Business and Administration: Human Resources

T Level outline content: final version for ITT

March 2020

Contents

Introduction

Outline content

This outline content has been produced by [T Level panels](#) of employers, professional bodies and providers, and is based on the same standards as those used for apprenticeships. The outline content will form the basis of the specifications for T Level Technical Qualifications, which will be developed by awarding organisations for approval by the Institute for Apprenticeships and Technical Education. One awarding organisation will be appointed to develop and deliver each Technical Qualification following a procurement process.

Colleges and other education and training providers will decide how to structure the T Level courses they offer, based on the qualification specifications. This will enable them to deliver the study programme's mandatory components in the most effective way for students.

A T Level programme consists of a Technical Qualification, substantial industry placement, English and maths, and other occupation-specific requirements where essential for entry to skilled employment. This outline content relates solely to the Technical Qualification part of a T Level programme.

Further information about T Levels is available on the website of the Institute for Apprenticeships and Technical Education here: www.instituteforapprenticeships.org, and at www.education.gov.uk.

Business and Administration: Human Resources

Awarding organisations will need to ensure that students have an up-to-date knowledge of the legal and regulatory obligations relating to employment in the occupations relevant to the T Level, and understand the practical implication of these on their work.

Maths, English and digital skills are set out in a separate annex. Awarding organisations should integrate these within the qualification so that they are applied in occupationally relevant contexts.

Core content

The core content relates to the whole route 'route core', and the pathway that the Technical Qualification covers 'pathway core'. The core knowledge and understanding is assessed through an examination and core skills through a practical employer-set project.

The core knowledge and understanding focuses on the students' knowledge and understanding of contexts, concepts, theories and principles relevant to the T Level. This could include, where appropriate, assessment of knowledge and understanding relevant to the route and the pathway.

The employer-set project provides the opportunity to develop and apply a minimum range of core skills important for employability. The allocation of content to each type of assessment will need to be approved by the Institute for Apprenticeships and Technical Education.

Core knowledge and understanding across Business and Administration Route

Element	Content
Business Context	- The different types of organisations (e.g. private, public and not-for-profit) and the environments in which they operate both nationally and globally. - The impact of organisations on society and the environment, including: - Economic growth and revenue and profit generation, locally, nationally and globally; - Social impact including: - Corporate Social Responsibility (CSR); - promoting equality and diversity; - social mobility; - ethical financing; - anti-slavery and human trafficking; - ethical working conditions; - environment including sustainability. - Different forms of legal entities that organisations can form such as partnership, limited company, charity etc. - How and why organisations set objectives and strategies for achieving them. - How size, purpose and sector have an impact on organisations including: - Business models and structures; - Operations and functions (e.g. finance, Human Resources); - The roles within these organisations (e.g. CEO, Finance Director) and how and why they differ. - The different forms of governance that operate in organisations and how these relate to organisations' size, purpose, legal constitution and regulatory environment including: - Policy and reporting; - Oversight (e.g. Board of Trustees, Board of Directors). - The main legislative and regulatory frameworks that apply to organisations including: - Those relating to privacy, data protection (for example, GDPR), equality, information security and health and safety;

	- Those relating to environmental and sustainability legislation and frameworks; - Those relating to anti-bribery and anti-competitive regulations; - The role of regulatory bodies. - The different types of internal and external stakeholders (for example, trade unions, investors and shareholders) and customers and how their needs and priorities influence the way organisations operate. - How current and emerging digital technologies impact on the way businesses operate and how this is changing; for example Artificial Intelligence (AI), robotics and big data. - Organisational cultures and values, how and why they vary, and how they are expressed externally and internally, both overtly and in reality. For example: - Externally through branding and mission statements; - Internally through expectations of employees such as dress and behaviour codes; - The different ways and channels through which organisations communicate internally and externally (for example, emails, intranet, press releases, social media).
People	- The legislation which governs the employee lifecycle from recruitment to termination, for example health and safety, duty of care, equality legislation. - The ways in which different types of organisations ensure that they have the right people to meet their business aims including through deploying different recruitment channels and employment contracts. - The value and benefits of an equal, diverse and inclusive workforce to an organisation, such as enhancing: - Creativity; - Reputation; - Retention; - Staff motivation; and - Reducing 'group think.' - The importance and impact of employee well-being and resilience in organisations and how this is fostered and monitored.

