different approaches to performance analysis. Learners could lead a group discussion on their findings and outcomes of research, and analysis of critical factors to be considered in an appraisal system.
- Learners could reflect upon the appropriateness of HRM systems in the context of specific organisations.
- Guest speakers from public and private sector organisations could lead discussions on the effectiveness of employee reward systems and the tangible and intangible benefits that employees can be granted for retaining the best performers. Learners could also question guest speakers on the topic of different approaches to employee motivation and retention.

Learning aim C – Understand how appropriate change management models support HR strategy

- Recap the topic of change management and the process of change in an organisation, including change management models learned in this unit.
- Learners could use case studies of organisations that have successfully and unsuccessfully managed change, their challenges and the impact these changes have had on organisational performance and meeting aims and objectives.
- Lead a discussion on the models and concepts of change management and how change management supports development of HR strategy, including the psychological contract, nudge theory and how to manage resistance to change.

- Learners could undertake independent research into the advantages and disadvantages of different change management concepts and models, their application in specific organisational contexts and situations, and the impact that change management has upon the psychological contract and behaviour of individuals.
- Guest speakers from public and private organisations would provide learners with valuable information about the transformation of organisations, the role of HR functions in being 'agents of change', and the importance of HR strategy in driving business success.
- Lead a discussion about how HR contributes to organisational success. Learners should be encouraged to provide examples of organisations with effective HR functions.
- Small groups or pairs could discuss different approaches to change management and present approaches they would adopt to manage change in a specific organisational context or situation.

Learning aim D – Understand the contribution of HR management and development to sustainable business performance and growth

- Introduce the topics of sustainable growth, management of sustainable growth and how HR strategy contributes to sustainable growth of a business.
- Learners could undertake independent research into the concept of and new approaches to sustainable growth, and the role HR plays in the delivery of sustainable performance and growth in an organisation. Research activities should also include theoretical evidences as well as real-time business scenarios.
- Lead a discussion on the benefits of good leadership for sustainable HRM and how to develop responsible leaders. Topics could cover the essential factors associated with leadership skills, traits and styles required for implementing and retaining sustainable performance and growth within an organisation. Discussions could be supported by case studies on organisational contexts or situations.
- Learners can take part in discussions and brainstorming activities to evaluate the contribution of HRM in supporting sustainable business performance and growth, including the value of benchmarking and why it is necessary.
- Guest speakers from public and private organisations would provide learners with valuable information about different types of performance indicators used in benchmarking, providing specific examples relating to external and internal influences and factors.
- Learners could work in small groups to explore how organisations apply models for benchmarking, capabilities and performance management.

Resources

Textbooks

Armstrong, A. – *Armstrong's Handbook of Strategic Human Resource Management*. 5th Ed. London: Kogan Page (2011).

Campbell, D., Edgar, D. and Stonehouse, G. – *Business Strategy: An Introduction*. 3rd Ed. Basingstoke: Palgrave Macmillan (2011).

Kew, J. and Stredwick, J. – *Human Resource Management in a Business Context*. 2nd Ed. London: CIPD (2013).

Lewis, L. K. – *Organizational Change: Creating Change Through Strategic Communication*. Chichester: Wiley-Blackwell (2011).

Journals

VARIOUS – *Human Resource Management*. Hoboken, USA: John Wiley & Sons, Inc., [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1748-8583](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1748-8583)

Websites

Chartered Institute for Personnel and Development website: www.cipd.co.uk

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit title	Human Resource Strategy and Management
Guided learning hours	60
Number of lessons	20
Duration of lessons	3 hours
Links to other units	All units

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Classroom resources
1	Unit introduction	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: introduction to the unit's content and unit assignment. • Teacher-led presentation: present an outline of the strategic HRM and its purpose. • Individual learner activity: learners identify an article or research paper related to strategic HRM and present a summary of the article/paper. • Class discussion: followed by video clips of past learners stating their learning experience as well as their advice for new learners. 	Unit specification Assignment Whiteboard and pens PS1 and PS2: Teacher presentation slides and notes

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and commence the glossary of key terms. • Plenary session: confirm the main learning points identified in the lesson. 	<p>TF1: Template for recording the outcome of key learning points drawn from the lesson</p> <p>Video clips of learning experiences</p> <p>Computers with internet access</p>
2	What is strategic HRM?	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of the previous session. • Teacher-led presentation: define organisational strategy. <ul style="list-style-type: none"> ○ What is strategic HRM and what are its benefits? ○ The relationship between organisational and HR strategies. • Individual learner activity: identify published research papers relating to organisational strategy and present key points to the class. • Discussion activity: different published papers. • Research activity: identify an article or research paper relating to contemporary HR developments. • Teacher-led presentation: present key concepts related to organisational strategies. <ul style="list-style-type: none"> ○ Discuss different aspects of organisational and HR strategies. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>PS3, PS4 and PS5: Teacher presentation slides and notes</p> <p>Computers with internet access</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson 	
3	Strategic HRM	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson • Teacher-led presentation: <ul style="list-style-type: none"> ○ external factors affecting HR strategy ○ internal factors affecting HR strategy. • Individual learner activity: learners identify several external factors that impact HR strategies and discuss them in detail. • Group activity: conduct research to present examples that demonstrate the degree of impact of different factors for different business scenarios. • Teacher-led discussion: using case studies to look at key factors in the context of HR strategies for different business issues. • Discussion activity: internal and external factors that affect the HR strategies. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson. 	Unit specification Whiteboard and pens PS6 and PS7: Teacher presentation slides and notes Case studies of HR strategies Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
4	Sustainability	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: sustainable growth – HR contribution. <ul style="list-style-type: none"> ○ Management of sustainable growth. • Teacher-led discussion: demonstrate the importance of sustainable growth, considering both theoretical evidences as well as examples of real-time business scenarios. • Discussion activity: identify new approaches for sustainable growth as an HR contribution. • Group activity: using a mini case study on managing sustainable growth, learners review key learning points and present and compare their findings. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson. 	Unit specification Whiteboard and pens PS8 and PS9: Teacher presentation slides and notes Case study on managing sustainable growth Computers with internet access
5	Leadership for sustainable HRM	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of the previous session. • Teacher-led presentation: <ul style="list-style-type: none"> ○ The business benefits of good leadership. ○ How to develop responsible leaders. 	Unit specification Whiteboard and pens PS10 and PS11: Teacher presentation slides and notes

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Class discussion: the essential factors associated with leadership skills required for implementing and retaining sustainable HRM. Identify the key leadership traits and styles required for a sustainable HRM in an organisation. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson. 	Computers with internet access
6	Contemporary trends and developments (part 1)	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: contemporary issues influencing HRM, e.g. changing demographics, equal opportunities and diversity, changing skills requirements, increasing levels of employment litigation. • Individual learner activity: learners investigate different web publications and case references for understanding contemporary issues in HRM. • Research activity: research examples and present the key findings. • Teacher-led discussion: brainstorm activity – approaches for handling contemporary HRM issues, exploring the approaches through which contemporary issues of HRM can be managed. 	Unit specification Whiteboard and pens PS12 and PS13: Teacher presentation slides and notes Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Discussion activity: the effective use of information and communication technology (ICT) for resolving the contemporary issues in HRM. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson. 	
7	Contemporary trends and developments (part 2)	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson. • Teacher-led presentation: changes in HR practice related to contemporary issues. • Individual learner activity: learners identify changes in HR practice as a result of contemporary trends and developments covered in the previous session. • Group research activity: each group focuses on a different HR practice (e.g. recruitment and selection, performance management and staff development). <ul style="list-style-type: none"> ○ Presentation feedback from each group. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS14 and PS15: Teacher presentation slides and notes Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
8	The impact of advanced technology on HR practices	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson. • Teacher-led presentation: increasing the effectiveness of HRM through the use of ICT. • Research activity: explore the impact of ICT in increasing the effectiveness of HRM, with reference to different case studies. • Discussion activity: different ICT platforms and frameworks that can aid HRM practices. • Group activity: with examples of different organisations, learners present how ICT aided the HRM practices in the selected organisation. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS16: Teacher presentation slides and notes Computers with internet access
9	Sustainability and corporate social responsibility	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: role of HRM in corporate social responsibility (CSR) of an organisation. • Learner presentations: deliver a presentation on ways HRM can aid different CSR activities of an organisation. • Discussion activity: the competence of HRM in delivering training and propagating CSR messages across the organisation. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS17 and PS18: Teacher presentation slides and notes Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
10	Topic: Assignment workshop	Teacher-led	<ul style="list-style-type: none"> • Lead in: review of learner progress on the research element of assignment. • Teacher-led discussion: assignment requirements. • Teacher-led question and answer sessions: address general questions and concerns, group and individual. • Teacher-led discussion: review of academic requirements and submission format. 	Unit specification Assignment Whiteboard and pens PS19 and PS20: Teacher presentation slides and notes Computers with internet access
11	The growth of strategic development	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: universalist and contingency approaches. <ul style="list-style-type: none"> ○ Strategy development – the concept. ○ Strategy development – the process. • Group activity: <ul style="list-style-type: none"> ○ Research a case study for detailed insight into the application of the strategy development concept and its impact. ○ Deliver a presentation on approaches and the process of strategy development. • Teacher-led discussion: based on the presentation. 	Unit specification Whiteboard and pens PS21 and PS22: Teacher presentation slides and notes Case study on strategy development concept and its impact Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Discussion activity: consider the relationship between influences on strategy development and the process of strategy development. • Teacher-led discussion: brainstorm activity – the key aspects of the process of strategy development. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	
12	The relevance of theory on HR practice (part 1)	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: effective management of performance review and appraisal system. <ul style="list-style-type: none"> ○ The framework for a fair and accurate performance review system. ○ The approaches to performance analysis and the dimensions covered within the appraisal system. • Discussion activity: learners discuss and reflect upon the appropriateness of an HRM system in terms of its performance review system, in reference to theoretical concepts and examples of different business scenarios. • Discussion activity: critical factors to be considered during appraisals. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS23, PS24 and PS25: Teacher presentation slides and notes Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
13	The relevance of theory on HR practice (part 2)	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: effectiveness of employee reward system implemented by HRM. <ul style="list-style-type: none"> ○ The tangible and intangible benefits that employees can be granted for retaining the best performers. • Presentation activity: learners deliver a presentation on employee reward and employee benefit systems that HRM apply. • Discussion activity: different approaches to employee retention and motivation. • Teacher-led discussion: brainstorm and identify the key reasons why employees tend to leave an organisation so that better employee reward systems and HRM practices can be framed to ensure employee retention. <ul style="list-style-type: none"> ○ Discuss the ways in which employees can be motivated to stay committed to an organisation for the long term. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS26 and PS27: Teacher presentation slides and notes Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
14	Change management (part 1)	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: change management. <ul style="list-style-type: none"> ○ Models and concepts of change management. ○ Change management – supporting HR strategy. • Discussion activity: identify key aspects, pros and cons of change management concepts. • Case studies activity: review the application of different approaches to change management. Read articles on the transformation of HR to agents of change, and discuss the multiple roles HR plays. • Discussion activity: exercise to explore the role of HRM as change agent. Learners are given scenarios to discuss and evaluate the role of HR. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS28, PS29 and PS30: Teacher presentation slides and notes Case study on approaches to change management Scenarios of HRM being agents of change Computers with internet access
15	Change management (part 2)	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: <ul style="list-style-type: none"> ○ The psychological contract. ○ Nudge theory. ○ How to manage resistance. 	Unit specification Whiteboard and pens PS31, PS32 and PS33: Teacher presentation slides and notes

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Teacher-led discussion: <ul style="list-style-type: none"> ○ Brainstorm different examples of the psychological contract. Discuss the benefits and the pitfalls. ○ Investigate the impact that change management has upon the psychological contract and behaviour of individuals. • Case study research activity: each group presents on which approach they would adopt to manage change. • Individual learner activity: exercise to apply the role of creativity within the sponsorship framework and relevance to IMC. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Case study on approaches to change Computers with internet access
16	Assignment workshop	Teacher-led and IS	<ul style="list-style-type: none"> • Lead in: review of learner progress and assignment checks. • Review and feedback on draft submissions: Discuss actions to be taken. 	Unit specification Whiteboard and pens PS34 and PS35: Teacher presentation slides and notes Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
17	Topic: Evaluating the contribution of HRM	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: apply models for benchmarking, capabilities and performance management. • Teacher-led discussion: brainstorm activity – the value of benchmarking and why it is necessary. • Discussion activity: different types of performance indicators used for benchmarking, using specific examples relating to external and internal factors. • Learner research and feedback: the use of the 10-C checklist and Top HR Best Practices. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS36 and PS37: Teacher presentation slides and notes Computers with internet access
18	Topic: Assignment workshop	Teacher-led and AW	<ul style="list-style-type: none"> • Lead in: review of learner progress on the assignment. • Teacher-led discussion: assignment requirements. • Teacher-led question and answer sessions: address general questions and concerns, group and individual. • Teacher-led discussion: review of academic requirements and submission format. 	Unit specification Whiteboard and pens PS38 and PS39: Teacher presentation slides and notes Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
19	Recap Learning aims A to D based on learner feedback	Teacher-led	<ul style="list-style-type: none"> • Lead in: recap and refresh topics that required further coverage, as identified in the draft submission marking. • Teacher-led discussion: learners highlight which topics require recap/further explanation. 	Unit specification Whiteboard and pens AS1: teacher-devised key topics quiz Computers with internet access
20	Learning aims A to D	Teacher-led	<ul style="list-style-type: none"> • Assignment workshop and final submission of reports. 	Unit specification Whiteboard and pens Computers with internet access TF2: Learner tutorial feedback template

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	1 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the purpose and importance of strategic human resource management.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Assignment • Whiteboard and pens • PS1 and PS2: Teacher presentation slides and notes • TF1: Template for recording the outcome of key learning points drawn from the lesson • Video clips of learning experiences • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS1): introduction to the unit's content and unit assignment.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS2): present an outline of strategic human resource management (HRM) and its purpose. • Individual learner research activity: learners identify an article or research paper related to strategic HRM and present a summary of the article/paper. • Group learner activity: present key concepts related to organisational strategies. • Group discussion: discussion with the class followed by video clips of past learners stating their learning experience as well as their advice for new learners.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson. • Teacher presentation (TF1): provide learners with a template of how they should record the outcome of their discussions and the main learning points. This should include an ongoing glossary of key terms identified within the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and commence the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	2 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the purpose and importance of strategic human resource management.
--------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS3, PS4 and PS5: Teacher presentation slides and notes • Computers with internet access
----------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS3): define the purpose of an organisational strategy and its key elements.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Group discussion: what is strategic human resource management (HRM)? • Teacher presentation (PS4): identify published research papers relating to organisational strategy and present key points to the class. • Group discussion: discussion activity about different published papers. • Individual learner research activity: identify an article or research paper relating to contemporary HR developments. • Teacher presentation (PS5): present key concepts related to organisational strategies. • Group discussion: discuss different aspects of organisational and HR strategies.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson. • Individual learner activity: consider questions to ask an HR professional on the topics of internal and external factors affecting HR strategy.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	3 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the internal and external factors affecting HR strategy.
--------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS6 and PS7: Teacher presentation slides and notes • Case studies of HR strategies • Computers with internet access
----------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS6): overview of how internal and external factors affect HR strategy.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Guest speaker: on the topic of internal and external factors affecting HR strategy. • Group discussion: question and answer session with detailed discussion. • Group learner activity: learners conduct research to present examples that demonstrate the degree of impact of different factors for different business scenarios. • Teacher presentation: using case studies to look at key factors in the context of HR strategies for different business issues. • Group discussion: internal and external factors that affect the HR strategies.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson. • Teacher presentation (PS7): provide learners with a template of how they should record the outcome of their discussions and the main learning points. This should include an ongoing glossary of key terms identified within the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	4 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand how HR contributes to sustainable growth in an organisation.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS8 and PS9: Teacher presentation slides and notes • Case study on managing sustainable growth • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS8): overview of the management of sustainable growth.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS9): demonstrate the importance of sustainable growth, considering theoretical evidences as well as examples of real-time business scenarios. • Group discussion: identify new approaches for sustainable growth as an HR contribution. • Paired learner activity: using a case study on managing sustainable growth, learners review key learning points and present and compare their findings.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	5 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand leadership for sustainable human resource management.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS10 and PS11: Teacher presentation slides and notes • Computers with internet access
----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS10): overview of the management of sustainable growth.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS11): the benefits of good leadership for teams and the organisation. • Group discussion: on the essential factors associated with leadership skills required for implementing and retaining sustainable HRM. • Paired learner activity: identify the key leadership traits and styles required for a sustainable HRM in an organisation. • Group discussion: each pair share ideas on key leadership traits and styles. • Individual learner research activity: how to develop responsible leaders.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	6 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand contemporary trends and developments influencing human resource management.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS12 and PS13: Teacher presentation slides and notes • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS12): overview of the management of sustainable growth.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS13): contemporary issues influencing HRM, e.g.: <ul style="list-style-type: none"> ○ changing demographics ○ equal opportunities and diversity ○ changing skills requirements ○ increasing levels of employment litigation. ● Paired learner activity: learners investigate different web publications and case references for understanding contemporary issues in HRM. ● Individual learner research activity: research examples and present the key findings. ● Paired learner activity: brainstorm activity – approaches for handling contemporary HRM issues, exploring the approaches through which contemporary issues of HRM can be managed. ● Group discussion: the effective use of information and communication technology (ICT) for resolving the contemporary issues in HRM.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	7 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand contemporary trends and developments influencing human resource management – continued.
--------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS14 and PS15: Teacher presentation slides and notes • Computers with internet access
----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS14): recap of lesson 6.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS15): changes in HR practice related to contemporary issues. • Paired learner activity: learners identify changes in HR practice as a result of contemporary trends and developments covered in the previous session. • Group research activity: each group focuses on a different HR practice (e.g. recruitment and selection, performance management and staff development). • Group discussion: presentation feedback from each group.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	8 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the impact of advanced technology on HR practices.
--------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS16: Teacher presentation slides and notes • Computers with internet access
----------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS16): overview of advanced technology used in HR practices.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Independent learner research activity: explore the impact of ICT in increasing the effectiveness of HRM, with reference to different case studies. • Group discussion: different ICT platforms and frameworks that can aid HRM practices. • Paired learner activity: with examples of different organisations, learners present how ICT aided the HRM practices in the selected organisation. • Group discussion: presentation feedback from each group.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	9 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand sustainability and corporate and social responsibility.
--------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS17 and PS18: Teacher presentation slides and notes • Computers with internet access
----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS17): the role of HRM in corporate and social responsibility (CSR).
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS18): what is corporate and social responsibility? • Independent learner research activity: explore different CSR activities of an organisation. • Independent learner activity: learners deliver a presentation on ways through which HRM can aid different CSR activities of an organisation. • Group discussion: the competence of HRM in delivering training and propagating CSR messages across the organisation.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	10 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the key external and contextual developments which influence HR strategy.
--------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Assignment • Whiteboard and pens • PS19 and PS20: Teacher presentation slides and notes • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS19): review of learner progress on the first assignment and recap of key topics.
Main activities (120 minutes)	<ul style="list-style-type: none"> • Group discussion: open question and answer activity to address general questions and concerns. • Group learner activity: review of academic requirements and submission format. • Individual learner activity: individual learner queries and questions.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS20): brief teacher-led overview of assignment requirements.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners to begin assignment.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	11 (180 minutes)
Lesson objectives	Learners must be able to: <ul style="list-style-type: none"> • understand the growth of strategic development.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS21 and PS22: Teacher presentation slides and notes • Case study on strategy development concept and its impact • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS21): the concept and process of strategy development.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Group learner research activity: research a case study for detailed insight into the application of the strategy development concept and its impact. • Teacher presentation (PS22): deliver a presentation on approaches and the process of strategy development. • Group discussion: consider the relationship between influences on strategy development and the process of strategy development. • Group learner activity: brainstorm activity – the key aspects of the process of strategy development. • Group discussion: share and discuss ideas with the wider group.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	12 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the relevance of theory on HR practice
--------------------------	----------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS23, PS24 and PS25: Teacher presentation slides and notes • Computers with internet access
----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS23): overview of performance review and appraisal systems.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS24): effective management of performance review and appraisal systems. • Group learner activity: brainstorm activity – the framework for a fair and accurate performance review system. • Independent learner research activity: the approaches to performance analysis and the dimensions covered within the appraisal system. • Group discussion: learners discuss and reflect upon the appropriateness of an HRM system in terms of its performance review system, in reference to theoretical concepts and examples of different business scenarios. • Teacher presentation (PS25): critical factors to be considered during appraisals. • Independent learner activity: evaluation of the approaches to performance analysis and the dimensions covered within the appraisal system.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	13 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the relevance of theory on HR practice • apply contemporary theoretical knowledge to HRM management practices.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS26 and PS27: Teacher presentation slides and notes • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS26): overview of organisational approaches to retaining employees.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS27): the tangible and intangible rewards and benefits that employees can be granted for retaining the best performers. • Paired learner activity: presentation activity – learners deliver a presentation on employee reward and employee benefit systems that HRM apply. • Group discussion: different approaches to employee retention and motivation. • Group learner activity: brainstorm activity – identify the key reasons why employees tend to leave an organisation so that better employee reward systems and HRM practices can be framed to ensure employee retention. • Group discussion: discuss the ways in which employees can be motivated to stay committed to an organisation for the long term.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	14 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the models and concepts of change management in supporting HR strategy.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS28, PS29 and PS30: Teacher presentation slides and notes • Case study on approaches to change management • Scenarios of HRM being agents of change • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS28): overview of the purpose and benefits of change management.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS29): identify key aspects, pros and cons of change management concepts. • Group learner activity: use case studies activity to review the application of different approaches to change management. • Individual learner research activity: learners read articles on the transformation of HR to agents of change, and discuss the multiple roles HR plays. • Group learner research activity: explore the role of HRM as a change agent. • Teacher presentation (PS30): introduce individual learner task and hand out scenarios. • Paired learner activity: discuss and evaluate the role of HR in relation to the given scenario. • Paired discussion: each pair to share and discuss outcomes of evaluation.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	15 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the models and concepts of change management in supporting HR strategy.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS31, PS32 and PS33: Teacher presentation slides and notes • Case study on approaches to change • Computers with internet access
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS31): overview of topics covered in this lesson.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS32): on the following topics: <ul style="list-style-type: none"> ○ the psychological contract ○ nudge theory. ● Group learner activity: brainstorm activity – different examples of the psychological contract. The benefits and the pitfalls. ● Individual learner research activity: investigate the impact that change management has upon the psychological contract and behaviour of individuals. ● Teacher presentation (PS33): how to manage resistance. ● Group learner activity: case study research activity – each group presents on which approach they would adopt to manage change. ● Paired discussion: each pair to share and discuss outcomes of evaluation.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	16 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • apply contemporary theoretical and practical knowledge of HR development • understand how appropriate change management models support HR strategy.
--------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS34 and PS35: Teacher presentation slides and notes • Computers with internet access
----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS34): review of learner progress on the first assignment and recap of key topics.
Main activities (120 minutes)	<ul style="list-style-type: none"> • Group discussion: open question and answer activity to address general questions and concerns. • Group learner activity: review of academic requirements and submission format. • Individual learner activity: individual learner queries and questions. • Teacher-led discussion: review and feedback on draft submissions, including actions to be taken.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS35): brief teacher-led overview of assignment requirements.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners continue with the assignment.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	17 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand how to evaluate the contribution of HM in organisations.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS36 and PS37: Teacher presentation slides and notes • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS36): overview of topics covered in this lesson.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS37): on applying models for benchmarking, capabilities and performance management. • Group learner activity: brainstorm activity – the value of benchmarking and why it is necessary. • Individual learner research activity: types of performance indicators used for benchmarking. • Group discussion: how internal and external factors can influence performance indicators and benchmarking. • Paired learner activity: research and feedback on the use of the 10-C checklist and Top HR Best Practices.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners review learning in preparation for the assignment workshop.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	18 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> understand the contribution of HR management and development to sustainable business performance and growth.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> Unit specification Whiteboard and pens PS38 and PS39: Teacher presentation slides and notes Computers with internet access
----------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS38): review of learner progress on the first assignment and recap of key topics.
Main activities (120 minutes)	<ul style="list-style-type: none"> • Group discussion: open question and answer activity to address general questions and concerns. • Group learner activity: review of academic requirements and submission format. • Individual learner activity: individual learner queries and questions. • Teacher-led discussion: review and feedback on draft submissions, including actions to be taken.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS39): brief teacher-led overview of assignment requirements.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners continue with the assignment.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	19 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> understand the contribution of HR management and development to sustainable business performance and growth.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> Unit specification Whiteboard and pens AS1: teacher-devised key topics quiz Computers with internet access
----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: recap of key topics
Main activities (150 minutes)	<ul style="list-style-type: none"> • Group discussion: highlight areas which require additional explanation and recap. • Group learner activity (AS3): complete key topics quiz activity. • Teacher-led discussion: question and answer session to clarify and consolidate learning.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm learning outcomes have been met.
Private study	<ul style="list-style-type: none"> • Individual learner activity: prepare for individual tutorial.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Lesson no	20 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of course content and commitment to course completion.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Computers with internet access • TF2: Learner tutorial feedback template
----------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: overview of learner effort and performance.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Learner-led discussion: evaluation of individual contributions, progress and knowledge and understanding of course content. • Individual learner activity: questions and queries relating to course. • Teacher-led discussion (TF2): give feedback to learners on assignment results and discuss areas for improvement on future assignments.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm learning aims have been met.
Private study	<ul style="list-style-type: none"> • Individual learner activity: reflect on this Human Resources course to include what has been learned and how this learning can be applied in an organisation.

