



Institute of
accountants &
bookkeepers

IAB Level 3 Diploma in People and Organisations

Qualification Specification

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1 Introduction to the qualification

The Level 3 Certificate in Diploma in People and Organisations qualification is part of the Regulated Qualification Framework (RQF).

The Total Qualification Time (TQT) and Guided Learning Hours (GLH) for this qualification are as follows:

Guided Learning Hours (GLH)	Total Qualification Time (TQT)
240	600

2 Statement of level

This is a Level 3 qualification as defined within the regulations of the RQF.

3 Aims

This Level 3 Diploma in People and Organisations qualification is divided into separate knowledge and skills units.

Successful completion of the units within the Level 3 Diploma in People and Organisations will give the learner the skills required to understand the essential elements of management of people in organisations, how to assess and manage and professional development and identify key skills for employment. In addition, the learner will appreciate factors relating to working in a business environment and how people are managed within organisations.

The knowledge gained from completing these units will provide a sound understanding of the significance of skills within the workplace.

4 Target groups

The Level 3 Diploma in People and Organisations qualification is primarily designed to appeal to learners in the following groups:

- Learners who already have some experience of working in a business environment and want to formalise their knowledge and skills by completing an accredited qualification in understanding human resources.
- Learners who already hold a business qualification wanting to expand their range of knowledge and skills.
- Learners already employed in a business environment and wanting to expand their range of knowledge and skills so that they can perform more advanced tasks and take on additional responsibility in the workplace.

- Learners who are currently unemployed and wanting gain the knowledge and skills they need to move into a career in business.
- Learners already self-employed, or considering self-employment, and wanting to expand their range of knowledge and skills so that they can offer a more extensive range of skills and knowledge.

5 Entry requirements

It is recommended that learners wanting to study the Level 3 Diploma in People and Organisations qualification already have some knowledge of business and management. Whilst suitable work experience would qualify learners to commence their studies at this Level, this qualification may also be used for free-standing study.

6 Progression

Holders of the Level 3 Diploma in People and Organisations qualification can use the qualification as the basis for progressing to a qualification at a higher level, thereby expanding their range of knowledge and skills.

7 Units and Learning Outcomes

The learning outcomes within each of the units which make-up the qualification are shown below:

Level 3 Diploma in People and Organisations (RQF)

Unit title: Organisation Structures and their Culture and Values	
Learning outcomes:	
1	Understand organisational structures
2	Understand the organisational environment
3	Understand how organisational culture and values are developed

Unit title: Principles of Organisational Planning	
Learning outcomes:	
1	Understand organisational resource requirements
2	Understand the need for planning
3	Understand the importance of risk management to organisations and measuring organisational performance

Unit title: Managing Human Resources

Learning outcomes:

- | | |
|---|---|
| 1 | Understand the factors involved in human resource planning in organisations |
| 2 | Understand how organisations motivate employees |
| 3 | Understand the importance of managing employee performance |

Unit title: Personal and Professional Development
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Learning outcomes:

- | | |
|---|--|
| 1 | Understand what personal and professional development is |
| 2 | Know how to identify strengths and needs in relation to own planned job role |
| 3 | Understand how to plan and produce own professional development plan |

Unit title: Teamwork

Learning outcomes:

- | | |
|---|--|
| 1 | Understand the benefits and challenges of working in a team to complete a task |
| 2 | Know how to recognise the different strengths, skills and experiences different people bring to a team |
| 3 | Understand how to reflect on the roles and performance and the performance of a team |

Unit title: Leadership and Management Skills

Learning outcomes:

- | | |
|---|---|
| 1 | Understand the difference between leadership and management |
| 2 | Understand the role, functions and responsibilities of management |
| 3 | Understand the principles of effective decision making |

8 Assessment, Achievement and Grading

8.1 Methods of assessment

The assessment for this qualification consists of a set of six assignments that the learner is required to complete. This will require a combination of knowledge gained from the learning material, findings from research and any experience gained from the workplace.

The assessment titles and methods of assessment are shown below:

Assessment Title	Method of Assessment
Organisational Structures and their Culture and Values	Assignment
Principles of Organisational Planning	Assignment
Managing Human Resources	Assignment
Personal and Professional Development	Assignment
Teamwork	Assignment
Leadership and Management Skills	Assignment

8.2 Achievement and grading

To successfully achieve the Level 3 Diploma in Accounting and Cash Management qualification learners must demonstrate competence in all six units of which the qualification is comprised. Learners are assessed as Pass or Fail.

The qualification is not graded. On successful completion of each of the units the learner will be awarded a Pass in the unit completed.

Learners studying without being attached to an IAB accredited training centre may need to contact the IAB directly for further information on assessment, achievement and grading.

9 Certification

On successful completion of the qualification the learner will receive a Level 3 Diploma in People and Organisations. A certificate will be issued to the learner confirming that they have demonstrated competence in the learning outcomes and assessment criteria in each of the six units making-up the qualification. The certificate will identify the learner by name and will include the full title and accreditation number of the qualification.