	- Different approaches to the way people are managed including:
	  - Those dictated by organisational ways of working such as matrix and hierarchical;
	  - Those relating to personal preferences or organisational leadership styles such as autocratic or collaborative;
	  - Remote and dispersed working;
	  - Outsourced workers.
	- How organisations ensure that individuals develop the skills they need to contribute effectively to the organisation and its changing needs, including through:
	  - Induction;
	  - Feedback and performance reviews;
	  - Learning development plans (e.g. CPD) and goals;
	  - Internal and external training and on the job learning;
	  - Coaching and mentoring.
	- Working as part of a team, including:
	  - The different types of teams and collaborative groupings (e.g. internal and those involving different functions and stakeholders);
	  - The different roles in a team;
	  - Team dynamics and the impact they can have.
	- The importance of all team members taking responsibility for developing each other to achieve shared goals and the formal and informal ways this is done.

Quality and Compliance	- The importance of maintaining and improving quality in all aspects of public and private sector organisations.
	- How quality is measured in different sectors such as manufacturing and care services for example, through quality standards such as:
	  - ISO accreditations;
	  - Those relating to people such as Investors in People and Investors in Diversity.
	- The role of regulatory bodies and inspections.

Finance	- Common terms used in financial reporting such as turnover and profit and loss.

	• Sources of finance for different types of organisations including:
	  o Internal funding such as retained profit;
	  o External funding such as private equity, grants, crowd-funding etc.
	• Different forms of expenditure including:
	  o Staffing costs (including salary and related costs such as national insurance and pension);
	  o Capital expenditure such as machinery and equipment;
	  o The difference between fixed and variable costs and what influences each.
	• How revenue and expenditure (including cash and profit) are tracked and controlled including through:
	  o Double entry bookkeeping;
	  o Budgeting;
	  o Reporting, including balance sheets and profit and loss accounts;
	  o Setting spending limits;
	  o Auditing.

Policies and procedures	• How organisations develop policies and procedures and why, including:
	  o The policies and procedures that organisations develop and implement in order to comply with their legal and regulatory obligations and how and why the impact of these is assessed.
	  o Non-mandatory policies and procedures.
	• How and why organisations develop Key Performance Indicators (KPIs), how they are measured and their impact on individuals' roles.

Project and change management	• What drives change, for example:
	  o External changes - political, economic, social, technological, legal and environmental (PESTLE);
	  o Changes in organisational priorities.
	• Why organisations need to make continuous improvements and innovations.
	• The common change management theories and models (for example, Kotter's change model, nudge theory, Kubler-Ross, Lewin).

	- The main project management approaches, their similarities and differences, and when and why they might be used (for example, Agile and Prince). - How projects are defined, structured, reported on and measured depending on the project management methodology used, and how technology can support this (for example, through collaboration tools, project dashboards). - How to support and improve projects through research, evidence and evaluation methods.
Business behaviours	- The importance of good communication and adapting social communication styles to professional standards and according to purpose, medium and audience, including: - Oral (such as speaking, active listening, asking questions and building relationships); - Written (such as emails, reports, forms, on-line content and presentations); - Body language and self-awareness. - The importance of self-management and how this impacts on the organisation and the individual, including: - Resilience; - Time-management and punctuality; - Self-development including understanding of own learning style, emotional intelligence and unconscious bias; - Meeting objectives; - Adaptability and flexibility; - Prioritisation; - Accountability; - Decision-making and escalation; - Giving and receiving feedback. - The importance of individuals' adapting their behaviour to the expectations and policies of the organisation including through compliance with codes of conduct and ethics. - The importance of acting with integrity and building trust with stakeholders and colleagues.

Employer-set project

The employer-set project ensures students have the opportunity to combine core knowledge and skills to develop a substantial piece of work in response to an employer-set brief. The employer-set project forms part of the Technical Qualification and is a separate part of the T Level programme to the Industry Placement.

To ensure consistency in project scope and demand, awarding organisations will develop assessment objectives, which require students to:

- plan their approach to meeting the brief
- apply core knowledge and skills as appropriate
- select relevant techniques and resources to meet the brief
- use maths, English and digital skills as appropriate
- realise a project outcome and review how well the outcome meets the brief

The awarding organisation will work with a relevant employer or employers, to devise a set brief that:

- ensures a motivating starting point for students' projects, for example, a real-world problem to solve
- ensures students can generate evidence that covers the assessment objectives
- is manageable for providers to deliver
- is officially approved by the awarding organisation and employer

For Human Resources in achieving the assessment objectives and meeting the brief, students must demonstrate the following core skills:

- **Business context and commercial awareness**
  - e.g. conduct a PESTLE analysis to inform a change project.
- **Project management: plan, manage and evaluate a project using appropriate tools and methodologies**
  - e.g. introducing a new policy or training programme.
- **Communication: using a range of communication methods tailored to audience**
  - e.g. to internal and external stakeholders on HR solutions; making a presentation to a customer;
  - Use IT packages to present documentation professionally.
- **Working collaboratively with others**
  - e.g. to develop content for a learning intervention; to develop feedback skills; managing and influencing stakeholders; considering the impact of proposed solutions on others.
- **Applying a logical approach to problem solving, identifying and resolving issues, recording progress and proposing solutions**
  - e.g. through setting criteria for learning solutions; undertaking a cost / benefit analysis of the introduction of new procedures.
- **Undertaking research**
  - e.g. identifying sources and obtaining information related to a project and / or customer requirements; interrogating, analysing and reporting on HR data; create a briefing document for internal colleagues or supervisor to assist them in formulating specific advice.

- **Reflective practice**
  - o e.g. review performance, identifying ways for improvement; quality outcomes.

Occupational Specialist Content

Specialist content is structured into different occupational specialisms, which correspond to the apprenticeship standards listed on the relevant occupational map. Occupational specialisms ensure students develop the knowledge and skills necessary to achieve a level of competence needed to enter employment in the occupational specialism, and are organised around 'performance outcomes' that indicate what the student will be able to do, as a result of learning and applying the specified knowledge and skills.

Occupational Specialist Content

Occupational Specialism: Human Resources

Performance Outcome 1: Provide HR support and advice to stakeholders throughout the employee lifecycle

Knowledge Specific to Performance Outcome	Skills
- How the HR function developed in organisations from its origins in staff welfare to multifunctional people management. - The role and focus of HR and how these vary between different organisations. - How the HR function supports the organisation's goals and strategies including why it is important that HR approaches are linked to these. - The importance of developing trustful relationships with stakeholders. - The principles and practices that underpin HR activities throughout the employee lifecycle. - The importance of following organisational procedures and acting within the limits of own authority. - The systems and tools commonly used in HR practice and their features and purposes including those relating to: - Organisational structures; - Recruitment; - Employee personal records and documents;	- Completes employee lifecycle processes and activities in line with organisational procedures; for example, completing documentation relating to recruitment, new starters and leavers. - Provides appropriate responses to customer queries through: - Using listening and questioning skills to fully understand the query; - Interrogating internal and external sources, evaluating and synthesising the information to provide an answer; - Escalating where appropriate; - Taking account of relevant legislation and policies; - Providing a clear and appropriately detailed response using sound interpersonal skills and communicating well through a range of media; - Checking that the response meets the customer's needs. - Provides or suggests solutions to common queries from managers in order to build their expertise such as:

- Absence management;
- Learning and development;
- Performance management;
- Pay and reward;
- Contract management;
- Employee engagement, for example, surveys and feedback.

- The main features of HR legislation and policy frameworks including those relating to:

  - Types of employee contracts and what they should cover;
  - Equality and diversity;
  - Trade union and employee consultation bodies and collective agreements;
  - Statutory pay, for example sick pay, parental leave, minimum wage;
  - Pensions
  - Working hours, absence and statutory leave;
  - Disciplinary and grievance processes;
  - Termination of employment.

- The consequences of non-compliance with employment law.

- The statutory bodies that impact on HR practice such as those relating to pensions and dispute resolution.

- Ensuring that policies are up to date, accessible and communicated to managers;

- Recommending briefings or internal training events;

- Coaching;

- Developing additional written guidance on specific issues.

- Handles conflict and sensitive HR situations professionally and confidentially.

• Sources of external advice and guidance on HR matters. • The typical repeat queries that managers might make of HR such as those relating to recruitment and employees' performance, capability and conduct. • How internal communications typically operate in organisations and how they are used by the HR function. • How to handle conflict and sensitive situations, such as redundancies, grievances or disciplinary matters, professionally and confidentially.	

Performance Outcome 2: Collect, maintain, analyse and interpret people data to inform business decisions

Knowledge Specific to Performance Outcome	Skills

• The systems and tools commonly used throughout the employee lifecycle (application forms, recruitment portals, payroll).
 	
• HR practices and their features and purposes including those relating to:
 	
   ○ Organisational structures;
   ○ Recruitment;
   ○ Employee personal records and documents;
   ○ Learning and development;
   ○ Absence management;
   ○ Performance management;
   ○ Pay and reward;
   ○ Contract management;
   ○ Employee engagement, for example, surveys and feedback.
 	