Assignment brief

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 2: Human Resource Strategy and Management
Learning aim(s)	<p>A Understand key external and contextual developments which influence an HR strategy</p> <p>B Be able to apply contemporary theoretical and practical knowledge of HR development</p> <p>C Understand how appropriate change management models support HR strategy</p> <p>D Understand the contribution of HR management and development to sustainable business performance and growth</p>
Assignment title	Strategic Human Resource Management
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	<p>You have been hired as an HR consultant in a well-known large global organisation*. As part of your responsibilities, you are asked to demonstrate your ability to contribute to strategic decision making in an HR context for the success of the overall organisation.</p> <p>You are to produce an individual report to the company Director of Human Resources, suggesting how an HR strategy should be developed and delivered in support of the organisation's overall strategic plan.</p> <p><i>*This can be either an organisation given by your teacher or an organisation of your choice.</i></p>
---------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Task	<p>You should undertake secondary research and, where possible, primary research to complete the assignment.</p> <p>The report should be fully justified and presented in the following (or similar) format:</p> <ul style="list-style-type: none"> aim, scope and purpose of the report
-------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • an analysis of the key internal and external influences on the HR function of the organisation • an evaluation of key strategic and operational considerations of the organisation • contemporary theory linked to practice to demonstrate how this supports HR strategy and meeting business objectives • evaluation of how change management models can support HR strategy, including specific examples to support the case • evaluation of how HR management can support sustainable business and growth • how to monitor and evaluate the success of HR strategy in meeting sustainable business objectives • fully justified recommendation(s).
<p>Checklist of evidence required</p>	<p>The submission is in the form of an individual written report. This should:</p> <ul style="list-style-type: none"> • be written in a concise, formal business style using single spacing and font size 12 • make use of headings, paragraphs and subsections as appropriate • be supported with research and referenced using the Harvard referencing system • include a bibliography using the Harvard referencing system. <p>The recommended word limit is 3000–3500 words, although you will not be penalised for exceeding the total word limit.</p>

Criteria covered by this task:	
Criterion reference	To achieve the criterion you must show that you are able to:
A.P1	Explain key current trends and developments that influence an organisation's HR strategy.
A.P2	Analyse how both external and internal factors influence HR strategy and practice.
A.P3	Evaluate the influences of key external and contextual developments applying relevant theories, models and concepts.
B.P1	Apply relevant theories and concepts relating to the growth and development of strategic HRM to specific organisational examples.
B.P2	Evaluate how human resource theory relates to practice in a specific organisational example, comparing and contrasting this with other possible organisational contexts.
C.P1	Evaluate how appropriate change management models support HR strategy in application to relevant organisational examples.
C.P2	Provide valid justifications for the application of chosen change management strategies, models and concepts, and demonstrate how they effectively support HR strategy.
D.P1	Explain ways that HR management can monitor and measure its contribution to sustainable business performance and growth.
D.P2	Evaluate ways in which effective HR management and development can support sustainable performance and growth to meet organisational objectives.
D.P3	Discuss ways in which HR development techniques could be applied to a given organisational situation, to contribute to sustainable performance.

Sources of information to support you with this assignment	
Other assessment materials attached to this assignment brief	

Unit 3: Effective Human Resource Management

Delivery guidance

The aim of this unit is to enable learners to appreciate and apply principles of effective human resource management (HRM). People are the lifeblood of any organisation and being able to attract, recruit and retain talented staff is at the core of all HRM activity.

This unit will explore the tools and techniques used in HRM to maximise the employee contribution and how to use HR methods to gain competitive advantage. Learners will explore the importance of training and development in building and extending the skills base of the organisation and ensuring it is relevant to the ever-changing business environment. Learners will also consider the growing importance of becoming a flexible organisation with an equally flexible labour force. They will become familiar with techniques of job design and with different reward systems.

The unit investigates the importance of good employee relations and the ways in which employers engage with their staff and possibly with trade unions. Learners will gain an understanding of the Uzbekistan laws governing HRM processes, as well as the best practices which enable an employer to become an 'employer of choice' in their labour market.

Approaching the unit

All the learning aims in this unit can be delivered flexibly. Formal teacher input could identify some of the theoretical material, but learners can work individually and in groups to research and gather information on effective human resource management. No previous knowledge of human resource management is assumed, and learners can use workplace experiences. This unit contains some topics already covered in other units, including impact of external factors and influences using a PESTLE analysis.

This is a practical unit which allows your learners the opportunity to investigate how the recruitment process is carried out in business (particularly in large organisations of 250 or more staff) from job analysis through to selecting a suitable candidate. You should encourage learners to research and learn about the processes and procedures involved in recruitment and selection in different large businesses.

They should look at all the documentation which needs to be prepared and understand the importance of compliance with the regulatory framework. You will need to create opportunities for learners to practise and develop verbal and non-verbal communications skills. This will help them to become effective participators in recruitment and selection interviews, and be able to reflect on their performance to identify and plan development for future improvements.

Your learners will need access to recruitment and selection policies and practices in a range of businesses, and talks from human resource management practitioners can both develop understanding and support the knowledge and skill base established within the unit. Some learners may have part-time employment or informal experiences which can be shared, and it is important they are aware of professional practices.

You can use a range of delivery methods in this unit, such as:

- discussions – class and small group discussions on reasons for recruitment and how this contributes to business success
- individual or group presentations – covering recruitment and selection
- processes in a range of businesses
- case studies illustrating adherence to employment law
- video clips showing types of behaviour when participating at interviews both as an interviewer and interviewee.

Group work is an acceptable form of delivery, but you must ensure that each learner produces their own evidence containing sufficient detail for assessment.

You can involve local employers in the delivery of this unit by inviting them as:

- guest speakers
- members of the audience for learner presentations where they can give feedback
- providers of work experience for learners, and of business materials as a basis for case studies and exemplars
- mentors for learners.

Employer engagement

Teachers are encouraged to invite visiting speakers from public and private sector organisations with effective HR functions to talk about the importance of effective HR in their business. If links are developed with local or regional

organisations, they may be prepared to provide non-confidential examples of policies, procedures and documents relating to HRM that are used in their business.

Centres should develop links with local private sector businesses as well as public administration, as these are often willing to provide work placements, visits, information about businesses and the local business context, and visiting speakers.

Delivering the learning aims

For Learning aim A, introduce the topic by getting learners to share their experiences of applying for jobs, whether through work experience or part-time employment. Then give input on the function of recruitment and selection in a business, and how it is not confined to people joining the business but also applies to those who are coming into a department or team to work on a short-term project.

The introduction could easily flow into a teacher-led discussion on the nature and purpose of human resource management (HRM) and an overview of the role HRM plays in contributing to the achievement of organisational objectives and strategy.

Guest speakers from public and private sector organisations could provide valuable information to learners on the topic of centralised and de-centralised HR delivery models, and how organisations develop internal and external roles such as strategic partners, employee champions, administrative experts and change agents to support and promote the HR function, its delivery and contribution to organisational objectives.

Case studies of familiar and differing organisations would enable learners to relate their knowledge and understanding of HR contributions in the context of successful businesses and ways in which HR is delivered in different organisations. These case studies could also support group activities around differing approaches and methods used in acquiring talent and skills through effective recruitment, selection and induction, and the strengths and weaknesses of these approaches.

For Learning aim B, it is important that learners understand the key elements of human resource management and how these practices benefit organisations for both employer and employee.

Learners could undertake detailed research into the ways in which different organisations achieve effective HRM and evaluate successes, and the implications of these in different organisational contexts and situations. Research should include learning and development of teams and individuals,

types of training and evaluation of training activities. It is important that learners understand how to identify learning and development needs of employees, different methods and sources of learning and development, and the importance of evaluating the success of learning and development activities in meeting the needs of the employee and organisation.

Guest speakers from public and private organisations could provide learners with valuable information relating to job and work design, how motivation and rewards can be an intrinsic or extrinsic aspect of HRM, and the links between motivational theory and reward. Employers could share examples of job designs, and the theory and context applied in creating these, in order to meet organisational human resource needs. Guest speakers could also discuss flexible organisations and the case for organisational flexibility.

Learners must understand that jobs should be designed and structured in such a way that delivering sustainable short- and long-term objectives is achievable, and that job design is part of the process of achieving sustainable performance. Case studies or videos could be provided to learners with examples of flexible organisations to provide an opportunity to understand the characteristics of flexible organisations and how these are implemented, giving consideration to the existing people, processes and culture. Learners should be encouraged to independently research different job design theories and models, and be able to discuss the advantages and disadvantages of these theories and models, their application within an organisation and the potential to achieve sustainable performance.

Learners could work in small groups to investigate, using case studies and media research, how organisations provide flexible working options for employees and ways this can be achieved, as well as the benefits of flexible working practices for the employer and employee.

For Learning aim C, learners may draw upon activities in units 1 and 2 where outcomes of PESTLE analysis activities have identified internal and external factors which affect human resource management.

It is important that learners understand the stages involved in the process, and how this has to meet the needs of the business and also comply with current employment law and regulations. Enlist the help of guest speakers who are human resource practitioners to give examples of real situations. Case studies could also be used to highlight the implications of non-compliance with employment law.

Teachers could present information around employee engagement and communication, and the benefits of building and maintaining good employee relations. It is important that learners understand that an HR function should

be accessible and approachable in situations where employees require HR support and guidance.

Learners could undertake primary and secondary research into the impact that employment law has on employee relations, including the need for consistent organisational procedures relating to equality, data protection, health and safety, redundancy, dismissal and employment contracts. Learners should be encouraged to explore ways in which communication and engagement can be achieved and improved using case studies or information gained from guest speakers.

Guest speakers from the public and private sectors would give valuable information around social and ethical responsibilities of organisations and individuals, and the impact this has on HRM, as well as the relationship between employers, employees, trade unions and workplace representatives.

For Learning aim D, introduce the concept of applying human resource practices in a range of given contexts and scenarios. Give examples of all the relevant documentation involved – typically job descriptions, person specifications, advertisements, CVs and letters of application. Discuss the advantages and disadvantages of these in the process.

Learners should be given plenty of opportunities to practise designing job descriptions and specifications, effective interview presentation and questioning techniques, and scheduling interviews.

Devise practical activities to enable learners to consider the selection techniques through job applications and the interview process. Get learners to prepare interview documents, which will give them the opportunity to practise appraising CVs, personal statements and letters of application, as well as completing application forms, preparing relevant questions and participating in selection interviews.

Learners could be shown video clips of the types of behaviour and communication skills used in the interview process that are expected of both an interviewer and an interviewee.

Learners could work in pairs and carry out role-play activities as interviewee and interviewer. Provide input on the importance of review and evaluation of the role-play activities. Learners must be able to give a self-critique of skills in the interviewing activity and identify areas for future improvement. Ask learners to complete a SWOT analysis and then rate their own ability across a range of communication and interpersonal skills.

Learners should be encouraged to present a rationale for the application of HRM practices, and answer questions from the group on their approach and participation in practical activities.

Assessment guidance

This unit is internally assessed through one assignment which includes two tasks. The first task covers Learning aims A and B and consists of producing an employee induction manual for new staff. The second task covers Learning aims C and D and consists of activities which test recruitment and selection processes, including designing job specifications and taking part in an interview simulation for a given job role advertised by another team.

All learners must independently generate individual evidence that can be authenticated. The main sources of evidence are likely to be a written or word-processed employee induction manual (Learning aims A and B) and documents produced as a result of recruitment and selection process testing (Learning aims C and D).

The employee induction manual should include the following:

- an introduction to the chosen organisation, including mission statement, purpose and core business objectives
- an explanation of the purpose of the HR function and the key roles and responsibilities of the HR function, highlighting the significance that HR has in acquiring talent to meet business objectives
- an assessment of the approach to workforce planning, recruitment and selection, development and training, performance management and reward systems
- case study examples to examine the different methods used in HR practices.

The aim is to test the recruitment and selection process and learners complete and submit an individual document portfolio. The document portfolio should include:

- the design of a job specification for one of a number of given positions in the organisation
- a curriculum vitae (CV) for each learner, tailored to apply for one of the positions advertised by another team
- documentation of preparatory notes for interviews, interview notes based on selection criteria and a justified decision of the candidate selected

- a job offer to the selected candidate
- an evaluation of the process and the rationale for conducting appropriate HR practices.

In addition, learners must produce an evaluation summary of employee relations and employment legislation that relate to these HR practices. This is to be presented to new applicants as a document that outlines the guidelines of the organisation. The evaluation summary should include the following:

- the approach to, and effectiveness of, employee relations and employee engagement, with mention of the flexible organisation, flexible working practices and 'employer of choice'
- key aspects of employment legislation within which the organisation must work
- an evaluation of how employee relations and employment legislation inform decision making and meet business objectives.

Getting started

This gives you a starting place for one way of delivering the unit.

Unit 3: Effective Human Resource Management

- An introduction to this unit should outline the sector skills, transferable skills, knowledge and behaviours of the unit and how achievement of the unit could lead to a career in a human resource management role. Delivery of this unit must focus on giving learners appropriate learning opportunities that are based on the topics specified in the unit content.
- Before assessment, learners are required to develop the necessary skills, knowledge and behaviours to undertake these activities with confidence.
- Sufficient time needs to be allocated to learning and development activities required for each of the learning aims, to ensure learners receive the depth of knowledge and understanding of unit topics, and how knowledge may be applied within an organisation.
- Learners should be encouraged to select an organisation to use as a case study throughout this unit. The organisation should be selected based on having used organisational design activities to make changes within the organisation and having considered future developments in HR to maintain competitiveness in talent and skills sourcing.

Learning aim A – Understand how human resource management is used to provide talent and skills

- Introduce the purpose and functions of HRM in relation to workforce planning, talent and skills resourcing, and explain how the functions of HRM can provide talent and skills appropriate to fulfil business objectives.
- Learners could research examples of the different approaches used by organisations to resource talent and skills, and complete an evaluation of the strengths and weaknesses of these approaches.
- Lead a discussion on the importance for businesses of getting the right person for the job, and explain the main stages involved. Group work could explore the different reasons for people joining a business. Ask learners to produce a flowchart showing the recruitment and selection stages for a specific large organisation and present this to the rest of the class (ensuring a range of different recruitment and selection processes are included).
- Ask learners to work individually or in pairs to conduct research into the recruitment and selection process involved for two or three different types of job, such as a marketing manager, a team leader in a call centre and a part-time retail assistant.

- Give learners samples of documents used in the recruitment and selection process, leading discussions on the purpose and construction of job descriptions and person specifications.
- Ask learners to research job advertisements and to consider the effectiveness of these in attracting potential applicants. Learners could search the internet and obtain copies of job descriptions and person specifications for jobs they would be interested in applying for.
- Group work activities could be to analyse two or three job advertisements, stating what their good and bad points are, followed by preparing job advertisements for different posts from information given by job descriptions and person specifications.
- Give examples of application processes e.g. letters of application, application forms (as the only document required to apply for a position), and application forms with a supporting letter of application. Ask learners to select two job advertisements from printed resources or the internet that they could apply for and write letters requesting information and application forms.

Learning aim B – Understand the key elements of human resource management

- Give learners an overview of the different HRM practices within an organisation and the requirements for organisations to develop talent, knowledge and skills within the workforce.
- Learners could draw on their own experiences of learning and development activities in the workplace, and discuss how these activities were identified, agreed, planned and delivered, including the different methods that were used. Learners could provide the group with their own evaluation of these training activities.
- Guest speakers from HR departments and training organisations could provide learners with valuable information about tools and techniques for identifying training needs and gaps in knowledge and skills. They can also provide insight into appropriate methods of training, including internal and external and informal and formal training opportunities, and the importance of having training evaluated by those participating.
- Lead discussions on the relationship between well-trained employees and profit and productivity within an organisation. Use case studies to support this point.
- Learners could research the concept and models associated with flexible working and flexible organisations, and the benefits flexibility can have on the organisation and the workforce.

- Videos and articles on the impact motivation has on the performance of individuals, teams and the organisation would provide learners with an insight into the benefits to the organisation of having a motivated workforce and payment and reward systems in place.

Learning aim C – Understand the internal and external factors that affect human resource management

- Learners should be given time to identify a suitable organisation to base their research on. This could be their own organisation or an organisation with which they are familiar.
- Learners must research internal and external factors that affect HRM through primary or secondary research methods. Research activities should include a PESTLE analysis. Expand on this activity by having learners discuss outcomes of research activities and how this information can be used to influence and develop HRM practices.
- Human resource practitioners as guest speakers could give information on employment law using real examples, focusing on equal opportunities and the importance of these in maintaining and protecting employees.
- Small groups could discuss external and internal factors and challenges, including the importance of following legal industry requirements, resolving employee, employer and organisational challenges, and the need for procedures relating to discipline, grievance and redundancy.
- Video clips and media articles could be used to evaluate different approaches to handling issues such as discipline, grievance and redundancy in the workplace. Group discussions could identify organisations which demonstrate fair and ethical practices and procedures.
- Lead discussions on legal and social issues concerning race, gender, disability, religion, age and other situations where discrimination, either positive or negative, may occur, to help learners develop awareness and sensitivity to employee and employer standpoints.
- Provide topical case studies for learners to investigate implications of non-compliance and show video clips of best practice, to give a broader perspective.

Learning aim D – Be able to apply human resource management practices

- This learning aim could be delivered with Learning aim A, so that learners can link how HRM is used to resource talent and skills, and the importance of recruitment and selection processes in achieving organisational objectives for the workforce.
- Learners must be provided with sufficient opportunities to apply HRM practices in a range of simulated activities covering different organisational contexts and situations.

- Lead a discussion recapping activity relating to the purpose and construction of job descriptions and person specifications for specific positions in different organisations.
- Learners could undertake practical tasks to design job descriptions and person specifications for given positions within a given organisation, which could be evaluated by other group members.
- Lead discussions on the different methods used for selection and how to shortlist suitable candidates. Group work could be to research the methods used in selected businesses.
- For the interview process, you should make opportunities available for learners to prepare for an interview both as interviewer and interviewee, and lead discussions.
- Ask learners to work in groups and create a job description, person specification and advertisement for a post – it must be realistic and one that they can apply for, and could be one already used in other activities.
- Learners can then shortlist people for the interview and prepare questions as part of the interview.
- Work out role-play scenarios for learners to practise giving and receiving feedback. Video these so that learners can reflect on their performance and identify areas for improvement.
- For the role-play interviews you should ensure that each learner takes on the roles of interviewer, interviewee and observer. You will need to complete observation records to confirm each learner's role and contribution to the selection interview, preferably recording the interviews for evidence and to give constructive feedback to learners.

Resources

Textbooks

Armstrong, M. and Taylor, S. – *Armstrong's Handbook of Human Resource Management Practice*. 13th Ed. London: Kogan Page (2014).

Bach, S. and Edwards, M. – *Managing Human Resources*. Oxford: Wiley (2013).

Bratton, J. and Gold, J. – *Human Resource Management: Theory and Practice*. 5th Ed. Basingstoke: Palgrave (2012).

Torrington, D, et al. – *Human Resource Management*. 8th Ed. London: Prentice Hall (2011).

Websites

Chartered Institute for Personnel and Development website: www.cipd.co.uk

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit title	Effective Human Resource Management
Guided learning hours	60
Number of lessons	20
Duration of lessons	3 hours
Links to other units	All units

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

	Topic	Lesson type	Suggested activities	Classroom resources
1	The nature and purpose of human resource management	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: introduction to the unit and the unit assessment. • Teacher-led presentation: what is HRM? Overview of HR contribution and the goals of HRM. <ul style="list-style-type: none"> ○ The development of HR – ‘hard’ and ‘soft’ HR. ○ The HR profession map – the HR professional. • Individual learner activity: investigate varied examples of HR contribution in organisations from media. 	Unit specification Whiteboard and pens PS1 and PS2: Teacher presentation slides and notes Computers with internet access

	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Teacher-led discussion based on current knowledge of HR activities; identify the development of HR as 'hard' and 'soft' HR. <ul style="list-style-type: none"> ○ Discuss the HR profession map areas and make an in-class presentation. • Individual learner activity: learners write up their notes and commence the glossary of key terms. • Plenary session: confirm the main learning points identified in the lesson. 	
2	Ways in which HR is delivered in different organisations	Teacher-led plus independent learning activities / GS	<ul style="list-style-type: none"> • Lead in: Issue Assignment Task 1. <ul style="list-style-type: none"> ○ Introduction to the first assignment. • Teacher-led presentation: PS3 HR in different business organisations – large and small. <ul style="list-style-type: none"> ○ Teacher-led presentation: PS4 ○ Methods of HR delivery – centralised, decentralised. ○ In-house, outsourced. ○ Models of HR delivery and the contribution/role of HR in business organisations, e.g. as strategic partner, employee champion, administrative expert, change agent. 	Unit specification Whiteboard and pens PS3 and PS4: Teacher presentation slides and notes Computers with internet access Assignment Task 1.

	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Pair work: investigate different forms of HR delivery and discuss in-house and outsourced HR examples and implications. • Group activity: compare/contrast varied examples of models of HR delivery in organisations of varied sectors. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson. 	
3	HR functions and contributions	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of the previous session. • Teacher-led presentation: employee resourcing. <ul style="list-style-type: none"> ○ What is workforce planning? Alignment with business goals and strategy. ○ Resourcing skills and talent – labour markets, types of labour market: internal and external; local, national and global; occupational. • Individual learner activity: investigate workforce planning in a global organisation case study and examine how business goals and strategies are aligned. • Group activity: debate the challenges of resourcing skills and talents for organisations. 	Unit specification Whiteboard and Pens PS4: Teacher presentation slides and notes Case study of planning in a global organisation Computers with internet access

	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Research activity: research examples of global organisations with regard to labour markets explored by them. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson. 	
4	Labour market trends – forecasting external supply and demand	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: labour market trends, PESTLE factors and their implications, e.g. globalisation, ageing workforce, feminisation, rising unemployment, occupational skills shortages, flexible work options, immigration. • Individual learner activity: research local and global labour market trends and the potential PESTLE factors that impact it. • Teacher-led discussion: key trends in labour markets. Relate the ‘tight’ and ‘loose’ labour markets and their implications for workforce planning, investigating global organisation examples. Identify the major trends in national/local labour markets and the implications for workforce planning. 	Unit specification Whiteboard and pens PS6: Teacher presentation slides and notes AS1: PESTLE analysis activity sheet Computers with internet access

	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson. 	
5	The internal supply of skills and talent	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson. • Teacher-led presentation: the internal supply of talent and skills. <ul style="list-style-type: none"> ○ Skills audits. ○ Labour turnover and labour stability. ○ Dysfunctional turnover. ○ Analysing turnover – crude turnover; turnover by department, job role, gender or other category. ○ Establishing reasons for leaving organisations and methods of leaving. • Individual learner activity: investigate the internal supply of talent and skills using a global organisation example and undertake a skills audit to analyse the role of labour turnover and labour stability. • Group activity: undertake calculations in groups using fictitious figures and calculate turnover by department, job role, gender or other category. Compare results. 	Unit specification Whiteboard and pens PS7: Teacher presentation slides and notes AS2: Activity sheet containing fictitious figures relating to labour turnover Computers with internet access

	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson. 	
6	Acquiring talent and skills – recruitment and selection (part 1)	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: recruitment and selection – what’s the difference? <ul style="list-style-type: none"> ○ Preparing to recruit: job analysis (importance and methods); characteristics and benefits of job descriptions; person specifications; competency frameworks. • Group activity: investigate how recruitment and selection differ, using case examples. Groups to present feedback, discuss job analysis and give evidence of its use with examples. <ul style="list-style-type: none"> ○ Compare and contrast examples of job descriptions and person specifications in different organisations and industry sectors. ○ Learners write a job description and person specification for a given job role and devise the competency frameworks. • Individual learner activity: learners write up their notes. 	Unit specification Whiteboard and pens PS8 and PS9: Teacher presentation slides and notes AS3: Examples of job descriptions AS4: Examples of person specifications TF1: Job description template TF2: Pearson specification template Computers with internet access

	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Plenary session: confirm the main learning points identified in the lesson. 	
7	Acquiring talent and skills – recruitment and selection (part 2)	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson. • Teacher-led presentation: external versus internal recruitment. <ul style="list-style-type: none"> ○ External recruitment sources. ○ Advertising vacancies – points to remember and best practice. ○ Costs, advantages and disadvantages of each option. • Group activity: review requirements for efficient recruitment by an organisation. Collate key requirements and research case examples of recruitment practices. • Group activity: use appropriate media to create a table of recruitment sources, showing advantages and disadvantages of each, and make in-class presentations. • Individual learner activity: design a job advertisement for a given position. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS10 and PS11: Teacher presentation slides and notes AS5: Examples of job advertisements TF3: Job advertisement template Computers with internet access

	Topic	Lesson type	Suggested activities	Classroom resources
8	Acquiring talent and skills – recruitment and selection (part 3)	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson. • Teacher-led presentation: selection. <ul style="list-style-type: none"> ○ Main selection methods: strengths and weaknesses. ○ The selection process, from shortlisting to appointment and onboarding. ○ Selection tools and methods: job applications, CVs, references, interviews (different types), assessment centres, aptitude tests (reliability and validity as tests of selection methods). • Class discussion: review online videos for various global organisations; discuss selection methods. <ul style="list-style-type: none"> ○ Research examples of selection methods and discuss their pros and cons. • Group activity: use a job description and person specification to interview each other for a specific job role. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS12 and PS13: Teacher presentation slides and notes AS6: Examples of CVs and work references for the same position TF4: Interview notes template Online videos Computers with internet access

	Topic	Lesson type	Suggested activities	Classroom resources
9	Integrating new employees – onboarding and induction	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: <ul style="list-style-type: none"> ○ Onboarding – objectives. What is involved? ○ Induction – purpose and methods of induction training. ○ Designing an induction programme. ○ Evaluating provision. • Individual learner activity: review factors that enhance and hinder new employee onboarding and the induction experience. • Small group activity: design a small induction for a global organisation based on what it does. • Small group activity: design an onboarding model for an organisation or from a short case study from the media, using secondary research. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>PS14, PS15 and PS16: Teacher presentation slides and notes</p> <p>AS7: Examples of employee inductions</p> <p>AS8: Examples of onboarding models</p> <p>TF5: Template for induction</p> <p>TF6: Template for onboarding model</p> <p>Computers with internet access</p>

	Topic	Lesson type	Suggested activities	Classroom resources
10	Building knowledge, talent and skills – learning and development	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: learning, development and training distinguished. <ul style="list-style-type: none"> ○ The importance of learning and development. ○ Benefits to the organisation and the individual. ○ Training needs: organisational, departmental, job function-related, individual. • Individual learner activity: review the differences between learning, development and training, using case examples from secondary research. • Group discussion: on the importance of learning and development and their impact on a global case organisation; summarise the benefits to the organisation and to the individual. • Group activity: propose ways in which the training required for a job role could be established, e.g. shop assistant. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS17: Teacher presentation slides and notes Computers with internet access

	Topic	Lesson type	Suggested activities	Classroom resources
11	Assignment workshop	Teacher-led	<ul style="list-style-type: none"> • Lead in: review of learner progress on the first assignment. • Teacher-led discussion: assignment requirements. • Teacher-led question and answer sessions: address general questions and concerns, group and individual. • Teacher-led discussion: review of academic requirements and submission format. 	Unit specification Whiteboard and pens PS18 and PS19: Teacher presentation slides and notes Computers with internet access
12	Learning and development	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson. • Teacher-led presentation: identifying the 'training gap' – tools and methods. <ul style="list-style-type: none"> ○ Designing training; types of development and training. ○ Evaluating training and development. • Discussion activity: how an HR department in an organisation case study may identify the 'training gap'. • Learner in-class presentation: on the secondary research tools and methods for recognising the 'training gap' in an organisation case study. • Discussion activity: the various types of development and training, e.g. 'on the job', job rotation, simulation, group methods, self- directed. Explain the costs and benefits of different training methods. 	Unit specification Whiteboard and pens PS20, PS21 and PS22: Teacher presentation slides and notes Organisation case study Computers with internet access

	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	
13	Job and work design	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: work design – a brief history from Taylorism and Herzberg to ‘smart working’. <ul style="list-style-type: none"> ○ Intrinsic and extrinsic rewards from work. ○ Theories and purpose of job design – job extension techniques. • Pair work: learners review work design theories and put them in context, using case examples as secondary research. • Research activity: investigate a job position in an organisation and the job design relating to it. Feedback findings and discuss in class. • Pair work: list intrinsic and extrinsic rewards from work and compare against varied organisations. Compare two given job roles in terms of the intrinsic and extrinsic rewards they offer. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS23 and PS24: Teacher presentation slides and notes Computers with internet access

	Topic	Lesson type	Suggested activities	Classroom resources
14	The flexible organisation	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: the case for organisational flexibility. <ul style="list-style-type: none"> ○ Types of flexibility – numerical, structural and functional. ○ Flexible organisations, e.g. Handy’s Shamrock, Atkinson–Shiffrin model. Flexible working practices. • Individual learner activity: investigate examples of flexibility in global organisations. • Discussion activity: the types of flexibility; engage in discussion based on current knowledge of global organisational trends. <ul style="list-style-type: none"> ○ Identify the scope of flexible working practices in local or national organisations. ○ Identify the benefits to the organisation and employees of introducing flexible working methods, using case examples. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS25 and PS26: Teacher presentation slides and notes AS9: Flexible organisation examples Case studies on flexible working Computers with internet access

	Topic	Lesson type	Suggested activities	Classroom resources
15	Performance and reward	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: performance management – aims and objectives. <ul style="list-style-type: none"> ○ Staff appraisals – objectives and best practice. ○ 360-degree feedback. ○ Learning and development. ○ Objective setting and performance standards. ○ Pay (e.g. performance-related pay). • Group activity: investigate performance management and its aims and objectives. <ul style="list-style-type: none"> ○ Discuss staff appraisals, objectives and best practice. ○ Examine the benefits and limitations of 360-degree feedback. ○ Share examples of objective setting and performance standards. ○ Identify different ways in which pay can be linked to performance. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS27 and PS28: Teacher presentation slides and notes Computers with internet access

	Topic	Lesson type	Suggested activities	Classroom resources
16	Payment and reward systems	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Issue Assignment 2. • Teacher-led presentation: objectives of payment and reward; base pay and total earnings; types of payment and reward system; performance-related pay, profit sharing, employee partnership; how organisations determine pay and payment levels – methods of pay determination; job evaluation (methods and benefits); market pricing; grade and pay structures. • Individual learner activity: investigate how objectives of payment and reward are met; discuss base pay and total earnings, using secondary research. <ul style="list-style-type: none"> ○ Research the types of payment and reward systems. ○ Examine the importance of performance-related pay, profit sharing and employee partnership. • Discussion activity: methods of pay determination using case studies. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>PS29, PS30 and PS31: Teacher presentation slides and notes</p> <p>AS10: Assignment 2</p> <p>Case studies on pay determination</p> <p>Computers with internet access</p>

	Topic	Lesson type	Suggested activities	Classroom resources
17	Employee relations	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: employee engagement and communication; benefits of maintaining good employee relations. <ul style="list-style-type: none"> ○ The purpose of employment law. ○ Key legal issues and constraints, e.g. equality legislation, data protection, health and safety, redundancy, dismissal, employment contracts (as appropriate). • Individual learner activity: investigate the importance of maintaining good employee relations. <ul style="list-style-type: none"> ○ Discuss examples of organisations that have faced issues due to bad employee relations. ○ Propose ways in which communication and engagement can be improved in an organisation case study. • Group activity: investigate and give a 5–10 minute in-class presentation on one of the key elements of employment law. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>PS32: Teacher presentation slides and notes</p> <p>Case study on communication and engagement</p> <p>Computers with internet access</p>

	Topic	Lesson type	Suggested activities	Classroom resources
18	Trade unions and workplace representation	Teacher-led plus independent learning activities / GS	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: the role of trade unions – national/local. <ul style="list-style-type: none"> ○ Collective agreements. ○ Representation of employee interests. ○ Dispute resolution – conciliation, arbitration and mediation. • Guest speaker: dispute resolution • Group discussion: question and answer session with guest speaker, relating to dispute resolution. • Individual learner activity: investigate the role of trade unions, using specific examples. • Discussion activity: collective agreements and representation of employee interests, researching a few examples from the media. • Research dispute resolution: conciliation, arbitration and mediation, undertaking research on organisations such as UK-based <i>Advisory, Conciliation and Arbitration Service</i> (ACAS). • Group activity: investigate and give a 5–10 minute in-class presentation on one of the key elements of employment law. 	Unit specification Whiteboard and pens PS33 and PS34: Teacher presentation slides and notes Computers with internet access

	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	
19	Discipline, grievances and redundancy	Teacher-led plus independent learning activities	<ul style="list-style-type: none"> • Lead in: overview of previous lesson. • Teacher-led presentation: the importance of procedures. <ul style="list-style-type: none"> ○ Fair and unfair dismissal. ○ Discipline and employee grievances. ○ Redundancy. ○ Best practice – legal issues and constraints. • Individual learner activity: review requirements and importance of procedures for discipline, grievances and redundancy. • Individual learner activity: research examples of fair and unfair dismissal and present to the class. • Individual learner activity: search for examples of discipline, employee grievances and redundancy and make an in-class presentation. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens PS35: Teacher presentation slides and notes AS11: Fair and unfair dismissal quiz Computers with internet access

	Topic	Lesson type	Suggested activities	Classroom resources
20	Assignment 2 workshop	Teacher-led	<ul style="list-style-type: none"> • Teacher-led presentation: review the job application process. • Group activity: design job specifications and finalise person specifications. • Discussion activity: interview preparation skills. Schedule for interviews agreed and allocated. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified. 	Unit specification Whiteboard and pens TF7: Learner tutorial feedback template Computers with internet access

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	1 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the nature and purpose of human resource management.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS1 and PS2: Teacher presentation slides and notes • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS1): introduction to the unit and the unit assessment. Recap of topics covered in <i>Unit 2: Human Resource Strategy and Management</i>.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS2): overview of HRM, HR contribution and the goals of HRM. ● Guest speaker: on the topics of: <ul style="list-style-type: none"> ○ the development of HR – ‘hard’ and ‘soft’ HR ○ the HR profession map – the HR professional. ● Group discussion: question and answer session with guest speaker. ● Group discussion: discussion based on current knowledge of HR activities; identify the development of HR as ‘hard’ and ‘soft’ HR. ● Individual learner research activity: investigate varied examples of HR contribution in organisations from media. ● Group activity: create an HR profession map.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson. ● Individual learner activity: consider questions to ask the HR professional on the topics of internal and external factors affecting HR strategy.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners write up their notes and commence the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	2 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the ways in which HR is delivered in different organisations.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS3 and PS4: Teacher presentation slides and notes • Computers with internet access • Assignment Task 1
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Lead in: Issue Assignment Task 1. <ul style="list-style-type: none"> ○ Introduction to the first assignment.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS3): overview of HR in different organisations – large and small. ● Teacher presentation (PS4): on the topics of: <ul style="list-style-type: none"> ○ methods of HR delivery – centralised, decentralised ○ in-house, outsourced ○ models of HR delivery and the contribution/role of HR in business organisations, e.g. as strategic partner, employee champion, administrative expert, change agent. ● Paired learner activity: investigate different forms of HR delivery. Discuss in-house and outsourced HR examples and implications. ● Group activity: compare/contrast varied examples of models of HR delivery in organisations of varied sectors. ● Group discussion: share and discuss outcomes of group learner activity.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	3 (180 minutes)
Lesson objectives	Learners must be able to: <ul style="list-style-type: none"> • understand workforce planning and labour markets.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS5: Teacher presentation slides and notes • Case study of planning in a global organisation • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Teacher presentation recap of previous lesson around labour markets.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation (PS5): employee resourcing. <ul style="list-style-type: none"> ○ What is workforce planning? Alignment with business goals and strategy. ○ Resourcing skills and talent – labour markets, types of labour market: internal and external; local, national and global; occupational. ● Group discussion: question and answer session on the topic of resourcing skills and talent. ● Group learner activity: investigate workforce planning in a global organisation case; study and examine how business goals and strategies are aligned. ● Group discussion: debate the challenges of resourcing skills and talents for organisations. ● Individual learner research activity: search examples of global organisations with regard to labour markets explored by them.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	4 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand labour market trends and ways of forecasting external supply and demand.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS6: Teacher presentation slides and notes • AS1: PESTLE analysis activity sheet • Computers with internet access
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Lead in: recap of previous lesson on labour markets.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation (PS5: labour market trends, PESTLE factors and their implications, e.g.: <ul style="list-style-type: none"> ○ globalisation ○ ageing workforce ○ feminisation ○ rising unemployment ○ occupational skills shortages ○ flexible work options ○ immigration. ● Individual learner research activity: research local and global labour market trends and the potential PESTLE factors that impact on them. ● Paired learner activity (AS1): complete PESTLE analysis activity based on research findings. ● Group discussion: discuss key trends in labour markets. Relate the 'tight' and 'loose' labour markets and their implications for workforce planning, investigating global organisation examples. ● Group activity: identify the major trends in national/local labour markets and the implications for workforce planning. ● Group discussion: share and discuss labour market major trends and implications.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	5 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the internal supply of skills and talent • analyse information relating to labour turnover.
--------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS7: Teacher presentation slides and notes • AS2: Activity sheet containing fictitious figures relating to labour turnover • Computers with internet access
----------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Lead in: overview of labour turnover in organisations.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS7): the internal supply of talent and skills: <ul style="list-style-type: none"> ○ labour turnover and labour stability ○ dysfunctional turnover ○ analysing turnover – crude turnover, turnover by department, job role, gender, or other categories ○ use of skills audits ○ establishing reasons for leaving organisations and methods of leaving. • Group discussion: question and answer sessions with guest speaker on the topic of labour turnover. • Paired learner research activity: investigate the internal supply of talent and skills, using a global organisation example, and undertake skills audit to analyse the role of labour turnover and labour stability. • Paired learner activity (AS2): undertake calculations in groups using fictitious figures and calculate turnover by department, job role, gender or other category. Compare results. • Group discussion: share and discuss labour market major trends and implications.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and continue with the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	6 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand recruitment and selection to acquire talent and skills • write a job description and person specification for a specific job role.
--------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS8 and PS9: Teacher presentation slides and notes • AS3: Examples of job descriptions • AS4: Examples of person specifications • TF1: Job description template • TF2: Pearson specification template • Computers with internet access
----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS8): overview of the differences between recruitment and selection.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Paired learner research activity: investigate how recruitment and selection differ, using case examples. • Group discussion: each pair present feedback, discuss job analysis and give evidence of its use with examples. • Paired learner activity (AS3 and AS4): compare and contrast examples of job descriptions and person specifications in different organisation and industry sectors. • Teacher presentation (PS9): confirming competency frameworks for a given role. • Expert workshop (TF1 and TF2): structured workshop on preparing and writing a job description, person specification and competency framework for a given job role.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: practise preparing and writing job descriptions, person specifications and competency frameworks for different roles.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	7 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand recruitment and selection to acquire talent and skills – continued • design a job advertisement for a specific job role.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS10 and PS11: Teacher presentation slides and notes • AS5: Examples of job advertisements • TF3: Job advertisement template • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS10): overview of internal and external sources of recruitment.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS11): advertising vacancies: <ul style="list-style-type: none"> ○ points to remember and best practice ○ costs ○ advantages and disadvantages of internal and external recruitment. ● Paired learner research activity: review requirements for efficient recruitment by an organisation. Collate key requirements and research case examples of recruitment practices. ● Group discussion: share and discuss outcomes of review. ● Paired learner activity (AS5): compare and contrast examples of job advertisements in different organisation and industry sectors. ● Expert workshop (TF3): structured workshop on designing job advertisements for a given position.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: practise preparing and writing job descriptions, person specifications and competency frameworks for different roles.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	8 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand recruitment and selection to acquire talent and skills – continued • use a job description and person specification to interview for a specific job role.
--------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS12 and PS13: Teacher presentation slides and notes • AS6: Examples of CVs and work references for the same position • TF4: Interview notes template • Online videos • Computers with internet access
----------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS12): overview of internal and external sources of recruitment.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS13): the selection process: <ul style="list-style-type: none"> ○ strengths and weaknesses of main selection methods ○ shortlisting and onboarding ○ tools and methods used to select suitable employees. ● Group activity: review online videos for various global organisations; discuss selection methods. ● Independent learner research activity: research examples of selection methods and discuss their pros and cons. ● Group discussion: share and discuss outcomes of research. ● Group activity: watch videos of different types of interview and discuss effectiveness of interview techniques. ● Paired learner activity (AS6): compare and contrast different CVs and references for the same position to determine potential suitable applicants. ● Paired learner activity (TF4): use a job description and person specification to interview each other for a specific job role.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: practise interview skills and techniques.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	9 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand how to integrate new employees through effective induction and onboarding • be able to design an employee induction and onboarding model.
--------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS14, PS15 and PS16: Teacher presentation slides and notes • AS7: Examples of employee inductions • AS8: Examples of onboarding models • TF5: Template for induction • TF6: Template for onboarding model • Computers with internet access
----------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS14): overview of induction and onboarding processes.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Paired research activity (AS7 and AS8): review factors that enhance and hinder new employee onboarding and induction experience. • Group discussion: share and discuss outcomes of research. • Teacher presentation (PS15): purpose and methods of induction training, and designing an induction programme. • Paired learner activity (TF5): design a small induction for a global organisation, based on what it does. • Group discussion: peers to give feedback on the quality and effectiveness of induction designed. • Teacher presentation (PS16): onboarding objectives and considerations for what's involved. • Paired learner activity (TF6): design an onboarding model for an organisation or from a short case study from the media, using secondary research. • Group discussion: peers to give feedback on the onboarding model designed.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: practise interview skills and techniques.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	10 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand how to build knowledge, talent and skills through effective learning and development.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS17: Teacher presentation slides and notes • Computers with internet access
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS17): overview of organisational and occupational learning and development.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Group discussion: what are the differences between learning, development and training? • Paired learner activity: review the differences between learning, development and training, using case examples from secondary research. • Group discussion: discuss the importance of learning and development and its impact on a global case organisation; summarise the benefits to the organisation and to the individual. • Individual learner activity: propose the ways in which the training required for a job role could be established, e.g. shop assistant. • Group discussion: peers give feedback on the training requirements for the selected job role and discuss with the group.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: practise interview skills and techniques.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	11 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand how HRM is used to resource talent and skills • understand the key elements of HRM • apply HRM practices.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS18 and PS19: Teacher presentation slides and notes • Computers with internet access • Assignment Task 1
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS18): review of learner progress on the first assignment and recap of key topics.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Group discussion: open question and answer activity to address general questions and concerns. • Group activity: review of academic requirements and submission format. • Individual learner activity: individual learner queries and questions.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS19): brief teacher-led overview of assignment requirements.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners to complete assignment.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	12 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand how to identify gaps in training • design and evaluate learning, development and training.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS20, PS21 and PS22: Teacher presentation slides and notes • Organisation case study • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS20): overview of tools and methods for designing training and development to meet the needs of individuals and organisations.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Group discussion: discuss how an HR department in an organisation case study may identify the 'training gap'. ● Teacher presentation (PS21): tools and methods for identifying the 'training gap'. ● Paired learner activity: presentation on the secondary research tools and methods for recognising the 'training gap' in an organisation case study. ● Teacher presentation (PS22): Discuss the various types of development and training, e.g. <ul style="list-style-type: none"> ○ 'on the job' ○ job rotation ○ simulation ○ group methods ○ self-directed ○ costs and benefits of different training methods. ● Group discussion: group discuss and ask questions about the teacher presentation. ● Independent learner research activity: into different methods for evaluating training and development.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: practise interview skills and techniques.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	13 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the concepts and purpose of job and work design.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS23 and PS24: Teacher presentation slides and notes • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS23): a brief history of job and work design from Taylorism and Herzberg to 'smart working'.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS24): theories and purpose of job design, including job extension techniques. • Paired learner activity: learners review work design theories and put them in context using case examples as secondary research. • Group discussion: group discuss and ask questions about the teacher presentation. • Independent learner research activity: investigate a job position in an organisation and the job design relating to it. • Group discussion: feedback findings of investigation and discuss in class. • Paired learner activity: list intrinsic and extrinsic rewards from work and compare against varied organisations; compare two given job roles in terms of the intrinsic and extrinsic rewards they offer.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: practise interview skills and techniques.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	14 (180 minutes)
Lesson objectives	Learners must be able to: <ul style="list-style-type: none"> • understand the concept of organisational flexibility.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS25 and PS26: Teacher presentation slides and notes • AS9: Flexible organisation examples • Case studies on flexible working • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS25): the case for organisational flexibility
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS26): types of organisational flexibility: <ul style="list-style-type: none"> ○ numerical ○ structural ○ functional. ● Paired learner activity (AS9): investigate given examples of flexibility in global organisations. ● Group discussion: discuss the types of flexibility based on current knowledge of global organisational trends. ● Independent learner research activity: identify the scope of flexible working practices in local or national organisations. Identify the benefits to the organisation and employees of introducing flexible working methods, using case examples. ● Group discussion: feedback findings of investigation and discuss in class.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: practise interview skills and techniques.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	15 (180 minutes)
Lesson objectives	Learners must be able to: <ul style="list-style-type: none"> • understand the concept of performance and reward.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS27 and PS28: Teacher presentation slides and notes • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS27): an overview of the aims and objectives of performance management.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Guest speaker: detailed presentation on performance management and reward topics: <ul style="list-style-type: none"> ○ performance management- aims and objectives ○ staff appraisals – objectives and best practice ○ 360-degree feedback ○ learning and development ○ objective setting and performance standards ○ pay (e.g. performance-related pay). ● Group discussion: question and answer session with guest speaker, relating to performance management topics. ● Paired learner research activity: further investigation of performance management: <ul style="list-style-type: none"> ○ its aims and objectives ○ staff appraisals ○ appraisal objectives and best practice ○ the benefits and limitations of 360-degree feedback. ● Group discussion: share examples of objective setting and performance standards. ● Group discussion: feedback findings of investigation and discuss in class. ● Teacher presentation (PS28): different ways in which pay can be linked to performance.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: research payment and reward systems.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	16 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the concept and features of different payment and reward systems.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS29, PS30 and PS31: Teacher presentation slides and notes • AS10: Assignment Task 2 • Case studies on pay determination • Computers with internet access
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS29): an overview of payments and reward systems. ● Teacher presentation (AS10): assessment requirements and issue of assignment.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation (PS30): detailed presentation on payment and reward systems: <ul style="list-style-type: none"> ○ objectives of payment and reward ○ base pay and total earnings ○ types of payment and reward system ○ performance-related pay ○ profit sharing ○ employee partnership. ● Group discussion: question and answer session, relating to payment and reward systems. ● Teacher presentation (PS31): how do organisations determine pay and payment levels? ● Paired learner research activity: investigate and present information relating to: <ul style="list-style-type: none"> ○ methods of pay determination ○ job evaluation (methods and benefits) ○ market pricing ○ grade and pay structures ○ how objectives of payment and reward are met. ● Group discussion: feedback findings of investigation and discuss in class. ● Independent learner research activity: base pay and total earnings, using secondary research. ● Group discussion: discuss methods of pay determination, using case studies.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson.