• The processes for collecting, validating, storing, protecting, and processing people data.
 	
• Why it is important to analyse and interpret people data for business and compliance reasons, for example skills analyses or to identify gender pay gaps.
 	
• How to analyse and interpret data to inform a range of HR decisions.
	• Collects, inputs and stores people data using HR systems.
	
	• Maintains manual and digital HR records, identifying errors and omissions.
	
	• Protects personal and sensitive data and maintains confidentiality in line with regulatory requirements.
	
	• Interprets and analyses people data to provide insights that support business decisions.
	
	• Identifies opportunities to improve HR performance and service through the monitoring and interpretation of HR performance data.
	
	• Prepares reports and management information from HR data to required formats.

• Different reporting formats and how and when to use them tailored to the audience. • The importance of representing data accurately and challenging misrepresentation.	

Performance Outcome 3: Research, plan, implement and evaluate HR solutions

Knowledge Specific to Performance Outcome	Skills
- HR systems and the legislative regulations that cover such systems; for example, those covering data protection and the storage of personal sensitive data. - The typical internal data that supports developing HR solutions, such as: - Performance management systems, for example quarterly and annual reviews; - Past practice and its outcomes; - Employee feedback, for example staff surveys and exit interviews; - Absence and staff turnover rates. - How to collate, analyse, interpret and present data (for example, recruitment and retention data, succession planning). - External sources of information and support for HR solutions (such as benchmarking, advice on the application of legislation, research on effective practice). - The constraints that may influence the development of HR solutions, for example time and cost. - How to compare solutions, taking account of costs, benefits, risks and constraints, and make appropriate recommendations for implementation. - How to develop implementation and evaluation plans.	- Establishes drivers or root causes before developing HR solutions through: - Using sound questioning and active listening skills; - Interrogating relevant data sources. - Identifies internal and external sources of information to support the development of HR solutions. - Researches solutions using primary and secondary data using appropriate tools to collect, collate and integrate data, including electronic and physical sources. - Works with others to develop appropriate solutions, taking account of any constraints. - Takes ownership through to resolution, escalating complex situations as appropriate. - Develops and communicates HR solutions through a range of media; for example, providing written or oral advice to managers, making amendment to policies, using digital tools. - Implements solutions taking account of objectives, policies and legislation and overcoming obstacles and challenges. - Evaluates and reports on the effectiveness of the solution in meeting objectives.

Performance Outcome 4: Supports the implementation of HR changes and projects

Knowledge Specific to Performance Outcome	Skills
- The common change management theories and models, for example Kotter's change model. - How the way change is managed can impact on teams and individuals. - What drives HR change projects, for example: - External changes - political, economic, social, technological, legal and environmental (PESTLE); - Changes in organisational priorities. - The HR policies, procedures and legislation that impact on how change is managed, for example consultation requirements and Transfer of Undertakings (Protection of Employment Regulations) (TUPE). - Structured approaches to managing change taking account of complexity and scale of impact. - The roles and responsibilities of project team members (for example, budgetary control, risk identification and management, stakeholder communication). - The phases of the project lifecycle: initiation, planning, execution, monitoring and control and close/review. - Project management tools and when to utilise them, including Gantt Charts, task management and real time dashboards.	- Prepares HR proposals for change initiatives, based on data analysis and interpretation, identifying risks and mitigation. - Develops plans and proposals for HR change. - Supports the implementation of HR changes and projects within the business, including through the use of appropriate project management tools and techniques. - Prepares stakeholder communications plans including stakeholder mapping, communications methods, messages and timings to support change implementation. - Explains and communicates the implications of change to groups and individuals, dealing sensitively with questions and concerns. - Evaluates the impact of change over time using appropriate measurement and reporting tools.

• The importance of communicating change proposals to staff and stakeholders and how to do this. • The importance of evaluating the effectiveness and impact of change and how to do this.	

Occupational Specialism: Learning and Development

Performance Outcome 1: Identify learning and development needs

Knowledge Specific to Performance Outcome	Skills

• The external and organisational context and drivers behind learning needs, such as impending change or business goals, and how to categorise these.
 	
• How statutory regulations and compliance requirements impact on development needs (for example, health and safety legislation, equality legislation, sector requirements for achieving and renewing mandatory accreditation).
 	
• How internal information systems can support the identification of needs for example performance reviews, business performance reports, employee surveys and feedback.
 	
• How to collect, collate and analyse data to identify skills needs at a group and individual level.
	• Identifies, analyses and interprets organisational, team and individual capability and learning requirements in line with stated performance outcomes through:
	
	    o Consulting with stakeholders to draw out relevant information;
	    o Using sound questioning and active listening skills to understand requirements and establish root causes.
	