Activities	Teaching notes
Private study	<ul style="list-style-type: none"><li data-bbox="555 315 1305 387">• Individual learner activity: research payment and reward systems.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	17 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the concepts and benefits of maintaining good employee relations.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS32: Teacher presentation slides and notes • Case study on communication and engagement • Computers with internet access
----------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS32): an overview of employee engagement and communication.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Guest speaker: the purpose, key issues and constraints of employment law, e.g. <ul style="list-style-type: none"> ○ equality legislation ○ data protection ○ health and safety ○ redundancy ○ dismissal ○ employment contracts (as appropriate). ● Group discussion: question and answer session with guest speaker, relating to payment and reward systems. ● Paired learner research activity: investigate the importance of maintaining good employee relations; discuss examples of organisations that have faced issues due to bad employee relations. ● Group discussion: feedback findings of investigation and discuss in class. ● Independent learner activity: propose ways in which communication and engagement can be improved in an organisation case study. ● Group learner activity: investigate and give a 5–10 minute in-class presentation on one of the key elements of employment law.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: research industry, trade union and workplace representation.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	18 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand the role of trade unions and workplace representation.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS33 and PS34: Teacher presentation slides and notes • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS33): an overview of the role of trade unions and workplace representatives.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Group discussion: learners to discuss outcomes of research into trade unions and workplace representatives. • Teacher presentation (PS34): collective agreements and representation of employee interests, using examples from the media. • Group discussion: learners share experiences of workplace disputes. • Guest speaker: dispute resolution: <ul style="list-style-type: none"> ○ conciliation ○ arbitration ○ mediation. • Group discussion: question and answer session with guest speaker, relating to dispute resolution. • Paired research activity: research organisations responsible for resolving workplace disputes. • Independent learner activity: investigate and give a 5–10 minute in-class presentation on one of the key elements of employment law. • Group discussion: feedback findings of investigation and discuss in class.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: write up notes.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	19 (180 minutes)

Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • understand workplace policies and procedures relating to discipline, grievance and redundancy.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS35: Teacher presentation slides and notes • AS11: Fair and unfair dismissal quiz • Computers with internet access
----------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS35): an overview of discipline, grievance and redundancy in organisations, and the importance of procedures.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Group discussion: learners discuss types of discipline, grievance and redundancy, using examples. ● Group learner activity (AS11): learners participate in a quiz to identify whether dismissal is fair or unfair. ● Paired research activity: research examples of fair and unfair dismissal and present to the class. ● Guest speaker: on the topics of: <ul style="list-style-type: none"> ○ workplace procedures when initiating disciplinary, grievance and redundancy action ○ legal issues and constraints affecting disciplinary, grievance and redundancy procedures. ● Group discussion: question and answer session with guest speaker on workplace procedures.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners write up notes.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Lesson no	20 (180 minutes)
Lesson objectives	<p>Learners must be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of course content and commitment to course completion • apply HRM practices.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • TF7: Learner tutorial feedback template • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: overview of learner effort and performance.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Individual learner activity: complete evidence requirements for unit assignments. • Learner-led discussion: evaluation of individual contributions, progress and knowledge and understanding of course content. • Individual learner activity: questions and queries relating to course. • Teacher-led discussion (TF7): give feedback to learners on assignment results and discuss areas for improvement on future assignments.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm learning aims have been met.
Private study	<ul style="list-style-type: none"> • Individual learner activity: reflect on Human Resources course to include what has been learned and how this learning can be applied in an organisation.

Assignment brief

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 3: Effective Human Resource Management
Learning aim(s)	<p>A Understand how human resource management is used to provide talent and skills</p> <p>B Understand the key elements of human resource management</p> <p>C Understand the internal and external factors that affect human resource management</p> <p>D Be able to apply human resource management practices</p>
Assignment title	<p>1) Human Resources Employee Induction Manual</p> <p>2) The Job Application</p>
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	<p>Human Resources Employee Induction Manual</p> <p>As a newly appointed assistant human resource officer for an organisation*, you have been tasked with producing an employee induction manual for new staff being recruited into the Human Resources (HR) department.</p> <p>The manual will provide details on the purpose of HR and the main HR functions within the organisation, with an overview of different HR practices.</p> <p><i>*This can be either an organisation given by your teacher or an organisation of your choice.</i></p>
---------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Task 1	<p>The employee induction manual should cover the following:</p> <ul style="list-style-type: none"> an introduction to the chosen organisation, including mission statement, purpose and core business objectives
---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • an explanation of the purpose of the HR function and the key roles and responsibilities of the HR function, highlighting the significance that HR plays in acquiring talent to meet business objectives • an assessment of the approach to workforce planning, recruitment and selection, development and training, performance management and reward systems • inclusion of case study examples to examine the different methods used in HR practices.
Checklist of evidence required	<p>The submission is in the form of an HR employee induction manual. This should:</p> <ul style="list-style-type: none"> • be written in a concise, formal business style using single spacing and font size 12 • make use of headings, paragraphs and subsections as appropriate • be supported with research and referenced using the Harvard referencing system • include a bibliography using the Harvard referencing system. <p>The recommended word limit is 2000–2500 words, although you will not be penalised for exceeding the total word limit.</p>

Criteria covered by this task:	
Criterion reference	To achieve the criterion you must show that you are able to:
A.P1	Explain the purpose and the functions of HRM, applicable to workforce planning and resourcing an organisation.
A.P2	Assess how the functions of HRM can provide talent and skills appropriate to fulfil business objectives.
A.P3	Evaluate the strengths and weaknesses of different approaches to recruitment and selection.
B.P1	Explain the benefits of different HRM practices in an organisation, for both the employer and employee.
B.P2	Evaluate the effectiveness of different HRM practices in terms of raising organisational profit and productivity.

Vocational scenario or context	<p>The Job Application</p> <p>While working as an intern in the Human Resources (HR) department of an organisation*, you have been asked to take part in testing the new recruitment and selection process.</p> <p><i>*This can be either an organisation given by your teacher or an organisation of your choice.</i></p>
---------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Task 2	<p>You will work in a small team (3–4 members) to design a job specification for a particular job role. You will then take part in an interview simulation for a job role advertised by another team.</p> <p>The aim of your team is to test the recruitment and selection process and each complete an individual document portfolio to submit. The document portfolio should include:</p> <ul style="list-style-type: none"> • the design of a job specification for one of a number of given positions in the organisation • a curriculum vitae (CV) for each learner, tailored to apply for one of the positions advertised by another team • documentation of preparatory notes for interviews, interview notes based on selection criteria, and a justified decision of the candidate selected • a job offer to the selected candidate • an evaluation of the process and the rationale for conducting appropriate HR practices <p>In addition to this you are to produce an evaluation summary of employee relations and employment legislation that relate to these HR practices. This is to be presented to new applicants as a document that outlines the guidelines of the organisation. It should cover:</p> <ul style="list-style-type: none"> • the approach to, and effectiveness of, employee relations and employee engagement, with mention of the flexible organisation and flexible working practices and 'employer of choice'
---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • key aspects of employment legislation within which the organisation must work • an evaluation of how employee relations and employment legislation inform decision making and meet business objectives.
Checklist of evidence required	<p>The submission is in the form of a completed individual portfolio folder, including:</p> <ul style="list-style-type: none"> • specific documentation • job specification • curriculum vitae (CV) • interview selection criteria • interview notes and preparation • evaluation of the process.

Criteria covered by this task:	
Criterion reference	To achieve the criterion you must show that you are able to:
C.P1	Analyse the importance of employee relations in respect to influencing HRM decision making.
C.P2	Evaluate the key aspects of employee relations management and employment legislation that affect HRM decision making in an organisational context.
D.P1	Illustrate the application of HRM practices in a work-related context, using specific examples.
D.P2	Justify the application of specific HRM practices in a work-related context.

Sources of information to support you with this assignment	
Other assessment materials attached to this assignment brief	

Unit 4: Human Resource and Talent Planning

Delivery guidance

On completion of this unit, learners will understand how organisations can ensure they have the skills needed to meet to their strategic plans, through workforce growth and training and development.

Approaching the unit

The purpose of this unit is to offer learners the opportunity to develop knowledge and understanding to ensure that an organisation has the skills it needs, at the time it needs them, to meet its strategic intent.

Learners should have access to a human resource (HR) team in an organisation, including access to recruitment and selection practices, procedures and documentation and resource planning and talent management activities.

This unit allows your learners to investigate how the recruitment process is carried out in an organisation from job analysis through to selecting a suitable candidate. You should encourage learners to research and learn about the processes and procedures involved in resource planning, recruitment and selection in different large businesses.

Learners should look at all the documentation which needs to be prepared and understand the importance of compliance with the regulatory framework. You will need to create opportunities for learners to practise skills in job and skills analysis, job design and creating documentation associated with the recruitment and selection processes. This will help them to become familiar with the end to end process of recruitment and selection.

Your learners will need access to recruitment and selection policies and practices in a range of organisations and talks from human resource management practitioners, both of which will develop understanding and support the knowledge and skill base established within the unit. Some learners may have part-time employment or have informal experiences which can be shared, and it is important they are aware of professional practices.

Getting started

This gives you a starting place for one way of delivering the unit. It is based on the recommended assessment approach given in the specification.

Unit 4: Human Resource and Talent Planning
<p>Introduction</p> <ul style="list-style-type: none">• Introduce learners to the unit; including content, scheme of learning and the assessment of the unit.• This unit offers learners the opportunity to develop knowledge and understanding to ensure that an organisation has the skills it needs, at the time it needs them, to meet its strategic intent. An organisation's performance and growth require a constant reassessment of skills requirements, which will then inform the training and development of existing employees.
Learning aim A – Understand labour market trends and appropriate legal requirements that influence workforce planning
<ul style="list-style-type: none">• Start by leading a discussion on the importance of workforce planning and talent management and the development of systematic approaches to ensure staffing needs are continuously and consistently met.• Group work could explore approaches to talent resourcing and strategic human resource management.• Ask learners to produce a flow chart showing the end-to-end process from workforce planning to selection and integrating of new staff for different public and private sector organisations.• Lead group discussion on current labour market trends and their influence on workforce planning, recruitment and selection.• Ask learners to work individually or in pairs to carry out trend analysis activities and demand and supply forecasts.• Human resource practitioners as guest speakers could give information on employment and equality law using real examples, focusing on equal opportunities and the importance of compliance.• Give out topical case studies on constraints and requirements relating to HR legislation and the impact these have on HR processes.

Unit 4: Human Resource and Talent Planning

Learning aim B – Understand current and anticipated skills requirements in varying contexts

- Start by leading a discussion on organisational considerations when analysing organisational performance and strategic goals to identify workforce requirements and the types of information used to inform resource requirements and job roles.
- Ask learners to work individually or in pairs to research into methods of job analysis and how organisations collect information that supports workforce planning activities.
- Human resource practitioners as guest speakers could give information of skills analysis activities, their purpose and methods of creating appropriate job descriptions and person specifications.
- Visits to an HR department would provide opportunity for learners to observe job analysis, skills analysis and job design activities.
- Lead group discussion on succession planning, its importance and the types of information that could be collected to inform succession planning.
- Group work could explore performance management methods and talent management approaches. This could be followed by discussions about the differences and how these contribute to achievement of business objectives.

Learning aim C – Be able to use processes that contribute to effective recruitment and selection

- Start by asking learners to produce a flow chart showing the recruitment and selection processes for two large public and private sector organisations and present this to the rest of the class (ensuring a range of different recruitment and selection processes are included).
- Give learners samples of documents used in the recruitment and selection process, leading discussions on the purpose and construction of job descriptions and person specifications
- Learners could search the internet and obtain copies of job descriptions and person specifications for two different job roles.
- Lead group discussion on how to assess the validity and reliability of recruitment and selection information and the sources of information used.
- Ask learners to work in groups to create a job description, person specification and advertisement for a post – it must be realistic and based on one of the selected job roles.

Unit 4: Human Resource and Talent Planning

- Learners could take part in role play activities to practise recruitment and selection activities, including shortlisting candidates and assessing applicants.
- Human resource practitioners as guest speakers could give information on the legal and financial aspects of recruitment and selection, including cost of recruitment and selection activities and recruitment of new staff.
- Show video clips of best practice to give a broader perspective.

Learning aim D - Understand how to manage the human resource lifecycle in the context of an HR strategy

- Start by leading a discussion on the 'HR Lifecycle' and what this means in the context of recruitment and selection.
- Ask learners to produce a flow chart showing the different stages of the HR Lifecycle and present these on a flip chart.
- Group work could explore how each stage of the HR Lifecycle can be effectively managed.
- Give out topical case studies to investigate how different organisations manage the key stages of the HR lifecycle.
- Visits to HR departments would provide opportunity for learners to observe how organisations actually manage processes associated with each stage of the HR lifecycle and legal requirements and considerations.

Details of links to other BTEC units and qualifications

- Unit 1: The Role of Effective HR
- Unit 2: HR Strategy and Management
- Unit 3: Effective HR Management.

Resources

Textbooks

Aylott. E. (2018) *Employment Law: A Practical Introduction (HR Fundamentals)* 2nd Ed. Kogan Page. ISBN: 978-0749483234

This book is a practical guide to understanding and applying the law effectively at work in the UK which provides a solid foundation for developing understanding of employment law for Uzbekistan learners. It offers a complete overview of the fundamentals of employment law, examining its importance for an organization, its employees and the HR function.

Leatherbarrow. C and Fletcher. J. (2018) *Introduction to Human Resource Management: A Guide to HR in Practice*. 4th Ed. CIPD. Kogan Page. ISBN: 978-0749483685

This book is a comprehensive and accessible guide to the subject of HRM. Drawing on the authors' experiences in both the public and private sectors, and underpinned by academic theory, this textbook follows the logical sequence of the employment cycle and shows how human resource management plays out in practice. It covers organizational culture, the role of the HR professional, HR planning, recruitment and selection, talent management, L&D, motivation and performance.

Sparkman. R. (2018) *Strategic Workforce Planning: Developing Optimized Talent Strategies for Future Growth*. 1st Ed. Kogan Page. ISBN: 978-0749482015

This book is a practical guide to effectively assessing, managing and preparing for current and future workforce requirements. It clarifies the often complex and technical world of strategic workforce planning to explain what it is, why it's necessary and most importantly, how to do it.

Websites

www.cipd.co.uk

The website for the Chartered Institute of Professional Development (CIPD), a UK organisation incorporated under Royal Charter and the only professional body in the world that can confer individual Chartered status on HR and L&D professionals. CIPD champions better work and working lives – because they believe work can and should be a force for good that benefits everyone

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit	Unit 4: Human Resource and Talent Planning
Guided Learning Hours	60
Number of lessons	20
Duration of lessons	3 hours per lesson
Links to other units	Unit 1: The Role of Effective HR Unit 2: HR Strategy and Management Unit 3: Effective HR Management

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	Workforce planning and talent management (Aim A – Topic A1)		<ul style="list-style-type: none"> • Lead-in: teacher introduces the unit's content and unit assessment requirements. • Teacher-led presentation: teacher delivers a presentation on the concept of resource planning and talent management. • Class discussion: learners participate in a discussion around these topics and share experiences from employment or work placement activities. 	Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: learners work in pairs to brainstorm terminology and concepts of HR. • Group activity: learners work in small groups and investigate each topic identified in the paired activity and present back to the class. • Individual learner activity: learners examine current trends and issues affecting HR practices. • Plenary session: teacher provide a summary of the lesson and confirm the main learning points identified in the lesson and respond to any questions from learners. • Private study: learners reflect on the unit, assessment requirements and prepare questions. 	
2	Talent resourcing and HRM strategy (Aim A – Topic A1)		<ul style="list-style-type: none"> • Lead-in: teacher provides a recap on lesson 1 and respond to learner questions. • Teacher-led presentation: teacher delivers a presentation on approaches to talent resourcing. • Paired activity: learners work in pairs to discuss the links between talent resourcing and HR's long-term strategies. • Class discussion: learners participate in a discussion around paired activities and share responses and ideas. 	Access to IT systems and internet Unit specification Whiteboard and pens Teacher presentation slides and notes

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual learner activity: learners examine current trends and issues affecting HR practices. • Plenary session: teacher provides a summary of the lesson and confirm the main learning points identified in the lesson and respond to any questions from learners. • Private study: learners research labour market trends. 	Template for recording the outcome of key learning points drawn from the lesson
3	Labour market trends and legal restrictions (Aim A – Topic A2)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the importance of considering labour market trends during resource planning and talent management. • Class discussion: learners share research of current labour market trends and discuss their impact on resource planning and talent management. • Guest speaker: recruitment expert to talk about current trends in the labour market (Uzbekistan, UK and EU) or local markets elsewhere and their influences on HR processes. • Question and answer: learners ask questions to the guest speaker and take notes. • Plenary session: teacher provides a summary of the lesson and confirm the main learning points identified and respond to any questions from learners. • Private study: learners research ways to analyse labour supply and demand. 	Access to IT systems and internet Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson PESTLE analysis template

#	Topic	Lesson type	Suggested activities	Resources
4	Labour supply and demand (Aim A – Topic A2)		<ul style="list-style-type: none"> • Lead-in: Teacher introduces the topic of trend analysis to assess supply and demand of labour. • Teacher-led presentation: Teacher delivers a presentation on factors that influence supply forecasting. • Paired activity: learners work in pairs to carry out a trend analysis in each market and organisation to assess supply and demand of labour. • Class discussion: learners share outcomes of trend analysis activities with the group and discuss the usefulness of the information gained from this activity. • Plenary session: teacher provides a summary of the lesson and confirm the main learning points identified in the lesson and respond to any questions from learners. • Private study: learners research HR legislation. 	Access to IT systems and internet Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson Trend analysis template

#	Topic	Lesson type	Suggested activities	Resources
5	<p>Labour market trends and legal restrictions</p> <p>Contemporary HR issues</p> <p>(Aim A – Topic A2 and A3)</p>	GS	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of HR legislation. • Class discussion: learners share research of HR legislation. • Guest speaker: recruitment expert to talk about legal requirements and legislation relating to HR and the impact legislation has on HRM practices. • Question and answer: learners ask questions to the guest speaker and take notes. • Class discussion: learners participate in a discussion around these contemporary issues and discuss the positive and negative impacts of these on labour supply and demand. • Plenary session: teacher provides a summary of the lesson and confirm the main learning points identified in the lesson and respond to any questions from learners. • Private study: learners recap on learning of topics for Learning aim A. 	<p>Access to IT systems and internet</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Template for recording the outcome of key learning points drawn from the lesson</p>
6	<p>Job analysis</p> <p>(Aim B – Topic B1)</p>		<ul style="list-style-type: none"> • Lead-in: Teacher introduces the topic and provide an overview of lesson, including arrangements for a workplace visit and visit objectives. • Visit: learner visit to recruitment agency or HR department. Learners be given an overview of the organisation and observe methods of job analysis and collection of data and information. 	<p>Access to IT systems and spreadsheet software</p> <p>Unit specification</p> <p>Whiteboard and pens</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Question and answer: learners question recruitment specialists and workers on the importance of job analysis for business success. • Plenary session: teacher provides a summary of the lesson and confirm the main learning points identified in the lesson and respond to any questions from learners. • Private study: learners reflect on visit to employer organisation. 	Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson Template for recording notes from workplace visit Job analysis template
7	Skills analysis (Aim B – Topic B1)		<ul style="list-style-type: none"> • Lead-in: teacher provides a recap of learning and experiences gained from the workplace visit. • Teacher-led presentation: Teacher delivers presentation on the purpose of skills analysis in the workplace and methods used for collection of data and information and relevant sources. • Paired activity: learners work in pairs to analyse current and anticipated skills requirements of a given job role and organisation using case studies. • Class discussion: learners discuss outcomes of skills requirement analysis activities. 	Access to IT systems and spreadsheet software Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson Skills analysis template

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual learner activity: learners practise creating person specifications for given job roles. • Class discussion: learners discuss the effectiveness and accuracy of person specifications based on analysis of skills required of a specific job role. • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson, and responds to any questions from learners. • Private study: learners research the link between job analysis and job design. 	
8	Job design (Aim B – Topic B2)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the job design concept. • Teacher-led presentation: Teacher delivers presentation on the purpose of job design in the workplace and factors that need to be considered when designing jobs. • Paired activity: learners work in pairs to explore the importance of succession planning activities and examples of the process involved to identify and develop skills abilities of employees. • Class discussion: learners participate in group discussion on succession planning. 	<p>Access to IT systems and data management software</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Template for recording the outcome of key learning points drawn from the lesson</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual learner activity: learners practise creating job descriptions for given job roles. • Class discussion: learners discuss the effectiveness and accuracy of job descriptions based on analysis of job required. • Plenary session: teacher provides a summary of the lesson and confirm the main learning points identified in the lesson and respond to any questions from learners. • Private study: learners research the differences between performance management and talent management. 	Handout with examples of job design activities
9	Performance Management vs. Talent Management (Aim B – Topic B2)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the key concepts of performance management and talent management. • Paired activity: learners work in pairs to discuss the differences between performance management and talent management. • Teacher-led presentation: teacher delivers presentation on the processes, practices, tools and techniques used when performance. • Class discussion: learners participate in group discussion around the link between employee contribution and overall organisational objectives. • Plenary session: teacher provides a summary of the lesson and confirm the main learning points identified in the lesson and respond to any questions from learners. 	Access to IT systems and data management software Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Private study: learners revise Learning aims A and B topics. 	
10	Assignment workshop (Learning aims A and B)		<ul style="list-style-type: none"> • Lead-in: teacher provides guidance on assessment arrangements for Learning aims A and B. • Individual learner activity: learners work through assessment task associated with Assignment brief 1 - Labour market and skills analysis. • Plenary session: teacher to formally assess learner responses to Assignment brief 1 for Learning aim A and provides feedback. • Private study: learners reflect on assessment activities and learning associated with learning aims A and B and prepare any questions. 	<p>Access to IT systems and internet and appropriate business software</p> <p>Unit specification</p> <p>Assignment brief 1 – Labour market and skills analysis</p>
11	Recruitment processes (Aim C – Topic C1)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the recruitment process. • Teacher-led presentation: Teacher delivers a presentation on the recruitment process and recruitment methods. • Small group activity: two groups of learners explore information used in the recruitment process. One group to explore internal sources. One group to explore external sources. • Class discussion: learners from both groups to share examples of internal and external sources of information used in the recruitment process. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Template for recording the outcome of key learning points drawn from the lesson</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Group activity: learners participate in a quiz to determine whether different recruitment methods and sources of information are valid and reliable. • Plenary session: teacher provides a summary of the lesson and confirm the main learning points identified in the lesson and respond to any questions from learners. • Private study: learners research the selection process. 	Quiz questions on the topic of valid and reliable recruitment methods and sources of information Handout of examples of job descriptions and person specifications
12	Selection processes (Aim C – Topic C2)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the selection process. • Teacher-led presentation: Teacher delivers a presentation on the selection process and selection methods. • Small group activity: two groups of learners explore methods for shortlisting and assessing candidates. One group to explore shortlisting methods. One group to explore assessment methods. • Class discussion: learners from both groups to share examples of shortlisting and assessment methods. • Individual learner activity: learners practise creating documents associated with the selection process. • Plenary session: teacher provides a summary of the lesson and confirm the main learning points identified in the lesson and respond to any questions from learners. 	Access to IT systems and internet Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Private study: learners recap on learning relating to legislation in Lesson 5 and consider which legislation specifically relates to recruitment and selection processes. 	
13	Legal and organisational requirements (Aim C – Topic C3)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the legal and financial aspects of recruitment and selection. • Class discussion: learners share research of legal and financial aspects. • Guest speaker: recruitment expert to talk about legal requirements and financial aspects specifically associated with the recruitment and selection processes, particularly around recruiting new employees. • Question and answer: learners pose questions to the guest speaker and take notes. • Class discussion: learners participate in a discussion around the financial aspects to be considered during the recruitment and selection processes. • Plenary session: teacher provides a summary of the lesson and confirm the main learning points identified in the lesson and respond to any questions from learners. • Private study: learners research the administrative activities needed to support recruitment and selection processes. 	Access to IT systems and data management systems Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson

#	Topic	Lesson type	Suggested activities	Resources
14	Administering recruitment and selection (Aim C – Topic C3)		<ul style="list-style-type: none"> • Lead-in: Teacher introduces the topic and provide an overview of lesson, including arrangements for a workplace visit and visit objectives. • Visit: learner visit to recruitment agency or HR department. Learners be given an overview of the organisation observe the administration of recruitment and selection processes. • Question and answer: learners ask questions to recruitment and selection administrators to understand more about their roles and responsibilities. • Class discussion: learners discuss the potential challenges and issues when administering recruitment and selection. • Plenary session: teacher provides a summary of the lesson and confirm the main learning points identified in the lesson and respond to any questions from learners. • Private study: learners revise topics relating to Learning aim C in preparation for assessment. 	Access to IT systems and internet Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson Template for recording notes from workplace visit

#	Topic	Lesson type	Suggested activities	Resources
15/ 16	Assignment workshop (Learning aim C)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of Learning aim C activities and tasks covered in Assignment 2. • Question and answer: learners pose questions and queries relating to Learning aim C for teacher to responses. • Individual learner activity: learners work through the assessment tasks identified in Assignment brief 2 - Recruitment and selection documentation. • Plenary session: teacher formally assesses learner responses to Assignment brief 2 Learning aim C and provides feedback. • Private study: learners reflect on assessment activities and learning associated with Learning aim C and prepare any questions. 	<p>Access to IT systems and internet and appropriate business software</p> <p>Unit specification</p> <p>Assignment brief 2 - Recruitment and selection documentation</p>
17	The HR life cycle (Aim D – Topic D1)		<ul style="list-style-type: none"> • Lead-in: Teacher introduces the concept of The HR Lifecycle. • Teacher-led presentation: Teacher delivers a presentation on the key stages of the HR lifecycle. • Paired activity: learners work in pairs to create a presentation on the HR lifecycle in the context of an organisation. • Class activity: learners deliver presentations on the HR lifecycle to the group and respond to feedback and questions from other learners. 	<p>Access to IT systems and data management software</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Class discussion: learners participate in discussions around solutions for managing the key stages of the HR lifecycle, explaining the methods used at each stage of the cycle. • Plenary session: teacher provides a summary of the lesson and confirm the main learning points identified in the lesson and respond to any questions from learners. • Private study: learners reflect on learning relating to each stage of the HR lifecycle. 	Template for recording the outcome of key learning points drawn from the lesson
18	Legislation and the HR life cycle (Aim D – Topic D1)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of key regulations relating to recruitment and resource planning. • Teacher-led presentation: Teacher delivers a presentation on current legislation related to recruitment processes and policies. • Paired activity: learners work in pairs to explore the impact and consequences of non-compliance of relevant legislation, regulations and policies for the employer and existing and potential employees. • Class discussion: learners participate in discussions around penalties for non-compliance of recruitment legislation. • Plenary session: teacher provides a summary of the lesson and confirm the main learning points identified in the lesson and respond to any questions from learners. 	Access to IT systems and spreadsheet software Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Private study: learners revise learning covered in Learning aim D in preparation for assessment. 	
19	Learner individual assignment preparation (Learning aim D)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of Learning aim D activities and tasks covered in Assignment brief 3 – Human resource lifecycle. • Question and answer: learners pose questions relating to Learning aim D for teacher responses. • Individual learner activity: learners work through the assessment tasks identified in Assignment brief 3. • Plenary session: teacher formally assesses learner responses to Assignment brief 3 Learning aim D and provides feedback. • Private study: learners review learning performance for Learning aim D. 	Assignment brief 3 – Human resource lifecycle
20	Assignment presentations (Learning aim D)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the objectives for the assignment presentation. • Individual learner activity: learner to present their work relating to Assignment 3. • Question and answer: learners respond to questions relating to assignment tasks posed by the teacher. • Plenary session: teacher provides feedback on learner presentation. 	Access to IT systems and internet Unit specification Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Private study: learners to reflect on learning and performance throughout unit 4: Human Resources and Talent Planning. 	

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	1
Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • the purpose and aims of the unit • the concept of resource planning and talent management.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> ● Lead-in: teacher provides an introduction to the unit's content and unit assessment requirements.
Main activities (140 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: teacher delivers a presentation on the concept of resource planning and talent management. ● Class discussion: learners participate in a discussion around these topics and share experiences from employment or work placement activities. ● Paired activity: learners work in pairs to brainstorm terminology and concepts of HR. ● Group activity: learners work in small groups investigate and explain each topic and present back to the group. ● Individual learner activity: learners examine current trends and issues affecting HR practices.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: Learners reflect on the unit assessment requirements and prepare questions.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	2
Lesson objectives	<ul style="list-style-type: none"> • To further develop learner understanding of approaches to talent resourcing. • To provide learners with the opportunity to explore links between talent resourcing and HRM strategy.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides a recap on Lesson 1 and respond to learner questions.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher delivers a presentation on approaches to talent resourcing: <ul style="list-style-type: none"> ○ proactive ○ reactive ○ emergency recruitment. • Paired activity: learners work in pairs to discuss the links between talent resourcing and HR's long-term strategies. • Class discussion: learners participate in a discussion around paired activities and share responses and ideas. • Individual learner activity: learners examine current trends and issues affecting HR practices.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners research labour market trends.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	3

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the influence of labour market trends on resource planning and talent management. • To provide learners with the opportunity to speak with recruitment experts on different national and international labour trends. • To provide learners with the opportunity to carry out a PESTLE analysis to identify and predict labour needs.
--------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson • PESTLE analysis template
----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the importance of considering labour market trends during resource planning and talent management.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Class discussion: learners share research of current labour market trends and discuss their impact on resource planning and talent management. • Guest speaker: recruitment expert to talk about current trends in the labour market (Uzbekistan, UK and EU) or local markets elsewhere and influences on HR processes: <ul style="list-style-type: none"> ○ demographics ○ changing economic and political composition of a population ○ social trends ○ the benefits of PESTLE analysis in the context of HR and resource planning. • Question and answer: learners ask questions to the guest speaker and take notes to underpin learning.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners research ways to analyse labour supply and demand.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	4
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to trend analysis and approaches to assessing supply and demand of labour. • To provide learners with the opportunity to carry out a trends analysis.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson • Trend analysis template
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher introduces the topic of trend analysis to assess supply and demand of labour.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher delivers a presentation on factors that influence supply forecasting. • Paired activity: learners work in pairs to carry out a trend analysis in each market and organisation to assess supply and demand of labour. • Class discussion: learners share outcomes of trend analysis activities with the group and discuss the usefulness of the information gained from this activity.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners research HR legislation.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	5

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the topic of HR legislation. • To provide learners with the opportunity to hear from a recruitment expert on legal requirements and their impact upon HRM practices. • To provide learners with opportunities to explore contemporary issues and their effect on labour supply and demand.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> ● Lead-in: teacher provides an overview of HR legislation.
Main activities (140 minutes)	<ul style="list-style-type: none"> ● Class discussion: learners share research of HR legislation. ● Guest speaker: recruitment expert to talk about legal requirements and legislation relating to HR and the impact legislation has on HRM practice: <ul style="list-style-type: none"> ○ the role of social and human capital ○ people and ethical practices ○ intensified competition and globalization. ● Question and answer: learners ask questions of the guest speaker and take notes to underpin knowledge. ● Class discussion: learners participate in a discussion around these contemporary issues and discuss the positive and negative impact of these on labour supply and demand.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. ● Learners write up their notes.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: Learners recap on learning of topics for Learning aim A.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	6

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the concept of job analysis. • To provide learners with the opportunity to visit a recruitment agency of HR department and observe job analysis activities. • To provide learners with the opportunity to gain practical skills in carrying out job analysis activities.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and spreadsheet software • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson • Template for recording notes from workplace visit • Job analysis template
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher introduces the topic and provide an overview of lesson, including arrangements for a workplace visit and visit objectives.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Visit: learner visit to recruitment agency or HR department. Learners should be given an overview of the organisation and observe methods of job analysis and collection of data and information. • Question and answer: learners question recruitment specialists and workers on the importance of job analysis for business success. • Learners take notes during workplace visit.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners reflect on visit to employer organisation.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	7
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the concept of skills analysis. • To provide learners with the opportunity to gain practical skills in carrying out skills analysis activities.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and spreadsheet software • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson • Skills analysis template
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> ● Lead-in: teacher provides a recap of learning and experiences gained from workplace visit and information from guest speaker.
Main activities (140 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation: teacher delivers presentation on the purpose of skills analysis in the workplace and methods used for collection of data and information and relevant sources: <ul style="list-style-type: none"> ○ strengths, weakness, opportunities and threats (SWOT) analysis ○ skills audits ○ supply and demand forecasts. ● Paired activity: learners work in pairs to analyse current and anticipated skills requirements of a given job role and organisation using case studies. ● Class discussion: learners participate in group discussion on outcomes of skills requirement analysis activities. ● Individual learner activity: learners practise creating person specifications for given job roles. ● Class discussion: learners participate in discussions around the effectiveness and accuracy of person specifications based on analysis of skills required of a specific job role.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: Learners research the link between job analysis and job design.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	8
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the concept of job design. • To provide learners with the opportunity to explore the importance of succession planning.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and data management software • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson • Handout with examples of job design activities
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the job design or job sculpting concept.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher delivers presentation on the purpose of job design in the workplace and factors that need to be considered when designing jobs: <ul style="list-style-type: none"> ○ job responsibility ○ job variety ○ job enrichment. • Paired activity: learners work in pairs to explore the importance of succession planning activities and examples of the process involved to identify and develop skills abilities of employees. • Class discussion: learners participate in group discussion on succession planning. • Individual learner activity: learners practise creating job descriptions for given job roles. • Class discussion: learners discuss the effectiveness and accuracy of job descriptions based on analysis of job required.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners research the differences between performance management and talent management.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	9
Lesson objectives	<ul style="list-style-type: none"> • To compare the requirements of performance management against those of talent management.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and data management software • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> ● Lead-in: teacher provides an overview of the key concepts of performance management and talent management.
Main activities (140 minutes)	<ul style="list-style-type: none"> ● Paired activity: learners work in pairs to discuss the differences between performance management and talent management. ● Teacher-led presentation: teacher delivers presentation the processes, practices, tools and techniques used when: <ul style="list-style-type: none"> ○ managing performance ○ managing talent. ● Class discussion: learners participate in group discussion around the link between employee contribution and overall organisational objectives.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: Learners revise Learning aims A and B topics.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	10
Lesson objectives	<ul style="list-style-type: none"> • To provide learners with the opportunity to complete Assignment brief 1 – Labour market and skills analysis.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet and appropriate business software • Unit specification • Assignment brief 1 – Labour market and skills analysis
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides guidance on assessment arrangements for Learning aims A and B.
Main activities (160 minutes)	<ul style="list-style-type: none"> • Individual learner activity: learners work through assessment task associated with Assignment brief 1 – Labour market and skills analysis.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher to formally assess learner responses to Assignment brief 1 for Learning aim A and provides feedback.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners reflect on assessment activities and learning associated with Learning aims A and B and prepare any questions.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	11

Lesson objectives	<ul style="list-style-type: none"> • To further develop learner knowledge of the recruitment process and methods. • To provide learners with the opportunity to explore types of information and sources used in the recruitment process. • To provide learners with the opportunity to create job descriptions and person specifications based on a given job role.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson • Quiz questions on the topic of valid and reliable recruitment methods and sources of information • Handout of examples of job descriptions and person specifications
----------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the recruitment process.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher delivers a presentation on the recruitment process and recruitment methods. • Small group activity: two groups of learners explore information used in the recruitment process. One group to explore internal sources. One group to explore external sources. • Class discussion: learners from both groups to share examples of internal and external sources of information used in the recruitment process. • Group activity: learners participate in a group quiz to determine whether different recruitment methods and sources of information are valid and reliable.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners research the selection process.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	12
Lesson objectives	<ul style="list-style-type: none"> • To further develop learner understanding of selection methods. • To provide learners with the opportunity to explore methods for shortlisting and assessing candidates.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the selection process.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher delivers a presentation on the selection process and selection methods. • Small group activity: two groups of learners explore methods for shortlisting and assessing candidates. One group to explore shortlisting methods. One group to explore assessment methods. • Class discussion: learners from both groups to share examples of shortlisting and assessment methods. • Individual learner activity: learners practise creating documents associated with the selection process.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners recap on learning relating to legislation in Lesson 5 and consider which legislation specifically relates to recruitment and selection processes.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	13

Lesson objectives	<ul style="list-style-type: none"> • To further develop learner understanding of legal and organisational requirements for recruitment and selection. • To introduce learners to the financial aspects of recruitment and selection • To provide learners with the opportunity to hear from a recruitment expert talk about legal and financial aspects of recruitment and selection.
--------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and data management systems • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
----------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the legal and financial aspects of recruitment and selection.
Main activities (80 minutes)	<ul style="list-style-type: none"> • Class discussion: learners share research of legal and financial aspects. • Guest speaker: recruitment expert to talk about legal requirements and financial aspects specifically associated with the recruitment and selection processes, particularly around recruiting new employees. • Question and answer: learners pose questions to the guest speaker and take notes to underpin knowledge. • Class discussion: learners participate in a discussion around the financial aspects to be considered during the recruitment and selection processes.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners research the administrative activities needed to support recruitment and selection processes.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	14

Lesson objectives	<ul style="list-style-type: none"> • To further develop learner knowledge and understanding of administrative activities associated with recruitment and selection. • To provide learners with the opportunity to visit a recruitment agency of HR department and observe recruitment and selection administration activities.
--------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson • Template for recording notes from workplace visit
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher introduces the topic and provide an overview of lesson, including arrangements for a workplace visit and visit objectives.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Visit: learner visit to recruitment agency or HR department. Learners are given an overview of the organisation observe the administration of recruitment and selection processes. • Question and answer: learners ask questions to recruitment and selection administrators to understand more about their roles and responsibilities. • Class discussion: learners discuss the potential challenges and issues when administering recruitment and selection. • Learners take notes during workplace visit. • Teacher to summarise learning on job analysis and its importance in the recruitment process.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners revise topics relating to Learning aim C in preparation for assessment.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	15/16
Lesson objectives	<ul style="list-style-type: none"> • To provide learners with the opportunity to complete Assignment brief 2 – Recruitment and selection documentation.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet and appropriate business software • Unit specification • Assignment brief 2 – Recruitment and selection documentation
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides a summary of Learning aim C activities.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Question and answer: learners pose questions relating to Learning aim C for teacher to respond. • Individual learner activity: learners work through the assessment tasks identified in Assignment 2 – Recruitment and selection documentation.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher formally assesses learner responses to Assignment 2 Learning aim C and provides feedback.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners reflect on assessment activities and learning associated with Learning aim C and prepare any questions.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	17
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the HR lifecycle. • To provide learners with the opportunity to develop understanding of how each stage of the HR lifecycle can be managed.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and data management software • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> ● Lead-in: teacher introduces the concept of the HR lifecycle.
Main activities (140 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation: teacher delivers a presentation on the key stages of the HR lifecycle: <ul style="list-style-type: none"> ○ recruitment and selection ○ onboarding and orientation ○ performance management ○ succession planning ○ exit and transition. ● Paired activity: learners work in pairs to create a presentation on the HR lifecycle in the context of an organisation. ● Class activity: learners deliver presentations on the HR lifecycle to the group and respond to feedback and questions from other learners. ● Class discussion: learners participate in discussions around solutions for managing the key stages of the HR lifecycle, explaining the methods used at each stage of the cycle.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: Learners reflect on learning relating to each stage of the HR lifecycle.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	18

Lesson objectives	<ul style="list-style-type: none"> • To further develop learner knowledge and understanding of legislation in the context of the HR lifecycle. • To provide learners with the opportunity to explore the consequences of non-compliance with legislation relating to each stage of the HR lifecycle.
--------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of key regulations relating to recruitment and resource planning.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher delivers a presentation on current legislation related to recruitment processes and policies. • Paired activity: learners work in pairs to explore the impact and consequences of non-compliance of relevant legislation, regulations and policies for the employer and existing and potential employees. • Class discussion: learners participate in discussions around penalties for non-compliance of recruitment legislation.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners reflect on all knowledge and skills learned in Learning aim D in preparation for assessment.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	19
Lesson objectives	<ul style="list-style-type: none"> • To provide learners with a recap on learning activities associated with Learning aim D. • To provide learners with the opportunity to complete Assignment brief 3 – Human resource lifecycle.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of Learning aim D activities and tasks covered in Assignment 3.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Question and answer: learners pose questions relating to Learning aim D for teacher to respond. • Individual learner activity: learners work through the assessment tasks identified in Assignment 3.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher formally assesses learner responses to Assignment 3 Learning aim D and provides feedback.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners reflect on assessment activities and learning associated with learning aim D and prepare any questions.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resources and Talent Planning
Lesson no	20
Lesson objectives	<ul style="list-style-type: none"> • To provide learners with the opportunity to formally present assignments.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the objectives for the assignment presentation.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Individual learner activity: learners present their work relating to Assignment 3. • Question and answer: learners respond to questions relating to assignment tasks posed by the teacher.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides feedback on learner presentation.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners reflect on learning and performance throughout Unit 4: Human Resources and Talent Planning.

Assignment brief 1

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resource and Talent Planning
Learning aim(s)	A: Understand labour market trends and appropriate legal requirements that influence workforce planning B: Understand current and anticipated skills requirements in varying contexts
Assignment title	Labour market and skills analysis
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	<p>As an HR professional working in a large-scale organisation, you have been instructed to investigate the current labour requirements for the business, considering current labour market trends and legal requirements as well as contemporary issues affecting HR.</p> <p>You are to produce a report on contemporary labour market trends and legislation which have an influence on an organisation's current HR strategy.</p> <p>The report will also provide an analysis of the organisation's current and anticipated skills requirements in comparison to other similar sized organisations.</p>
---------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Task 1	<p>The report should cover the following:</p> <ul style="list-style-type: none"> • an overview of the organisation and types of labour requirements • an analysis of current labour market trends and the factors that are influencing those trends, including contemporary HR issues • the different types of legislation that the organisation must consider when workforce planning • an analysis of current and anticipated skills requirements for the organisation in terms of how current trends are directly influencing the organisation • a comparison with other similar sized organisations with examples given • conclusions and recommendations on how the organisation needs to respond to changes.
Checklist of evidence required	<ul style="list-style-type: none"> • Written or verbal presentation • Research notes and evidence

Criteria covered by this task:	
Unit/criterion reference	To achieve the criterion you must show that you are able to:
A.P1	Explain the different types of legal requirements an organisation must take into account when workforce planning.
A.P2	Critically evaluate the impact of labour market trends and skills requirements on workforce planning.
B.P1	Analyse current and anticipated skills requirements in response to identified labour market trends and legal requirements for a range of organisational examples.
B.P2	Present recommendations for effective response to supply and demand forecasts, succession planning and performance management.

Sources of information to support you with this assignment	
Other assessment materials attached to this assignment brief	

Assignment brief 2

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resource and Talent Planning
Learning aim(s)	C: Be able to use processes that contribute to effective recruitment and selection
Assignment title	Recruitment and selection documentation
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	<p>You are employed in HR recruitment for a large-scale organisation and you have been tasked with developing the recruitment and selection process based on the recommendations from Assignment 1.</p> <p>You are to complete the relevant process information and documents to fulfil the labour requirements for two different jobs. Consider the legal and financial aspects and implications of different recruitment and selection methods.</p>
---------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Task 1	<p>Your position involves creating and developing a more effective process for recruitment and selection, and your responsibilities include:</p> <ul style="list-style-type: none"> • developing a recruitment and selection process flow chart • undertaking job analysis • creating job descriptions for at least two different jobs • producing a person specification for each of the jobs • reviewing and deciding on the most appropriate methods of recruitment and selection to be applied for different roles • recommendations on how to improve processes and documents based on.
---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Checklist of evidence required	<ul style="list-style-type: none"> • Recruitment and selection flow chart • Outcomes of analysis of two jobs • Job descriptions and person specifications for two different jobs • Written or verbal justification for decisions following review of recruitment and selection methods to be applied • Evidence of verbal or written process and document recommendations
---------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Criteria covered by this task:	
Unit/criterion reference	To achieve the criterion, you must show that you are able to:
C.P1	Produce appropriate examples of job description and person specification documents for effective recruitment and selection.
C.P2	Apply different recruitment and selection methods for effective talent resourcing and planning.
C.P3	Evaluate the effectiveness of different processes and methods of recruitment and selection are for talent resourcing and recommend process improvements.

Sources of information to support you with this assignment	
Other assessment materials attached to this assignment brief	

Assignment brief 3

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 4: Human Resource and Talent Planning
Learning aim(s)	D: Understand how to manage the human resource lifecycle in the context of a HR strategy
Assignment title	Human resource lifecycle
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	In your role as HR Recruitment Manager you have been asked to present an evaluation of the 'Human Resources Lifecycle' within the organisation to the Senior Management team.
---------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Task 1	<p>Your presentation must consider the stages and processes from initial recruitment to exit and transition. It must also consider relevant legal considerations within the cycle.</p> <p>The presentation must include:</p> <ul style="list-style-type: none"> • slides for each stage of the HR lifecycle • specific examples of HR practice within each stage • the importance of the HR lifecycle to strategic talent management • an evaluation of how each stage relates to organisational HR strategy for the organisation.
Checklist of evidence required	<ul style="list-style-type: none"> • Presentation slides or video evidence of the presentation • Presentation notes and handouts (if appropriate)

Criteria covered by this task:	
Unit/criterion reference	To achieve the criterion, you must show that you are able to:
D.P1	Evaluate the importance of the HR lifecycle in relation to strategic talent management.
D.P2	Explain how stages of the HR lifecycle can be applied separately, and integrated, to support strategic talent management.

Sources of information to support you with this assignment	
Other assessment materials attached to this assignment brief	

Unit 5: Development of Teams and Individuals

Delivery guidance

On completion of this unit, learners will understand the link between high-performance in an organisation, organisational strategy, and the development of knowledge and skills of the workforce. They will have an awareness of learning and development contexts for themselves as individuals, and for the development of teams.

Approaching the unit

The purpose of this unit is to explore the ways in which high performance in an organisation can be achieved through the development of the knowledge and skills of the workforce across the organisation in different contexts. Learners should have access to high-performing organisations' Human Resource and Learning and Development teams, including access to training and development activities, and processes and records relating to development of teams and individuals. You should review the scheme of work and consider opportunities for visits to suitable organisations and the use of guest speakers as experts.

This is a practical unit which allows learners the opportunity to investigate how organisations develop teams and individuals in order to achieve high-performance working and how this contributes to supporting an organisation's strategy. Learners look at how the learning and development process is carried out in business from identifying learning and development requirements of individuals, teams and the organisation, through to identifying and applying formal and informal training and development activities that support a performance culture.

Encourage learners to research and learn about the processes involved in learning and development, performance management and collaborative working – and the importance of the relationship between high-performance working (HPW) and human resource management (HRM) practices. Learners examine documentation associated with learning, development and performance management processes. Create opportunities for them to practise skills in completing personal reflection activities, conducting professional skills audits, and using feedback to inform learning.

This will help in becoming familiar with the process of professional development, and to understand the knowledge, skills and attributes required by HR professionals.

Encourage examination on how organisations apply performance management, and talent management, techniques to enhance the overall success of individuals and teams. Investigate how theories of team development could be used to develop a high-performing organisational culture.

Learners need access to the learning, development and performance policies and practices in a range of organisations. Talks from human resource managers, workplace trainers, and performance management practitioners develop learners' understanding within the unit. Some learners may have part-time employment or have informal experiences that can be shared, and it is important they are aware of current professional practices.

Getting started

This gives you a starting place for one way of delivering the unit. It is based on the recommended assessment approach given in the specification.

Unit 5: Development of Teams and Individuals
<p>Introduction</p> <ul style="list-style-type: none"> • Introduce the unit to learners through a group discussion exploring how organisations apply processes for identifying learning and development requirements, and how their performance management approaches contribute to the development of high-performing organisations. This can be followed by outlining the learning aims of the unit.
Learning aim A – Understand the knowledge, skills and behaviours required by HR professionals
<ul style="list-style-type: none"> • Start by leading a discussion on the importance of continuing professional development. • Group work explores approaches to professional development, including formal and informal development opportunities and how to identify development needs. • Ask learners to consider the knowledge, skills and behaviours of HR professionals and complete skills audits to identify learning and development needs. • Lead a group activity to develop understanding of reflective learning and approaches to reflecting on, and evaluating own knowledge, skills and behaviours as well as how to use and act upon feedback from team members, colleagues and managers to improve performance. • Ask individual learners to record a log of professional development activities and encourage them to reflect on what has been learned from each activity and how learning can be applied to their role in HR to improve their performance.
Learning aim B – Understand factors to be considered when implementing and evaluating inclusive learning and development to drive sustainable business performance
<ul style="list-style-type: none"> • Start by leading a discussion on how leaders and managers can support the development of teams and individuals, through strategic and tactical development goals, including the stages of the learning cycle. • Learners work individually or in pairs to research into methods of gap analysis and skills evaluation activities and how organisations collect information that determines learning and development needs.

Unit 5: Development of Teams and Individuals

- Human resource practitioners as guest speakers could give information of gap analysis activities, their purpose and methods of identifying learning and development requirements to support the organisational needs.
- Lead group discussion on professional development planning and how to create detailed and coherent plans and set personal learning and training goals. Learners work on developing their own learning plan that contains goals that support achievement of business objectives.
- Group work could explore learning and development theories and how these can be applied in the context of an organisation.