	• Consolidates and reports findings in a way that supports L&D decisions.

Performance Outcome 2: Design and source learning and development solutions

Knowledge Specific to Performance Outcome	Skills

• The policies and processes that organisations may use to support learning, for example training policy, training needs analyses, performance development reviews.
 	
• Foundation level theories and models, including latest learning practices, that underpin effective adult learning and group behaviour. For example, training/learning cycle, group dynamics, continuing professional development, evaluation, memory and retention.
 	
• How diversity and inclusion influence the planning of L & D interventions.
 	
• The importance of designing and sourcing training solutions that meet the needs of the organisation and learners; the constraints and factors (for example, time, budget and geographical location) to take into account and the alternative design models to achieve this.
 	
• How technology supports learning, including understanding of digital platforms / delivery channels, and the growing trend for organisations to identify and curate learning and development from digital sources, including free resources.
 	
• Commercial and contractual considerations in sourcing external training.
	• Researches, costs and evaluates training options and makes recommendations to meet identified needs and take account of constraints.
	
	• Designs and constructs training/learning resources to meet a variety of needs including:
	
	    o Identifying existing resources;
	    o Researching delivery options and resources such as digital/online/blended solutions;
	    o Planning programmes, sessions and modules;
	    o Selecting appropriate delivery methods;
	    o Designing creative, engaging, appropriate and inclusive learning activities (for example, e-learning, digital collaboration, group sessions, blended learning);
	    o Developing materials and resources to support learning.
	
	• Specifies requirements and desired outcomes and sources appropriate training solutions.

Performance Outcome 3: Deliver learning and development activities

Knowledge Specific to Performance Outcome	Skills
• The various L & D roles that may be required for effective learning and development in an organisation depending on organisational size. • How diversity and inclusion influence the delivery of L & D interventions. • The factors to take into account when planning the delivery of a training event such as physical resources, timing, location. • Techniques for engaging, motivating and encouraging participation in learners and the theories that underpin them (for example, motivational theories). • How different learning delivery channels – face-to-face, blended or digital – contribute to effective learning. • How technology supports learning, including understanding of digital platforms / delivery channels as relevant. • Different presentational and training styles and when each should be used. • The difference between delivering and facilitating training.	• Plans, organises and prepares for a training/learning event/intervention in a timely fashion. • Positively and confidently engages and interacts with learners of varying abilities using a broad range of approaches including carefully planned and executed questioning techniques. • Manages participation, attitudes and behaviours to reach learning objectives, including handling conflict and escalating when appropriate. • Facilitates and delivers learning in a face-to-face, blended and digital environment. • Monitors learners' progress, responding to needs and feedback. • Uses effective coaching skills to support and motivate learners to achieve learning objectives. • Takes ownership through to resolution, escalating complex situations as appropriate.

- The difference between coaching and training, and when each would be an appropriate development technique for an individual or team. - How coaching can: - Support the development of teams and people; - Improve engagement and motivation. - Effective coaching techniques and processes, for example, GROW model or Initiation, Observation and Action, Reflection and Evaluation. - What is meant by active listening and how to do this. - Effective questioning techniques including the use of open and closed questions. - Techniques for monitoring learners' understanding and engagement during training delivery, such as body language, and how to respond. - Understand how conflict develops in training situations and ways of handling this. - When and how issues arising during training should be escalated.	

Performance Outcome 4: Evaluate learning and development activities

Knowledge Specific to Performance Outcome	Skills
• The difference between quantitative and qualitative data and feedback and the importance of each in evaluating training. • How to measure the impact of a learning (for example, in the short-term such as evaluation sheets and, longer-term, Return on Investment and Return on Expectations) and the theories that underpin this, for example, Kirkpatrick. • How internal information systems can support the evaluation of learning, for example, evaluation forms, surveys and impact on business outcomes. • The importance of considering both the short-term and long-term impact and effectiveness of learning, and how to measure these. • How to report the outcome and effectiveness of training events and make recommendations for improvements.	• Builds and implements evaluation mechanisms for learning outcomes, including the use of quantitative and qualitative feedback where appropriate. • Applies techniques to analyse the impact of learning from individuals' experience (for example, interviews, observations, performance reviews). • Evaluates and reports on the impact of learning solutions for effectiveness, business relevance, efficiency and value for money. • Identifies ways of improving learning solutions taking into account evaluation findings and new developments and constraints (such as finance, access).