Learning aim C – Understand ways in which high-performance working (HPW) contributes to employee engagement and competitive advantage

- Start by leading a discussion on 'high-performance working' and what this means in the context of different organisations and their competitive aims.
- Group work could use case studies and research to explore characteristics of high-performance working organisations (HPWO) and how features of HPW could be used to develop teams and individuals.
- Give out topical case studies to investigate how different organisations develop high-performance working practices and how the practice develops employee engagement.
- Visits to HR departments would provide opportunity for learners to observe how organisations actually approach practices that achieve high-performance working and how stakeholders and partnerships support HPW in the organisation.
- Lead a group discussion on barriers to HPW and encourage learners to suggest ways these barriers could be overcome.

Learning aim D – Understand how performance management, collaborative working and effective communication can support high-performance culture and commitment

- Start by asking learners to produce a flow chart showing different systems and approaches to performance management in different organisations and provide an evaluation of each approach.
- Lead a group discussion on the concept of performance management and what effective performance management looks like for employees, stakeholders and employers.
- Human resource practitioners as guest speakers could give information on the importance of performance management and how the process is used to inform learning and development of teams and individuals.

Unit 5: Development of Teams and Individuals

- Lead a group discussion on organisational culture and how this can support effective performance management or be a barrier.
- Ask learners to work in groups to research and present examples of how performance management can be used to transform organisations and factors that may affect achievement of transformational processes.
- Visits to HR departments and large organisation would provide an opportunity for Learners to discover more about developmental approaches to performance management and how organisations set criteria to effectively achieve development.
- Show video clips of best practice, to give a broader perspective.

Details of links to other BTEC units and qualifications

- Unit 2: HR Strategy and Management
- Unit 3: Effective HR Management

Resources

Textbooks

Armstrong M – *Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Delivering High Performance* 6th Ed. (Kogan Page, 2017)
ISBN: 978-0749481209

This book addresses all areas of performance management, from performance pay and giving feedback to managing underperformers and having difficult conversations, so organisations can optimise staff performance.

Ashdown L – *Performance Management (HR Fundamentals)* 2nd Ed. (Kogan Page, 2018) ISBN: 978-0749483371

This book is a guide to the fundamental principles of training, learning and development. Tailored to the needs of HR practitioners it offers a complete overview of the field strongly aligned to organisational and HR strategies and objectives. Using a combination of practical tools, assessments, scenarios and case studies from best practice it will build your knowledge of the area including motivation, key competencies, types of assessment and performance review and dealing with underperformance.

Paine S – *Workplace Learning: How to Build a Culture of Continuous Employee Development* 1st Ed. (Kogan Page, 2019)
ISBN: 978-0749482244

This book is a practical guide to all aspects of developing a culture of continuous workplace learning, from how to introduce and implement this culture to how to develop it. The book covers how to identify key areas to focus the most effort on, measure success and determine next steps.

Shackleton-Jones N – *How People Learn* 1st Ed. (Kogan Page, 2019)
ISBN: 978-0749484701

This book shows learning and development professionals a new way of thinking about learning by exploring what happens when we learn. It considers applications from AI, marketing and ethics and is informed

by psychology and contemporary neuroscience in order to show L&D professionals how to design training with their employees in mind so that training makes a real difference to skills, capabilities, performance and development, rather than being a waste of time, money and resources.

Websites

www.cipd.co.uk

The website for the Chartered Institute of Professional Development (CIPD), a UK organisation incorporated under Royal Charter and the only professional body in the world that can confer individual Chartered status on HR and L&D professionals. CIPD champions better work and working lives – because they believe work can and should be a force for good that benefits everyone.

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit	Unit 5: Development of Teams and Individuals
Guided Learning Hours	60
Number of lessons	20
Duration of lessons	3 hours per lesson
Links to other units	Unit 2: HR Strategy and Management Unit 3: Effective HR Management

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	Developing teams and individuals Continuing professional development (CPD) and frameworks (Learning aim A – Topic A1)		<ul style="list-style-type: none"> • Lead-in: teacher provides an introduction to the unit content and assignments. • Teacher presentation: teacher delivers a presentation on the importance of developing teams and individuals. • Teacher-led class discussion: learners participate in a discussion on developing teams and individuals, including learners' own experiences of development in the workplace. 	Unit specification Whiteboard and pens Teacher presentation slides and notes Learning points template Access to IT systems and internet

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher presentation teacher delivers an overview of Continuing Professional Development (CPD). • Paired activity: learners consider ways in which employees can engage in CPD activities and feedback findings. • Paired activity: learners examine examples of CPD records and consider their function. • Teacher presentation: teacher delivers a presentation on how CPD activities are structured and the opportunity they provide for reflection and evaluation. • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Private study: learners research theories relating to the learning cycle, including: <ul style="list-style-type: none"> ○ Kolb ○ Honey and Mumford ○ The ALACT cycle. 	Handout with examples of CPD records

#	Topic	Lesson type	Suggested activities	Resources
2	<p>Reflective learning and feedback</p> <p>(Learning aim A – Topics A2 and A3)</p>		<ul style="list-style-type: none"> • Lead-in: teacher provides a recap of previous lesson. • Teacher presentation: teacher delivers a presentation on the importance of reflective learning and feedback as part of the learning cycle. • Class discussion: learners discuss reflective learning and share experiences of reflective learning activities. • Individual learner activity: learners reflect on their personal learning and development and document these in a structured CPD record and share their records with the class. • Teacher presentation: teacher delivers a presentation on the importance of feedback and how feedback affects learning and development. • Paired activity: learners work in pairs to review examples of workplace feedback and discuss how feedback can be used as a development tool. • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Private study: learners reflect on the learning activities for Learning aim A. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Learning points template</p> <p>Template for recording CPD activities</p> <p>Handout with examples of performance feedback from the workplace</p>

#	Topic	Lesson type	Suggested activities	Resources
3	Recap and assessment check (Learning aim A)	GS	<ul style="list-style-type: none"> • Lead-in: teacher to provide an overview of previous lesson and introduction to guest speaker. • Guest speaker: HR professional to provide an overview of their organisation and how the organisation supports CPD of employees. • Question and answer: learners question the guest speaker and take notes. • Revision session: a teacher-led revision session on Learning aim A. • Question and answer: teacher provides the opportunity for learners to ask questions about teaching content and activities from Learning aim A. • Teacher presentation: teacher presents Assignment brief 1 – Personal and professional development and guides learners through the assessment task. • Plenary session: teacher issues Assignment brief 1. • Private study: learners prepare for the assignment workshop. 	Unit specification Whiteboard and pens Teacher presentation slides and notes Learning points template Assignment brief 1 – Personal and professional development

#	Topic	Lesson type	Suggested activities	Resources
4	Assignment workshop (Learning aim A)	AW	<ul style="list-style-type: none"> • Lead-in: teacher provides guidance on assessment arrangements for Learning aim A. • Individual learner activity: learners work through assessment task associated with Assignment brief 1 – Personal and professional development. • Plenary session: teacher reviews learner experience of Assignment brief 1 and collects assignments. • Private study: learners reflect on assessment activities and learning associated with Learning aim A and prepare any questions. 	<p>Access to IT systems and internet and appropriate business software</p> <p>Unit specification</p> <p>Assignment brief 1 – Personal and professional development</p>
5	Supporting team and individual learning (Learning aim B – Topic B1)	GS	<ul style="list-style-type: none"> • Lead-in: teacher feeds back on assessment and introduces Learning aim B and associated assessment requirements. • Teacher presentation: teacher delivers a presentation on the link between employee learning and development and the strategic and tactical goals of an organisation. • Guest speaker: HR or Learning and Development professional to talk about ways in which organisations can determine learning requirements and individual learning needs of employees. • Question and answer: learners pose questions to the guest speaker and take notes. 	<p>Access to IT systems and internet</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Learning points template</p> <p>Gap analysis template</p> <p>Skills evaluation template</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: learners work in pairs to carry out a gap analysis and skills evaluation for each other as a peer review exercise and complete a personal skills evaluation. • Class discussion: learners participate in a discussion around the similarities of the evaluation audits and individual perceptions of their skills. • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Private study: learners research the differences between training and development. 	
6	The learning organisation and training and development (Learning aim B – Topic B2)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview training and development. • Teacher presentation: teacher delivers a presentation on formal and informal learning opportunities within organisations. • Paired activity: learners explore the differences between training and development and present examples of each on a flip chart to the class for discussion. • Teacher-led class discussion: learners participate in a discussion around research into the differences between training and development. 	Access to IT systems and internet Unit specification Whiteboard and pens Teacher presentation slides and notes Learning points template

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Group activity: learners use case studies to examine the use of informal and formal learning as well as training and development opportunities within an organisation. • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Private study: learners research stages of the learning cycle. 	
7	The learning cycle and barriers to learning (Learning aim B – Topic B3)		<ul style="list-style-type: none"> • Lead-in: teacher introduces the topic of the learning cycle. • Teacher presentation: teacher delivers a presentation on theories associated with the learning cycle: <ul style="list-style-type: none"> ○ Kolb ○ Honey and Mumford ○ Lewin. • Paired activity: learners work in pairs to discuss the application and usefulness of theories in an organisation. • Individual learner activity: learners identify their own learning style by completing the learning styles questionnaire. • Class discussion: learners share the outcome of individual learning styles. • Group activity: learners identify barriers to learning and how to overcome them and report back their findings. 	<p>Access to IT systems and spreadsheet software</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Learning points template</p> <p>Learning Styles Questionnaire</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led class discussion: teacher leads a discussion on the barriers to learning. • Private study: Learners research concept of 'High-Performance Working'. 	
8	High performance working (HPW) (Learning aim C – Topic C1)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of High-Performance Working (HPW). • Class discussion: learners share ideas on what HPW is and how to achieve it in the context of a specific organisation. • Teacher presentation: teacher delivers a presentation on how HPW develops and supports strategy development, competitive advantage and improves employee relations. • Paired activity: learners work in pairs to complete a case study on HPW and feedback outcome to class. • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Private study: learners reflect on learning around HPW. 	Access to IT systems and spreadsheet software Unit specification Whiteboard and pens Teacher presentation slides and notes Learning points template

#	Topic	Lesson type	Suggested activities	Resources
9	HPW organisations (HPWO) and external stakeholders (Learning aim C – Topic C1)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview and examples of HPW organisations (HPWO). • Paired activity: learners work in pairs to explore the characteristics of HPW organisations. • Teacher-led class discussion: learners share characteristics of HPW organisations and discuss the benefits of HPW for employees and employers. • Teacher presentation: teacher delivers a presentation on barriers to HPW for organisations. • Group activity: learners consider the role of stakeholders in HPW organisation and any competing interests of stakeholders in HPW systems. • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Private study: learners research the relationship between HPW and HRM. 	<p>Access to IT systems and data management software</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Learning points template</p>

#	Topic	Lesson type	Suggested activities	Resources
10	HPW versus HRM practices (Learning aim C – Topic C2)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of HPW and HRM. • Group activity: learners split into small groups. Half of the groups research the impact of HPW on HRM and the other half researches the impact of HRM on HPW. • Class activity: learners from each group to share outcomes of research with the other group and discuss. • Teacher presentation: teacher delivers a presentation on the relationship between HPW and HRM. • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Private study: learners research examples of people and partners who can support HPW in organisations. 	Access to IT systems and internet Unit specification Whiteboard and pens Teacher presentation slides and notes Learning points template
11	HPW and partnerships (Learning aim C – Topic C3)		<ul style="list-style-type: none"> • Lead-in: teacher provides a recap of previous lesson. • Teacher presentation: teacher delivers a presentation on the topic of partnerships that can be formed in HPW systems and organisations. • Paired activity: learners work in pairs to research how a HR function can be the advocates and architects of HPW and share and discuss findings with the group. • Class activity: learners participate in discussions around the role of HPW champions in leadership. 	Access to IT systems and internet Unit specification Whiteboard and pens Teacher presentation slides and notes Learning points template

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Private study: learners consider their experiences of performance management. 	
12	Performance management (Learning aim D – Topic D1)		<ul style="list-style-type: none"> • Lead-in: teacher delivers an overview of performance management. • Teacher presentation: teacher delivers a presentation on the concept and processes of performance management. • Teacher-led class discussion: teacher leads a discussion on effective performance management and different performance management systems. • Paired activity: learners identify how performance management impacts on learning and development, and feed back to the class for discussion. • Group activity: learners work together to develop a performance management system using visual charts to present what it should include. • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Private study: learners research the topic of organisational culture. 	<p>Access to IT systems and internet</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Learning points template</p>

#	Topic	Lesson type	Suggested activities	Resources
13	Organisational culture (Learning aim D – Topic D2)	GS	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of organisational culture. • Guest speaker: employer or HR manager to talk about organisational culture and how these differ for different organisations. • Question and answer: learners question the guest speaker and take notes. • Teacher presentation: teacher delivers a presentation on how organisational culture can be both a facilitator and barrier to effective performance management. • Paired activity: learners research the culture of different organisations and the impact of organisational culture on performance management and how internal collaboration can support effective performance management. • Teacher-led class discussion: learners share outcomes of research. • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Private study: learners research the topic of organisational transformation processes. 	Access to IT systems and internet Unit specification Whiteboard and pens Teacher presentation slides and notes Learning points template
14	The transformation processes	GS	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of organisational transformation. 	Access to IT systems and data management systems

#	Topic	Lesson type	Suggested activities	Resources
	(Learning aim D – Topic D3)		<ul style="list-style-type: none"> • Guest speaker: employer or HR manager to talk about organisational transformation and what this means for their organisation. • Question and answer: learners question the guest speaker and take notes. • Teacher presentation: teacher delivers a presentation on how performance management is used to transform organisations depending on different factors such as: <ul style="list-style-type: none"> ○ scale of the transformation ○ size of the organisation ○ geographic dispersal ○ competing challenges. • Paired activity: learners research performance management as a tool for transforming organisations in different ways, e.g.: <ul style="list-style-type: none"> ○ competitive advantage and market strength ○ ability to make a profit ○ ability to meet customer expectations. • Teacher-led class discussion: learners share outcomes of research and discuss. • Plenary session: teacher confirms the main learning points and responds to any questions from learners. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Learning points template</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Private study: learners research organisation visited in next lesson. 	
15	Development approach to performance management (Part 1) (Learning aim D – Topic D4)	GS V	<ul style="list-style-type: none"> • Lead-in: teacher introduces the topic and provides an overview of the lesson, including arrangements for a workplace visit and visit objectives. • Teacher presentation: teacher delivers a presentation on the stages of organisational development. • Visit to organisation: learners research how the organisation takes a developmental approach to performance management. • Guest speaker: manager from the organisation to talk about how the organisation sets criteria that help them achieve their development aims. • Question and answer: learners question the guest speaker and take notes. • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Private study: learners research organisational performance management developments. 	Access to IT systems and internet Unit specification Whiteboard and pens Teacher presentation slides and notes Learning points template Template for recording notes from workplace visit
16	Development approach to performance management (Part 2)		<ul style="list-style-type: none"> • Lead-in: teacher delivers recap of prior learning on topic. 	Access to IT systems and internet Unit specification

#	Topic	Lesson type	Suggested activities	Resources
	(Learning aim D – Topic D4)		<ul style="list-style-type: none"> • Teacher presentation: teacher delivers presentation on the imposition of systems, and incremental approaches to achieving development aims. • Paired activity: learners research articles on development approach to performance management to generate discussion and feedback. • Group activity: using case studies, learners review and critique ways in which organisations approach performance management. • Teacher-led class discussion: teacher leads a discussion based on the previous activity. • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Private study: learners reflect on assessment activities and learning associated with Learning aim D and prepare any questions. 	<p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Performance management case studies</p> <p>Learning points template</p>
17	Summary and recap (Learning aims C and D)		<ul style="list-style-type: none"> • Lead-in: teacher provides a summary for Learning aims C and D. • Teacher presentation: teacher delivers a presentation on the aspects of performance management that are required to support development of high-performance working. 	<p>Access to IT systems and internet</p> <p>Unit specification</p> <p>Whiteboard and pens</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: learners present Top 10 leading practices of effective performance management, sharing experiences from their workplace and organisations they have researched. • Teacher-led class discussion: teacher leads a discussion to recap key topics across Learning aims C and D. • Group activity: learners take part in a quiz covering all learning aims. • Private study: learners revise Learning aims B, C and D in preparation for assessment. 	Teacher presentation slides and notes Learning points template Quiz on all learning aims
18	Learner individual assignment preparation (Learning aims B, C and D)	AW	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of Learning aims B, C and D activities and assessment tasks covered in Assignment brief 2 and responds to learner questions. • Individual learner activity: learners work through the assessment tasks identified in Assignment brief 2 – Developing teams and individuals. • Plenary session: teacher confirms assignment collected in next lesson and provides information about summary presentations to be completed by learners during private study. • Private study: learners complete assignment and summarise their findings in a short presentation to be given in the next lesson. 	Access to IT systems, internet and appropriate business software Unit specification Whiteboard and pens Assignment brief 2 – Developing teams and individuals

#	Topic	Lesson type	Suggested activities	Resources
19	Assignment presentations (Learning aims B, C and D)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the objectives for the assignment presentation. • Individual learner activity: learners present their work relating to Assignment brief 2. • Question and answer: learners respond to questions relating to assignment tasks posed by the teacher. • Plenary: teacher provides group feedback on presentations including good practice points and further development needs. • Private study: learners reflect on learning and performance throughout Unit 5. 	<p>Access to IT systems and internet</p> <p>Unit specification</p> <p>Whiteboard and pens</p>
20			<ul style="list-style-type: none"> • Lead-in: teacher provides learners with marked assignments. • Teacher-led class discussion: teacher leads a discussion on general points about work produced for the assignments, including points of good practice and points for further development. • Teacher presentation: teacher delivers an overview of the unit and its relationship to other units in the qualification. • Individual learner activity: learners complete course evaluation forms and take part in individual assignment feedback tutorials with the teacher. 	

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Plenary session: teacher collects course evaluation forms, used to inform future teaching plans, and discusses general issues with the class. 	

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	1 (180 minutes)

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the unit including learning aims and assessment model. • To develop learner understanding of the concept of developing teams and individuals. • To develop learner understanding the concept of Continuing Professional Development (CPD).
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Learning points template • AS Examples of CPD records
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead-in: teacher provides an introduction to the unit content and assignments.
Main activities (160 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: teacher delivers a presentation on the importance of developing teams and individuals. ● Teacher-led class discussion: learners participate in a discussion on developing teams and individuals, including learners' experiences of development in the workplace. ● Teacher presentation: teacher delivers an overview of Continuing Professional Development (CPD). ● Paired activity: learners consider ways in which employees can engage in CPD activities and feedback findings. ● Paired activity: learners examine examples of CPD records and consider their function. ● Teacher presentation: teacher delivers a presentation on how CPD activities are structured and the opportunity they provide for reflection and evaluation.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners write up their notes using the template. ● Individual learner activity: learners research theories relating to the learning cycle, including: <ul style="list-style-type: none"> ○ Kolb ○ Honey and Mumford ○ The ALACT cycle.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	2 (180 minutes)

Lesson objectives	<ul style="list-style-type: none"> • To further develop learner understanding of the importance of reflective learning and feedback. • To provide learners with an opportunity to carry out personal reflective learning and evaluation activities to assess learning and development. • To provide learners with an opportunity to review examples of workplace feedback.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Learning points template • TF: Template for recording CPD activities • AS: Handout with examples of performance feedback from the workplace
----------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides a recap of previous lesson.
Main activities (160 minutes)	<ul style="list-style-type: none"> • Teacher presentation: teacher delivers a presentation on the importance of reflective learning and feedback as part of the learning cycle. • Class discussion: learners discuss reflective learning and share experiences of reflective learning activities. • Individual learner activity: learners reflect on their personal learning and development and document these in a structured CPD record and share their records with the class. • Teacher presentation: teacher delivers a presentation on the importance of feedback and how feedback affects learning and development. • Paired activity: learners work in pairs to review examples of workplace feedback and discuss how feedback can be used as a development tool.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes using the template. • Individual learner activity: learners reflect on learning activities for Learning aim A.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	3 (180 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To provide learners with a revision opportunity for Learning aim A.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Learning points template • AS: Assignment brief 1 – Personal and professional development
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher to provide an overview of previous lesson and introduction to guest speaker.
Main activities (160 minutes)	<ul style="list-style-type: none"> • Guest speaker: HR professional to provide an overview of their organisation and how it develops teams and supports CPD of employees. • Question and answer: learners question the guest speaker and take notes. • Revision session: a teacher-led revision session on Learning aim A. • Question and answer: teacher provides the opportunity for learners to ask questions about teaching content and activities from Learning aim A. • Teacher presentation: teacher presents Assignment brief 1 – Personal and professional development and walks learners through the assessment task.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher issues Assignment brief 1.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners prepare for assignment workshop.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	4 (180 minutes)
Lesson objectives	<ul style="list-style-type: none"> • Assignment workshop: Assignment brief 1 – Personal and professional development.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet and appropriate business software • Unit specification • AS: Assignment brief 1 – Personal and professional development
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (5 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides guidance on assessment arrangements for Learning aim A.
Main activities (165 minutes)	<ul style="list-style-type: none"> • Individual learner activity: learners work through assessment task associated with Assignment brief 1 – Personal and professional development.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher reviews learner experience of Assignment brief 1 and collects assignments.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners reflect on assessment activities and learning associated with Learning aim A and prepare any questions.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	5 (180 minutes)

Lesson objectives	<ul style="list-style-type: none"> • To further develop learner understanding of team and individual learning and how organisations can support this. • To provide learners with the opportunity to speak to a HR or Learning and Development professional on the topic of L&D. • To provide learners with the opportunity to gain practical skills in carrying out gap analysis and skills evaluation activities (B1).
--------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Marked assignment – Task 1 • Access to IT systems and spreadsheet software • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Learning points template • TF: Gap analysis template • TF: Skills evaluation template
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher-led class discussion: General feedback on assignment including points of good practice and points for improvement.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher introduce Learning aim B and associated assessment requirements. • Teacher presentation: teacher delivers a presentation on the link between employee learning and development and the strategic and tactical goals of an organization. • Guest speaker: HR or Learning and Development professional to talk about ways in which organisations can determine learning requirements and individual learning needs of employees. • Question and answer: learners question the guest speaker and take notes. • Paired activity: learners work in pairs to carry out a gap analysis and skills evaluation for each other as a peer review exercise and complete a personal skills evaluation. • Class discussion: learners participate in a discussion around the similarities of the evaluation audits and individual perceptions of their skills.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes using the template. • Individual learner activity: learners research the differences between training and development.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	6 (180 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To further develop learner understanding of learning and development and types of L&D activities. • To provide learners with the opportunity to explore approaches to formal and informal learning opportunities within given organisations.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and spreadsheet software • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Learning points template
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview training and development topic.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation: teacher delivers a presentation on formal and informal learning opportunities within organisations. • Paired activity: learners explore the differences between training and development and present examples of each on a flip chart to the class for discussion. • Teacher-led class discussion: learners participate in a discussion around research into the differences between training and development. • Group activity: learners use case studies to examine the use of informal and formal learning as well as training and development opportunities within an organisation.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Learners write up their notes using the template.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners research stages of the learning cycle.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	7 (180 minutes)

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the concept of the learning cycle and relevant theories that support this. • To provide learners with the opportunity to assess personal learning styles. • To provide learners with opportunity to identify barriers to learning and how to overcome these.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and data management software • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Learning points template • AS: Learning Styles Questionnaire
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> ● Lead-in: teacher introduces the topic of the learning cycle.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: teacher delivers a presentation on learning cycle theories: <ul style="list-style-type: none"> ○ Kolb ○ Honey and Mumford ○ Lewin. ● Paired activity: learners work in pairs to discuss the application and usefulness of theories in an organisation. ● Individual learner activity: learners identify their own learning style by completing the learning styles questionnaire. ● Class discussion: learners share the outcome of individual learning styles activity and consider its validity. ● Group activity: learners identify barriers to learning and how to overcome them and report back their findings. ● Teacher-led class discussion: teacher leads a discussion on the barriers to learning.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points and responds to any questions from learners. ● Learners write up their notes using the template.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners research concept of High-Performance Working.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	8 (180 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to High Performance Working (HPW). • To provide learners with the opportunity to explore HPW in a variety of organisations.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and data management software • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Learning points template
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of High-Performance Working (HPW).
Main activities (150 minutes)	<ul style="list-style-type: none"> • Class discussion: learners share ideas on what HPW is and how to achieve it in the context of a specific organisation. • Teacher presentation: teacher delivers a presentation on how HPW develops and supports strategy development, competitive advantage and improves employee relations. • Paired activity: learners work in pairs to complete a case study on HPW and feedback outcome to class.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Learners write up their notes using the template.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners reflect on learning around HPW.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	9 (180 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To further develop learner knowledge and understanding of HPW organisations and the involvement of stakeholders.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Learning points template
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> ● Lead-in: teacher provides an overview and examples of HPW organisations (HPWO).
Main activities (80 minutes)	<ul style="list-style-type: none"> ● Paired activity: learners work in pairs to explore the characteristics of HPW organisations. ● Teacher -led class discussion: learners share characteristics of HPW organisations and discuss the benefits of HPW for: <ul style="list-style-type: none"> ○ employees ○ employers. ● Teacher presentation: teacher delivers a presentation on barriers to HPW for organisations. ● Group activity: learners consider the role of stakeholders in a HPW organisation and any competing interests of stakeholders in HPW systems.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points and responds to any questions from learners. ● Learners write up their notes using the template.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners research the relationship between HPW and HRM.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	10 (180 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To further develop learner knowledge and understanding of HPW practices. • To provide the opportunity for learners to explore the impact of HPW and HRM on each other.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Learning points template
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of HPW and HRM.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Group activity: learners split into small groups. Half the groups research the impact of HPW on HRM and the other half research the impact of HRM on HPW. Research can include case studies, publications, online resources, etc. • Class activity: learners from each group to share outcomes of research with the other group and discuss. • Teacher presentation: teacher delivers a presentation on the relationship between HPW and HRM.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Learners write up their notes using the template.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners research examples of people and partners who can support HPW in organisations.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	11 (180 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To develop learners' understanding of the relationship between HRM and HPW.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Learning points template
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides a recap of previous lesson.
Main activities (xx minutes)	<ul style="list-style-type: none"> • Teacher presentation: teacher delivers a presentation on the topic of partnerships that can be formed in HPW systems and organisations. • Paired activity: learners work in pairs to research how a HR function can be the advocates and architects of HPW and share and discuss findings with the group. • Class activity: learners participate in discussions around the role of HPW champions in leadership.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Learners write up their notes using the template.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners consider their experiences of performance management.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	12 (180 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To further develop learner understanding of performance management. • To provide learners with the opportunity to explore and develop performance management systems.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Learning points template
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher delivers an overview of performance management.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher presentation: teacher delivers a presentation on the concept and processes of performance management. • Teacher-led class discussion: teacher leads a discussion on effective performance management and different performance management systems. • Paired activity: learners identify how performance management impacts on learning and development. Feedback to the class for discussion. • Group activity: learners work together to develop a performance management system using visual charts to present what it should include.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Learners write up their notes using the template.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners research the topic of organisational culture.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	13 (180 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the topic of organisational culture. • To provide learners with the opportunity to hear from an employer or HR manager about organisational culture.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Learning points template
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead-in: Teacher provides an overview of organisational culture.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Guest speaker: Employer or HR manager to talk about organisational culture and how these differ for different organisations. • Question and answer: Learners question the guest speaker and take notes. • Teacher presentation: teacher delivers a presentation on how organisational culture can be both a facilitator and barrier to effective performance management. • Paired activity: learners research the culture of different organisations and the impact of organisational culture on performance management and how internal collaboration can support effective performance management. • Teacher-led class discussion: learners share outcomes of research.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points and responds to any questions from learners. • Learners write up their notes using the template.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners research the topic of organisational transformation processes.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	14 (180 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To further develop learner knowledge and understanding of organisational transformation. • To provide learners with the opportunity to hear from an employer or HR manager on the topic of organisational transformation.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Learning points template
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of organisational transformation.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Guest speaker: employer or HR manager to talk about organisational transformation and what this means for their organisation. • Question and answer: learners question the guest speaker and take notes. • Teacher presentation: teacher delivers a presentation on how performance management is used to transform organisations depending on different factors such as: <ul style="list-style-type: none"> ○ scale of the transformation ○ size of the organisation ○ geographic dispersal ○ competing challenges. • Paired activity: learners research performance management as a tool for transforming organisations in different ways, e.g.: <ul style="list-style-type: none"> ○ competitive advantage and market strength ○ ability to make a profit ○ ability to meet customer expectations. • Teacher-led class discussion: learners share outcomes of research and discuss.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Teacher confirms the main learning points and responds to any questions from learners. • Learners write up their notes using the template.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners research organisation visited in next lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	15 (180 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To further develop learner understanding of performance management and associated development processes. • To provide the opportunity for learners to visit an organisation to experience organisational development approaches.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • PS: Teacher presentation slides and notes • TF: Learning points template • TF: Template for recording notes from workplace visit
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher introduces the topic and provides an overview of the lesson, including arrangements for a workplace visit and visit objectives.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher presentation: teacher delivers a presentation on the stages of organisational development. • Visit to organisation: learners research how the organisation takes a developmental approach to performance management. • Guest speaker: manager from the organisation talks about how the organisation sets criteria that help them achieve their development aims. • Question and answer: learners question the guest speaker and take notes.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners research organisational performance management developments.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	16 (180 minutes)

Lesson objectives	<ul style="list-style-type: none"> • To further develop learner knowledge and understanding of development approaches to performance management. • To provide learners with the opportunity to research organisations and their development approaches to performance management.
--------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • Performance management case studies • TF: Learning points template • TF: Template for recording notes from workplace visit
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> ● Lead-in: teacher provides an overview of the continuation of this topic.
Main activities (140 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: teacher delivers a presentation on: <ul style="list-style-type: none"> ○ the imposition of systems ○ incremental approaches to achieving development aims. ● Paired activity: learners research articles on development approach to performance management to generate discussion and feedback. ● Group activity: using case studies, learners review and critique ways in which organisations approach: <ul style="list-style-type: none"> ○ staff appraisals ○ performance management ○ recognition and reward systems ○ personal development planning (PDP). ● Teacher-led class discussion: teacher leads a discussion based on the previous activity.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points and responds to any questions from learners. ● Learners write up their notes using the template.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners reflect on assessment activities and learning associated with Learning aim D and prepare any questions.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	17 (180 minutes)

Lesson objectives	<ul style="list-style-type: none"> • To provide learners with a summary of factors of performance management that can support HPW. • To provide learners with the opportunity to test their knowledge of Learning aims B, C and D.
--------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Learning points template • AS: Quiz on all learning aims
----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides a summary for Learning aims C and D.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher presentation: teacher delivers a presentation on the aspects of performance management that are required to support development of high-performance working. • Paired activity: learners present Top 10 leading practices of effective performance management, sharing experiences from their workplace and organisations they have researched. • Teacher-led class discussion: teacher leads a discussion to recap key topics across Learning aims C and D.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Group activity: learners take part in a quiz covering all learning aims.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners revise Learning aims B, C and D in preparation for assessment.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	18 (180 minutes)

Lesson objectives	<ul style="list-style-type: none"> • Assignment Workshop: Assignment brief 2 – Developing teams and individuals
--------------------------	--------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • AS: Assignment brief 2 – Developing teams and individuals
----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of Learning aims B, C and D activities and assessment tasks covered in Assignment brief 2 and responds to learner questions.
Main activities (160 minutes)	<ul style="list-style-type: none"> • Individual learner activity: learners work through the assessment tasks identified in Assignment brief 2 – Developing teams and individuals.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms assignment collected in next lesson and provides information about summary presentations to be completed by learners during private study.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners complete assignment and summarise their findings in a short presentation to be given in the next lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	19 (180 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To provide learners with the opportunity to formally present assignments.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Learner assignments and presentations
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the objectives for the assignment presentation.
Main activities (80 minutes)	<ul style="list-style-type: none"> • Individual learner activity: learners present their work relating to Assignment brief 2. All learners must submit their formal written reports before the presentations and submit their slides and speaker notes at the end of the lesson. • Question and answer: learners respond to questions relating to assignment tasks posed by the teacher.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides general group feedback on presentations including good practice points and elements for further development.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners reflect on learning and performance throughout Unit 5: Development of Teams and Individuals.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Lesson no	20 (180 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To provide learners with assignment feedback. • To review learning from the unit and place it in the context of the full qualification. • To enable learners to evaluate the unit.
Resources checklist	<ul style="list-style-type: none"> • Marked Assignment – Task 2 • Unit specification • PS: Teacher presentation – course review • AS: Learner course evaluation sheets
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides learners with marked assignments and allow them time to review comments.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led class discussion: teacher leads a discussion on general points about work produced for the assignments including points of good practice and points for further development. • Teacher presentation: teacher delivers an overview of the unit and its relationship to other units in the qualification and potential employment opportunities arising from this learning. • Individual learner activity: learners complete course evaluation forms and take part in individual assignment feedback tutorials with the teacher.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher collects course evaluation forms, used to inform future teaching plans, and discusses general issues with the class.
Private study	<ul style="list-style-type: none"> • None for this lesson.

Assignment brief 1

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Learning aim(s)	A: Understand the knowledge, skills and behaviours required of HR professionals
Assignment title	Personal and professional development
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	You need to create a development portfolio which shows your 'own' learning progress and acquisition of key skills. The portfolio should include evidence for the planning and monitoring of progress towards the achievement of personal and professional objectives.
---------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Task 1	<p>Learners are to produce a portfolio containing the following documents:</p> <ul style="list-style-type: none"> • skills and attributes analysis required by HR professionals, based on a range of different roles within an organisation • personal SWOT analysis • personal development plan based on the SWOT analysis for a one of the job roles • reflective statement.
Checklist of evidence required	<p>Written or verbal personal reflective statement that includes an evaluation of professional knowledge, skills and behaviours, which is supported by evidence of:</p> <ul style="list-style-type: none"> • a completed skills and attributes analysis • a completed personal SWOT analysis • a personal development plan based on the SWOT analysis for a one of the job roles.

Criteria covered by this task:	
Unit/criterion reference	To achieve the criterion you must show that you are able to:
A.P1	Explain the professional knowledge, skills and behaviours that are required by HR professionals.
A.P2	Produce a detailed professional skills audit that demonstrates evidence of personal reflection and evaluation.

Assignment brief 2

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Human Resources
Unit	Unit 5: Development of Teams and Individuals
Learning aim(s)	<p>B: Understand factors to be considered when implementing and evaluating inclusive learning and development to drive sustainable business performance</p> <p>C: Understand ways in which high-performance working (HPW) contributes to employee engagement and competitive advantage</p> <p>D: Understand how performance management, collaborative working and effective communication can support high-performance culture and commitment</p>
Assignment title	Developing teams and individuals
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	<p>You are recruited as an external Learning and Development Consultant by a large global organisation. The Director of Human Resources of this organisation requires you to produce a report that must address the following question:</p> <p>'To what extent does the organisation effectively use learning and development to support individuals and teams, to help it to operate high-performance working (HPW) in a high-performance culture?'</p>
---------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Task 2	<p>You are required to demonstrate the use of critical thinking to support a conclusion that justifies your arguments. The report should cover the following:</p> <ul style="list-style-type: none"> • an introduction to the organisation
---------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • an analysis of continuing professional development (CPD) and the requirements for individual and organisational development • an evaluation of what HPW is and how HPW contributes to employee engagement and motivation, providing specific examples as evidence • evaluate the different approaches to HPW and make recommendations for improvements.
Checklist of evidence required	Written or verbal reports

Criteria covered by this task:	
Unit/criterion reference	To achieve the criterion you must show that you are able to:
B.P1	Analyse the need for continuous learning and professional development to drive sustainable business performance.
B.P2	Produce a detailed and coherent professional development plan that appropriately sets out learning goals and training in relation to the learning cycle to achieve sustainable business performance objectives.
C.P1	Explain how HPW contributes to employee engagement and competitive advantage within a specific organisational situation.
C.P3	Justify ways in which HPW, and mechanisms used to support HPW, lead to improved employee engagement, commitment and competitive advantage.
D.P1	Evaluate different approaches to performance management.
D.P2	Justify the effectiveness of different approaches to performance management in supporting high-performance culture and commitment.

Sources of information to support you with this assignment	
Other assessment materials attached to this assignment brief	

Unit 6: Employee Relations Within Organisations

Delivery guidance

On completion of this unit, learners will understand the extent to which employee relationships impact on stakeholders both internal and external to an organisation. Learners will have the skills to contribute to the effective management of the employment relationship in diverse situations and contexts.

Approaching the unit

The purpose of this unit is to develop learners' understanding of the extent to which employee relationships impact on stakeholders who are internal and external to an organisation.

Learners should have access to guest speakers from different organisations who will provide information on organisational policies, procedures and practices relating to employee relations.

This unit allows learners to investigate how organisations manage employee relationships to ensure employees are motivated and productive and have a positive impact on achievement of business objectives.

Encourage learners to research and learn about the legislation and legal requirements that need to be met by employees, employers and stakeholders relating to improving and maintaining employment relationships, including equality law.

Learners should be given the opportunity to explore advice relating to the rights, duties and obligations of employees and employers and how this benefits the employment relationship. Learners should explore trade union roles and responsibilities in supporting collaborative bargaining in maintaining employment relationships and avoiding grievance and conflict. Learners should also be given the opportunity to explore how organisations develop positive employee relations.

Create opportunities for learners to practise skills in completing stakeholder analysis exercises to understand the roles, contributions, influences and interests of relevant internal and external stakeholders. This will help them to become familiar with stakeholder engagement in supporting positive employment relationships within organisations.

Encourage learners to look at how organisations manage positive and negative employee relationships and the approaches taken to ensure there are minimal negative impacts upon performance and productivity and achievement of individual, team and organisational objectives. Learners should be encouraged to consider the link between positive employee relations and motivation on organisation success and approaches to effectively manage instances of conflict.

Getting started

This gives you a starting place for one way of delivering the unit. It is based on the recommended assessment approach given in the specification.

Unit 6: Employee Relations Within Organisations
<p>Introduction</p> <ul style="list-style-type: none"> • Introduce the unit to learners through a group discussion exploring how organisations develop and maintain positive employee relations.
Learning aim A – Understand the principles of employee relations in an organisational context
<ul style="list-style-type: none"> • Use presentations to introduce the importance of employee relations and the value organisations need to place on policies and procedures that promote positive employment relationships. • Class discussions could be used to explore the value of positive employee relations and the impacts of negative employee relations. • Learners work in pairs to research contemporary trends and developments relating to employment relationships and how organisations can use this information to inform organisational approaches to developing employee relations. • Employment and HR professionals could give guest lectures on organisation power and office politics and the impact these have on employee relations and motivation. Learners would benefit from understanding different types of power and how damaging office politics can be on employee relations and motivation. • Lead a group discussion on legislation and legal requirements associated with employment relationships. Learners should particularly focus on equality laws and employment laws relevant to Uzbekistan and approaches that employers need to take to ensure employment rights of employees are protected.
Learning aim B – Be able to determine appropriate advice relating to rights, duties and obligations of the employment relationship
<ul style="list-style-type: none"> • Start by leading a discussion on employment rights, duties and obligations of employees and employers, encouraging learners to share employment experiences. • Ask learners to work individually or in pairs to explore the benefits of having employment rights and implications if laws protecting these rights are broken. • HR or legal representatives could be invited to give lectures on their work protecting employment relationships and their role in working with employers and employees to resolve grievances and conflict through collective bargaining.

Unit 6: Employee Relations Within Organisations

- Give a presentation on the unwritten contracts between employers and employees the importance of the psychological contract in maintaining relationships that are built upon culture values and ethics.
- A class discussion is useful in exploring the importance maintaining a work-life balance, how employees can achieve this, and the approaches employers can take to support and improve the work-life balance of employees. Learners could share their own experiences of work-life balance on the context of their academic and working lives.

Learning aim C – Understand the role of different stakeholders who support positive employment relationships

- Give a presentation on the role of stakeholders within an organisation and the role different stakeholder have in supporting positive employment relationships.
- Learners work in pairs to research the relationships and expectations of one of the stakeholders identified.
- Learners participate in a teacher-led skills workshop where learners practice stakeholder analysis exercises to determine the role, responsibilities, contribution and influence of internal and external stakeholders.
- Learners then work in pairs to complete a stakeholder analysis using a given organisation.
- Lead group discussions on different perceptions of positive employee relationships and how the employee is likely to perceive their relationship with employers compared to how employers perceive their relationship with employees.
- Lead a group discussion on the benefits for organisations if they see employees as partners.

Learning aim D – Understand the broader impact of positive and negative employee relationships

- Give a presentation giving an overview of the causes of workplace conflict, how conflicts are identified and dispute handling.
- Lead a skills workshop on workplace conflict and dispute handling and ask learners to work in small groups to role play different workplace conflict scenarios.
- Human resource practitioners as guest speakers could give information on the importance of effective conflict management practices in an organisation and the role of HRM in managing conflict and grievance in the workplace.

Unit 6: Employee Relations Within Organisations

- Guest speakers could be invited to discuss the concept of employee welfare and why it should be considered by organisations as a concern.
- A group activity could be used where learners are split into groups and given different workplace scenarios to identify best practice of where for addressing negative employee relations.
- Class discussions could be used recap on the outcomes of the unit to underpin knowledge before learners undertake the Assignment brief.

Details of links to other BTEC units and qualifications

- Unit 1: The Role of Effective HR
- Unit 2: HR Strategy and Management
- Unit 3: Effective HR Management
- Unit 5: Development of Teams and Individuals.

Resources

Textbooks

Aylott. E. (2018) *Employee Relations: A Practical Introduction (HR Fundamentals)* 2nd Ed. Kogan Page. ISBN: 978-0749483210

This book is a guide to the fundamental principles and practice of employee relations in the workplace.

Aylott. E. (2018) *Employment Law: A Practical Introduction (HR Fundamentals)* 2nd Ed. Kogan Page. ISBN: 978-0749483234

This book offers a complete overview of the fundamentals of employment law, examining its importance for an organization, its employees and the HR function. Using a combination of practical tools, assessments, scenarios and case studies.

Bingham. C. (2016) *Employment Relations: Fairness and Trust in the Workplace*. 1st Ed. SAGE Publications Ltd. ISBN: 978-1446272596

This book provides thought-provoking text provides academic, practical and theoretical insights into the contested nature of contemporary work and employment relations at workplace level.

Bridger. E. (2018) *Employee Engagement: A Practical Introduction (HR Fundamentals)* 2nd Ed. Kogan Page. ISBN: 978-0749483517

This book offers a complete, practical resource for understanding, measuring and building engagement.

Dewhurst. S and Fitzpatrick. L. (2019) *Successful Employee Communications: A Practitioner's Guide to Tools, Models and Best Practice for Internal Communication*. 1st Ed. Kogan Page. ISBN: 978-0749484521 This book shares the stories of leading practitioners and focuses on the tools, models and practices that have worked in a variety of situations in a range of organisations.

Websites

www.acas.org.uk

The website for ACAS (Advisory, Conciliation and Arbitration Service), which provides free and impartial information and advice to employers and employees on all aspects of workplace relations and employment law.

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit	Unit 6: Employee Relations Within Organisations
Guided Learning Hours	60
Number of lessons	20
Duration of lessons	3 hours per lesson
Links to other units	Unit 1: The role of Effective HR Unit 2: HR Strategy and Management Unit 3: Effective HR Management Unit 5: Development of Teams and Individuals

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	Employee relations introduction (Learning aim A – Topic A1)		<ul style="list-style-type: none"> Lead-in: teacher provides an introduction to the unit's content and unit assessment requirements. Teacher-led presentation: teacher delivers a presentation on the principles and concepts of employee relations and value of positive employee relationships. 	Access to IT systems and internet Unit specification Whiteboard and pens Teacher presentation slides and notes

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: using an article or research paper which is focused on employee relations, learners summarise key points and discuss implications. • Class discussion: learners discuss the value of positive employee relations and the impacts of negative employee relations. • Paired activity: learners work in pairs to highlight approaches for employee engagement and enhancing work commitment and performance levels. • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. • Private study: learners research contemporary trends and developments in employee involvement. 	<p>Template for recording the outcome of key learning points drawn from the lesson</p> <p>Handout of articles focussed on employee relations</p>
2	<p>Employee relations and contemporary trends (part 1)</p> <p>(Learning aim A – Topic A1)</p>		<ul style="list-style-type: none"> • Lead-in: teacher provides an introduction to contextualised and contemporary, national and/or regional trends. • Teacher-led presentation: teacher delivers a presentation on labour market trends and data in the context of employee relations. • Paired activity: learners work in pairs to research contemporary trends and developments in employee involvement. 	<p>Access to IT systems and internet</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>PS2: Teacher presentation slides and notes</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Class discussion: learners discuss changes in labour force demographics and share responses and ideas. • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. • Private study: learners reflect on activities associated with contemporary trends and developments in employee relations. 	Template for recording the outcome of key learning points drawn from the lesson
3	Employee relations and contemporary trends (part 2) (Learning aim A – Topic A1)		<ul style="list-style-type: none"> • Lead-in: teacher provides a recap on Lesson 2 and responds to learner questions. • Teacher-led presentation: teacher delivers a presentation on current trends and developments in employee relations. • Paired activity: learners work in pairs to research one of the trends identified in the teacher-led presentation and feedback findings to the group. • Class discussion: learners participate in a discussion around the implications for the future of the workplace and employee relations. • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. 	Access to IT systems and internet Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Private study: learners research power and politics of different organisations. 	
4	Power and politics (Learning aim A – Topic A2)		<ul style="list-style-type: none"> • Lead-in: teacher introduces the topic and the meaning of power and politics in the context of employee relations. • Teacher-led presentation: teacher delivers a presentation on different types of power and office politics and how these influence team and individual behaviour. • Individual learner activity: learners produce presentation on their own workplace/academic experiences. • Paired activity: learners work in pairs to research the impact of negative and positive power and politics on the workplace. • Class discussion: learners share outcomes of research activities with the group and feedback on both negative and positive impacts with supported examples. • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. • Private study: learners research legislation relating to employee and employer rights. 	Access to IT systems and internet Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson

#	Topic	Lesson type	Suggested activities	Resources
5	Legislation and the law (Learning aim A – Topic A3)	GS	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of legislation relating to employee and employer rights and introduces the guest speaker. • Guest speaker: HR professional to talk about legislation that protects employee's rights and obligations. • Question and answer: learners ask questions to the guest speaker and take notes. • Class discussion: learners participate in a discussion around the impact of legislation on human capital development. • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. • Private study: learners recap on learning of topics for Learning aim A. 	<p>Access to IT systems and internet</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Template for recording the outcome of key learning points drawn from the lesson</p>
6	The rights of employees and employers (Learning aim B – Topic B1)	GS	<ul style="list-style-type: none"> • Lead-in: teacher introduces the topic of the rights of employees and employers, and introduces the guest speaker. • Guest speaker: HR or legal representative gives an overview of their work protecting employment relationships and their role in working with employers and employees to resolve grievances and conflict through collective bargaining. • Question and answer: learners question guest speaker on employment rights. 	<p>Access to IT systems and spreadsheet software</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Group activity: learners are split into small groups to explore terms and conditions of employment contracts. • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. • Private study: learners reflect on own experiences of rights, duties and obligations relating to employment contracts and relationships. 	Template for recording the outcome of key learning points drawn from the lesson Template for recording notes from workplace visit Handout of examples of employment contract terms and conditions
7	Rights, duties and obligations of the employment relationship – protecting the rights of the employee and the roles of unions (Learning aim B – Topic B1)		<ul style="list-style-type: none"> • Lead-in: teacher provides an introduction to protecting the rights of the employee and role of unions and collective bargaining. • Teacher-led presentation: teacher delivers presentation on the differences on protecting the rights of the employee. • Group activity: learners are split into groups to draw up a code of conduct for employees and to consider responsibilities of the employer. Feedback to class. • Teacher-led presentation: teacher delivers presentation on role of trade unions for employees in union and non-union contexts and collective bargaining. 	Access to IT systems and spreadsheet software Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: learners work in pairs to explore the benefits of engaging positively with trade unions for the employer and the employee. Feedback to class. • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. • Private study: learners research the topic of ‘the psychological contract’. 	
8	<p>The psychological contract</p> <p>(Learning aim B – Topic B2)</p>		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of ‘the psychological contract’. • Teacher-led presentation: teacher delivers presentation on the value and importance of the psychological contract for employers and employees. • Paired activity: learners work in pairs to explore the key differences between a psychological contract and a legal contract approach to managing the employment relationship. • Class discussion: learners participate in group discussion and share outcomes of research. • Teacher-led presentation: teacher delivers a presentation on the unwritten expectations of employers based on culture, values and ethics. 	<p>Access to IT systems and data management software</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Template for recording the outcome of key learning points drawn from the lesson</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. • Private study: learners consider their own work–life balance and how they achieve a balanced lifestyle. 	
9	Developing positive employee relations (Learning aim B – Topic B3)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the key concept of the ‘work–life balance’ • Class discussion: learners participate in a discussions and share own experiences of work–life balance on the context of their academic and working lives. • Teacher-led presentation: teacher delivers presentation on ways organisations have developed positive employee relationship and how they have achieved. • Paired activity: learners work in pairs to explore the impact of positive employee relations and the outcomes this has on performance and productivity. • Class discussion: learners participate in a group discussion around the link between positive employee relations and performance and productivity. • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. 	Access to IT systems and internet Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Private study: learners revise Learning aim B topics. 	
10	<p>Determining positive employee relationships</p> <p>Stakeholder relationships and expectations</p> <p>(Learning aim C – Topic C1)</p>		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of stakeholders of an organisation. • Teacher-led presentation: teacher delivers presentation on the different stakeholders of organisations. • Paired activity: learners work in pairs to research the relationships and expectations of one the stakeholders identified in the teacher-led presentation. • Class discussion: learners participate in a discussions on the role and influence of stakeholders in positive employee relationships. • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. • Private study: learners consider own experiences of positive employee relations. 	<p>Access to IT systems and internet</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Template for recording the outcome of key learning points drawn from the lesson</p> <p>Stakeholder analysis template</p> <p>Handout of organisational case study and its stakeholders</p>
11	<p>Effective relationship management (part 1)</p> <p>(Learning aim C– Topic C2)</p>	AW	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of what is meant by positive employee relations. • Teacher-led activity: teacher provides a skills workshop on stakeholder expectations through a stakeholder analysis. 	<p>Access to IT systems and internet</p> <p>Unit specification</p> <p>Whiteboard and pens</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: learners work in pairs to complete a stakeholder analysis exercise using a given organisation. • Class discussion: learners participate in a discussion around outcomes of stakeholder analysis activities. • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. • Private study: learners research common workplace conflicts and disputes. 	<p>Teacher presentation slides and notes</p> <p>Template for recording the outcome of key learning points drawn from the lesson</p>
12	<p>Effective relationship management (part 1)</p> <p>(Learning aim C– Topic C2)</p>		<ul style="list-style-type: none"> • Lead-in: teacher introduces the benefits of improved employee relations. • Teacher-led presentation: teacher delivers presentation on the benefits of improved employee relations on motivation. • Class discussion: learners participate in activity to identify strategies for improving employee relationships and how these are applied in the context of an organisation. • Paired activity: learners work in pairs to explore the impact of improved employee relations and motivation. • Class discussion: learners discuss the outcomes of the paired activity. 	<p>Access to IT systems and internet</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Template for recording the outcome of key learning points drawn from the lesson</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. • Private study: learners research common workplace conflicts and disputes. 	
13	Managing conflict/dispute handling (Learning aim D – Topic D1)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of conflict and dispute handling. • Teacher-led presentation: teacher delivers a presentation on the causes of workplace conflict and how conflicts are identified. • Teacher-led activity: teacher leads a skills workshop on workplace conflict and dispute handling. • Small-group activity: learners role-play different workplace conflict scenarios. • Class discussion: learners discuss their observations from the small group activity and assess how well each conflict was resolved. • Class discussion: learners evaluate workplace conflict and discuss whether all conflict is bad. • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. 	Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson Handout of scenarios of conflict in the workplace

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Private study: learners consider own experiences of negative employee relations. 	
14	<p>Impact of positive and negative relationships on employee motivation (part 1)</p> <p>(Learning aim D – Topic D2)</p>	GS	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of what is meant by positive and negative employee relations, and introduces the guest speaker. • Guest speaker: human resources practitioner to discuss how their organisation identifies and addresses negative employee relations and the impact of positive employee relations on their organisation. • Group discussion: learners discuss and share experience of negative employee relations. • Question and answer: learners ask the guest speaker questions to underpin understanding. • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. • Private study: learners reflect on lesson on positive and negative employee relations. 	<p>Access to IT systems and internet</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Template for recording the outcome of key learning points drawn from the lesson</p> <p>Video clips/role play scenarios on how to deal with grievances and demotivated employees</p>

#	Topic	Lesson type	Suggested activities	Resources
15	<p>Impact of positive and negative relationships on employee motivation (part 2)</p> <p>(Learning aim D – Topic D2)</p>		<ul style="list-style-type: none"> • Lead-in: teacher recaps the outcomes of the visit from the guest speaker. • Teacher-led activity: learners are split into groups and given different workplace scenarios to identify best practice of where for addressing negative employee relations. • Paired activity: learners work in pairs to explore the impact of negative employee relations on motivation. • Class discussion: class discusses the outcomes of the activities. • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. • Private study: learners reflect on positive and negative employee relations. 	
16	<p>Employee welfare</p> <p>(Learning aim D – Topic D3)</p>	GS	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of what is meant by employee welfare and introduces the guest speaker. • Guest speaker: HR employee from an organisation to discuss the concept of employee welfare and why it should be considered by organisations as a concern. • Paired activity: learners work in pairs to research unitary and pluralist perspectives of employee relations and how these can be applied to HRM practices. 	<p>Access to IT systems and internet</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Question and answer: learners question the guest speaker in light of the outcomes of the paired activity . • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. • Private study: learners research other approaches to employee welfare. 	Template for recording the outcome of key learning points drawn from the lesson
17	Approaches to employee welfare (Learning aim D - Topic D3)	V	<ul style="list-style-type: none"> • Lead-in: teacher recaps on the guest speaker visit. • Teacher-led presentation: teacher delivers a presentation on how organisations can change management approaches to employee welfare and relations. • Paired activity: learners research other approaches to employee relations. • Class discussion: learners discuss the different approaches to employee welfare and relations. • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners. • Private study: learners revise topics relating to all learning aims and in preparation for assessment. 	Access to IT systems and internet Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson Template for recording interview responses

#	Topic	Lesson type	Suggested activities	Resources
18/ 19	Learner individual assignment preparation (All learning aims)	AW	<ul style="list-style-type: none"> • Lead-in: teacher gives an overview of Learning aims A, B, C and D activities and tasks covered in the Assignment brief – Employee relations. • Question and answer: learners ask questions relating to the assessment for Learning Aims A, B, C and D • Individual learner activity: learners work through the assessment tasks identified in the Assignment brief – Employee relations. • Plenary session: teacher responds to any questions from learners. • Private study: learners review learning performance for all learning aims. 	<p>Access to IT systems, internet and appropriate business software</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>Template for recording the outcome of key learning points drawn from the lesson</p> <p>Assignment brief – Employee relations</p>
20	Assignment presentations (All learning aims)		<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the objectives for the assignment presentation. • Individual learner activity: learners present their work on the Assignment brief. • Question and answer: learners respond to questions relating to assignment tasks posed by the teacher. • Plenary session: teacher provides feedback on learner presentation. 	<p>Access to IT systems, internet and appropriate business software</p> <p>Unit specification</p> <p>Whiteboard and pens</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Private study: learners reflect on their learning and performance throughout Unit 6: Employee Relations Within Organisations. 	

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 6: Employee Relations Within Organisations
Lesson no	1

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • the purpose of Unit 6, including learning aims. • the concept of employee relationships.
--------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson • Handout of articles focussed on employee relations
----------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an introduction to the unit's content and unit assessment requirements.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher delivers a presentation on the principles and concepts of employee relations and value of positive employee relationships. • Paired activity: learners are issued with an article or research paper that is focused on employee relations. Working in pairs they should present a summary and discuss its implications. • Class discussion: learners discuss the value of positive employee relations and discuss the impacts of both positive and negative employee relations. • Paired activity: learners work in pairs to highlight approaches for employee engagement and enhancing work commitment and performance levels.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners research contemporary trends and developments in employee involvement.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 6: Employee Relations Within Organisations
Lesson no	2

Lesson objectives	<ul style="list-style-type: none"> • To further develop learner understanding of contemporary trends and developments in the context of employee relations. • To provide learners with the opportunity to explore labour market trends and data in the context of employee relations.
--------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an introduction to contextualised and contemporary, national and/or regional trends.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher delivers a presentation on labour market trends and data in the context of employee relations. • Paired activity: learners work in pairs to research contemporary trends and developments in employee involvement. • Class discussion: learners discuss changes in labour force demographics and share responses and ideas.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners reflect on activities associated with contemporary trends and developments in employee relations.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 6: Employee Relations Within Organisations
Lesson no	3

Lesson objectives	<ul style="list-style-type: none"> • To further develop learner understanding of contemporary trends and developments in employee relations. • To provide learners with the opportunity to explore implications for the future of the workplace and employee relations.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides a recap on Lesson 2 and responds to learner questions.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher delivers a presentation on current trends and developments in employee relations, including: <ul style="list-style-type: none"> ○ demographics ○ technology ○ diversity ○ globalisation ○ decline in collective workforce. • Paired activity: learners work in pairs to research one of the trends identified in the teacher-led presentation and feedback findings to the group. • Class discussion: learners participate in a discussion around the implications for the future of the workplace and employee relations.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners research power and politics of different organisations.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 6: Employee Relations Within Organisations
Lesson no	4
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the concept of power and office politics within organisations. • To provide learners with the opportunity to explore the positive and negative impact of power and office politics within organisations.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher introduces the topic and the meaning of power and politics in the context of employee relations.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher delivers a presentation on different types of power and office politics and how these influence team and individual behavior. • Individual learner activity: learners produce a presentation on their own workplace/academic experiences, providing examples of who held power, how it affected behavior and the roles of influential behaviour and office politics. • Paired activity: learners work in pairs to research the impact of negative and positive power and politics on the workplace. Feedback to the group. • Class discussion: learners share outcomes of research activities with the group and present feedback on both negative and positive impacts with supported examples.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners research legislation relating to employee and employer rights.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 6: Employee Relations Within Organisations
Lesson no	5

Lesson objectives	<ul style="list-style-type: none"> • To further develop learner knowledge and understanding of legislation and legal requirements associated with employee relations. • To provide learners with the opportunity to hear from representatives from employer organisations on protecting employee and employer rights.
--------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of legislation relating to employee and employer rights, and introduces the guest speaker.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Guest speaker: HR professional to talk about legislation that protects employee's rights and obligations, including: <ul style="list-style-type: none"> ○ fundamentals of employment law and their relationship to employee relations ○ contracts, terms and conditions of employment ○ impact of legislation on human capital development and the free movement of trade. • Question and answer: learners ask questions to the guest speaker and take notes. • Class discussion: learners participate in a discussion around the impact of legislation on human capital development.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners recap on learning of topics for Learning aim A.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 5: Development of teams and Individuals
Lesson no	6

Lesson objectives	<ul style="list-style-type: none"> • To develop learner understanding of employment rights and responsibilities • To provide learners with the opportunity to hear from employment experts on the topic of employment rights and responsibilities. • To provide learners with the opportunity to explore terms and conditions of employment contracts.
--------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
----------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher introduces the topic of the rights of employees and employers, and introduces the guest speaker.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Guest speaker: HR or legal representative from a large organisation to give an overview of their organisation and how the it manages employment rights and responsibilities and the impact of these on the employer and employee. • Question and answer: learners question guest speaker on employment rights. • Group activity: learners are split into small groups to explore to explore terms and conditions of employment contracts. Feedback to class.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners reflect on own experiences of rights, duties and obligations relating to employment contracts and relationships.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 6: Employee Relations Within Organisations
Lesson no	7

Lesson objectives	<ul style="list-style-type: none"> • To further develop learner knowledge and understanding of employment rights, duties and obligations. • To provide learners with the opportunity to investigate, draw up and present an employee code of conduct and employer responsibilities.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and spreadsheet software • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an introduction to protecting the rights of the employee and role of unions and collective bargaining.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher delivers presentation on the differences on protecting the rights of the employee. • Group activity: learners are split into two groups. Group one, to draw up a code of conduct for employees. Group two to consider responsibilities of the employer. Feedback to class. • Teacher-led presentation: teacher delivers presentation on role of trade unions for employees in union and non-union contexts and collective bargaining. • Paired activity: learners work in pairs to explore the benefits of engaging positively with trade unions for the employer and the employee. Feedback to class.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners research the topic of 'the psychological contract'.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 6: Employee Relations Within Organisations
Lesson no	8
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to 'the psychological contract. • To provide learners with the opportunity to explore the features and differences between the psychological and legal contracts.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and data management software • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of 'the psychological contract'.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher delivers presentation on the value and importance of the psychological contract for employers and employees. • Paired activity: learners work in pairs to explore the key differences between a psychological contract and a legal contract approach to managing the employment relationship. Research should include: <ul style="list-style-type: none"> ○ at least one evidence-based example ○ an illustration of which one is more valid in understanding that there is an ongoing tension in contemporary employment relations activities. • Class discussion: learners participate in a group discussion and share outcomes of research. • Teacher-led presentation: teacher delivers a presentation on the unwritten expectations of employers based on culture, values and ethics.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners consider their own work-life balance and how they achieve a balanced lifestyle.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 6: Employee Relations Within Organisations
Lesson no	9

Lesson objectives	<ul style="list-style-type: none"> • To further develop learner knowledge and understanding of how to develop positive employee relations. • To provide learners with the opportunity to explore the positive impact of positive employee relations and how this links to performance and productivity.
--------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> ● Lead-in: teacher provides an overview of the key concept of the 'work-life balance'.
Main activities (140 minutes)	<ul style="list-style-type: none"> ● Class discussion: learners participate in a discussion and share own experiences of work-life balance on the context of their academic and working lives. ● Teacher-led presentation: teacher delivers presentation on ways organisations have developed positive employee relationship and how they have achieved this by introducing: <ul style="list-style-type: none"> ○ flexi-time ○ reduced working hours ○ tailored work options. ● Paired activity: learners work in pairs. Each pair to be given a case study on a different organisation to explore the impact of positive employee relations and the outcomes this has on performance and productivity. Feedback to class. ● Class discussion: learners participate in a group discussion around the link between positive employee relations and performance and productivity.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners revise Learning aim B topics.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 6: Employee Relations Within Organisations
Lesson no	10

Lesson objectives	<ul style="list-style-type: none"> • To develop learner knowledge of stakeholder relationships and expectations. • To provide learners with the opportunity to explore the role and influence of stakeholders in positive employee relations.
--------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson • Stakeholder analysis template • Handout of organisational case study and its stakeholders
----------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> ● Lead-in: teacher provides an overview of the different perceptions of positive employee relationships with different stakeholders.
Main activities (140 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation: teacher delivers presentation on: <ul style="list-style-type: none"> ○ internal stakeholders of organisations ○ external stakeholders of organisations ○ macro stakeholders of an organisation. ● Paired activity: learners work in pairs to research the relationships and expectations of one the stakeholders identified in the teacher-led presentation. ● Class discussion: learners participate in a discussion on the role and influence of stakeholders in positive employee relationships.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners consider own experiences of positive employee relations.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 6: Employee Relations Within Organisations
Lesson no	11

Lesson objectives	<ul style="list-style-type: none"> • To further develop learner knowledge of stakeholder relationships and expectations. • To provide learners with the opportunity to complete a stakeholder analysis. • To provide learners with the opportunity to explore the role and influence of stakeholders in positive employee relations.
--------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of what is meant by positive employee relations.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led activity: teacher provides a skills workshop on stakeholder expectations through a stakeholder analysis. • Paired activity: learners work in pairs to complete a stakeholder analysis exercise using a given organisation. • Class discussion: learners participate in a discussion around outcomes of stakeholder analysis activities.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners research common workplace conflicts and disputes.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 6: Employee Relations Within Organisations
Lesson no	12

Lesson objectives	<ul style="list-style-type: none"> • To further develop learners' understanding of positive employee relations. • To provide learners with the opportunity to explore the impact of positive employee relations on the employee and employer.
--------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
----------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher introduces the benefits of improved employee relations.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher delivers presentation on the benefits of improved employee relations and motivation on: <ul style="list-style-type: none"> ○ employees ○ employers ○ stakeholders of an organisation. • Class discussion: learners participate in activity to identify strategies for improving employee relationships and how these are applied in the context of an organisation. • Paired activity: learners work in pairs to explore the impact of improved employee relations and motivation, such as: <ul style="list-style-type: none"> ○ employee morale ○ job satisfaction ○ work life balance ○ productivity ○ professional development. • Class discussion: learners discuss the outcomes of the paired activity.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners consider their own experiences of negative employee relations.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 6: Employee Relations Within Organisations
Lesson no	13

Lesson objectives	<ul style="list-style-type: none"> • To introduce the learners to the topic of conflict and dispute handling within the workplace. • To provide learners with the opportunity to take part in role-play activities and experience conflict in different workplace situations.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson
----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of conflict and dispute handling.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher delivers a presentation on causes of workplace conflict and how conflicts are identified. • Teacher-led activity: teacher leads a skills workshop on workplace conflict and dispute handling. • Small group activity: learners role-play different workplace conflict scenarios. Have two learners acting out the conflict and one learner observe the role play. Each learner needs to have a turn as the observer. • Class discussion: learners discuss their observations from the small group activity and assess how well each conflict was resolved. • Class discussion: learners evaluate workplace conflict and discuss whether all conflict is bad.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners reflect on lesson on positive and negative employee relations.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 6: Employee Relations Within Organisations
Lesson no	14

Lesson objectives	<ul style="list-style-type: none"> • To further develop learner understanding of positive and negative employee relations. • To provide learner with the opportunity to explore the impact of negative employee relations on the employee and employer.
--------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • PS14: Teacher presentation slides and notes • TF1: Template for recording the outcome of key learning points drawn from the lesson
----------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of what is meant by positive and negative employee relations, and introduces the guest speaker.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Guest speaker: HR practitioner discusses how their organisation identifies and addresses negative employee relations and the impact of positive employee relations on their organisation. • Group discussion: learners discuss and share experience of negative employee relations. • Question and answer: learners ask the guest speaker questions to underpin understanding.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners reflect on lesson on positive and negative employee relations.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 6: Employee Relations Within Organisations
Lesson no	15

Lesson objectives	<ul style="list-style-type: none"> • To further develop learner understanding of negative employee relations. • To provide learners with the opportunity to explore the impact of negative employee relations on the employee and employer.
--------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens • Teacher presentation slides and notes • Template for recording the outcome of key learning points drawn from the lesson • Template for recording interview responses
----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> ● Lead-in: teacher recaps the outcomes of the visit from the guest speaker.
Main activities (140 minutes)	<ul style="list-style-type: none"> ● Teacher-led activity: learners are split into groups and given different workplace scenarios to identify best practice of where for addressing negative employee relations. ● Paired activity: learners work in pairs to explore the impact of negative employee relations on motivation, such as: <ul style="list-style-type: none"> ○ employee morale ○ job satisfaction and attendance ○ work-life balance ○ productivity and errors. ● Class discussion: learners discuss the outcomes of the activities.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners reflect on positive and negative employee relations.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 5: Development of teams and Individuals
Lesson no	16
Lesson objectives	<ul style="list-style-type: none"> • To develop learners' understanding of employee welfare and positive employee relations. • To provide learners with the opportunity to interview employees to establish their perception of employee welfare.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet and appropriate business software • Unit specification • Teacher presentation slides and notes
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of what is meant by employee welfare and introduces the guest speaker.
Main activities (minutes)	<ul style="list-style-type: none"> • Guest speaker: HR employee from an organisation to discuss the concept of employee welfare and why it should be considered by organisations as a concern. • Paired activity: learners work in pairs to research unitary and pluralist perspectives of employee relations and how these can be applied to HRM practices. • Question and answer: learners question the guest speaker in light of the outcomes of the paired activity.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners research other approaches to employee welfare.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 5: Development of teams and Individuals
Lesson no	17
Lesson objectives	<ul style="list-style-type: none"> • To develop learners' understanding of employee welfare and positive employee relations.
Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet and appropriate business software • Unit specification • Teacher presentation slides and notes
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher recaps on the guest speaker visit.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher delivers a presentation on how organisations can change management approaches to employee welfare and relations. • Paired activity: learners work in pairs to research other approaches to employee relations, including: <ul style="list-style-type: none"> ○ radical approaches ○ systems approaches. • Class discussion: learners discuss the different approaches to employee welfare and relations.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides a summary of the lesson and confirms the main learning points identified in the lesson and responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners revise topics relating to all learning aims and in preparation for assessment.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 6: Employee Relations Within Organisations
Lesson no	18/19

Lesson objectives	<ul style="list-style-type: none"> • To provide a recap on learning activities associated with Learning aims A, B, C and D. • To provide learners with the opportunity to complete the Assignment brief – Employee relations.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems, internet and appropriate business software • Unit specification • Whiteboard and pens • Template for recording the outcome of key learning points drawn from the lesson • Assignment brief – Employee relations
----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher gives an overview of Learning aims A, B, C and D activities and tasks covered in the Assignment brief – Employee relations.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Question and answer: learners pose questions and queries relating to Learning aims A, B, C and D for teacher to responses. • Individual learner activity: learners work through the assessment tasks identified in the Assignment brief – Employee relations.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher responds to any questions from learners.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners review learning performance for Learning aims A, B, C and D.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 6: Employee Relations Within Organisations
Lesson no	20

Lesson objectives	<ul style="list-style-type: none"> • To provide learners with the opportunity to formally present assignments.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------

Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and internet • Unit specification • Whiteboard and pens
----------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------

Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher provides an overview of the objectives for the assignment presentation.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Individual learner activity: learners present their work on the Assignment brief. • Question and answer: learners respond to questions relating to assignment tasks posed by the teacher.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher provides feedback on learner presentations.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners reflect on their learning and performance throughout Unit 6: Employee Relations Within Organisations.

Assignment brief

Qualification	Pearson BTEC Uzbekistan Level 5 Qualifications in Human Resource Management
Unit	Unit 6: Employee Relations Within Organisations
Learning aim(s)	<p>A: Understand the principles of employee relations in an organisational context</p> <p>B: Be able to determine appropriate advice relating to rights, duties and obligations of the employment relationship</p> <p>C: Understand the role of different stakeholders who support positive employment relationships</p> <p>D: Understand the broader impact of positive and negative employee relationships</p>
Assignment title	Employee relations
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	<p>You are working as a Junior HR manager in a well-known large global organisation. As part of the responsibilities, you have been asked to demonstrate an ability to review the extent to which employee relations can influence the behaviour of different stakeholders. Your Director of Human Resources has asked you to produce a report in response to this task.</p> <p>You are also required to provide the Director of HR with recommendations to ensure the organisation's employee relations strategy is effective and reduce the opportunity for any conflicts between stakeholders to arise.</p>
---------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Task 1	<p>Produce a report which should include the following:</p> <ul style="list-style-type: none"> an overview to employee relations, what it is and its importance and value to the organisation
---------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • an explanation of key legislations that applies to employee relations and which the organisation must adhere to • an investigation of the rights and duties of both the employer and employee – determining the most appropriate advice related to specific examples • an evaluation of effective employee relations strategies including shared culture, power sharing, shared values, effective communication and continuous learning and improvement • a stakeholder analysis for the organisation • recommendations for improving and increasing efficiency of the employee relations strategy.
Checklist of evidence required	<ul style="list-style-type: none"> • Written or verbal report that fully addresses information requirements of the Director of HR • Evidence of research sources, notes and other supporting evidence

Criteria covered by this task:	
Unit/criterion reference	To achieve the criterion you must show that you are able to:
A.P1	Explain the value and importance of employee relations in specific organisational contexts.
A.P2	Explain the fundamentals of employment law that apply to specific organisational contexts.
B.P1	Demonstrate appropriate advice relating to rights, duties and obligations of the employment relationship for a range of given organisational contexts.
B.P2	Justify own recommendations for managing the employment relationship in specific organisational contexts.
C.P1	Perform a stakeholder analysis for a given organisation.
C.P2	Analyse how stakeholder engagement and contribution can support positive employment relationships within an organisation.
D.P1	Analyse the impact of both positive and negative employee relations on different stakeholders.

Criteria covered by this task:	
Unit/criterion reference	To achieve the criterion you must show that you are able to:
D.P2	Analyse different stakeholder perspectives and interests in the broader business environment to support positive employment relationships.

Sources of information to support you with this assignment	
Other assessment materials attached to this assignment brief	

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit qualifications.pearson.com

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.

VAT Reg No GB 278 537121



ISBN 978-1-4469-6485-9
9 781446 964859 >