Prior to issue of the Unit Certificate of Completion (RQF) a fee per qualification must be paid to the IAB. Details of these fees are available on our current fees list which can be accessed online, alternatively please contact the Education Team.



10 Reasonable Adjustments and Special Considerations Policy and Procedure

Please refer to the IAB website www.iab.org.uk for a copy of this policy and procedure or contact the Education Department of the IAB.

11 Enquiries and Appeals Procedure

Please refer to the IAB website www.iab.org.uk for a copy of this procedure or contact the Education Department of the IAB.

12 Unit Specifications

The specifications for each of the six units of which the qualification is comprised are shown below:

Unit title	Organisational Structures and their Culture and Values	
Level	3	
Credits	10	
GLH	40	
Learning Outcomes	Assessment Criteria	
1 Understand organisational structures	Learners are required to demonstrate they: 1.1 Discuss the purpose and scope of a business 1.2 Explain the differences between the private sector, public sector and voluntary sector 1.3 Describe the role of organisational structure in organisational effectiveness Indicative content: • Business - meaning of a business, business organisations, difference between organisation and industry, the aims and purposes of business, scope of businesses • Private sector and public sector • Services to the public - education: schools; colleges, National Health Service: hospitals; nursing homes; GP practices, Local councils, Police. Voluntary Sector: not for profit organisations; benefit the public ie Charities: Oxfam; Red Cross, Trusts: Housing Associations, Local community interest • Organisation structures • Grouping of work by function/product/service, location, nature of work, staff employed, stakeholders, combinations of methods for grouping work • Informal organisational structures, the difference between formal and informal structure, promote communication, satisfaction, social control, resistance to change	
2 Understand the organisational environment	Learners are required to demonstrate they: 2.1 Discuss the importance of understanding the business environment 2.2 Describe the internal and external influences on organisations 2.3 Explain why a change in the business environment is important for making business decisions Indicative content: • Business and business environment: internal environment and external environment. Use of SWOT and PEST analysis and their significance in business decision making. • Internal influences within the organisation's control – communication, manager motivation, company image or	

	reputation, policy making, recruitment process, management skills • External influences beyond the organisation's control – lending conditions, investment opportunities for services/product development, changes in interest rates, tax increases, • Government regulations • Competition from similar providers • Legislation and political decisions • SWOT and business decisions • PEST Analysis
3. Understand how organisational culture and values are developed	Learners are required to demonstrate they: 3.1 Analyse the importance of ethical behaviour to a business 3.2 Explain the different types of organisational culture and values 3.3 Examine factors influencing the development of organisational culture and values Indicative content: • Definition of business ethics, ethical activities and professional ethics • Corporate governance, corporate social responsibility, environment, sustainability • Legal and regulatory compliance, business practices, working conditions, individual ethical responsibilities • Types of organisational culture - power, role, task, person, clan, adhocracy, market, hierarchy, etc • Features of culture - consistency, coordination, control, demands on employees, support/care for employees, achievement of objectives, continuous improvement, level of employee commitment, reputational enhancement, positive perceptions • Influences - history of organisation, achievement, function, focus, priorities, technology, goals, size, location, management and staff, demographics, environment, culture, stakeholders. • Impact of organisational values and culture on behaviour • Stakeholders - owners, customers, managers, staff, suppliers, employer bodies, employee bodies, local community, government • Definition of values, impact on motivation and human behaviour, values affecting workplace behaviour • Challenges of shared values

Unit title	Principles of Organisational Planning	
Level	3	
Credits	10	
GLH	40	
Learning Outcomes		Assessment Criteria
1	Understand organisational resource requirements	Learners are required to demonstrate they can: 1.1 Describe management and its functions 1.2 Explain the various resources that are needed in the successful management of an organisation 1.3 Describe how to identify resource requirements and issues for an organisation Indicative content: • Organisation and management meaning and concepts, planning, implementation and control functions of management for achieving organisational goals • Meaning of resources in an organisation • Resource requirements: needs and expectations of stakeholders, , needs identified by review, , effects of potential long-term changes, budgetary restrictions • Issues: global issues, location of production, cost of production, emerging markets, supply chain management, environmental considerations, carbon emissions, international trade agreements, economic alliances, ethical concerns, global and environmental factors • Addressing deficiencies - reviewing options, stakeholder involvement, feasibility studies, risk assessment, cost-benefit analysis, organisational values, market position and share, costs and investments, globalisation, internet advantages.
		Learners are required to demonstrate they can: 2.1 Explain the relationship between an organisational vision, mission, strategy and objectives 2.2 Discuss processes organisations apply to identify their goals and values 2.3 Discuss the function of business planning in an organisation
2	Understand the need for planning	

	Indicative content: Links include future destination for the organisation, current organisational activity, long term, plan of action, specific goals for teams, individuals or organisation: responsibility of parts of business/teams/ individuals Identifying goal and values: vision, mission, values, goals, objectives, strategic planning features direction, focus, resources, time constraints, achievable outcomes, performance indicators, framework for achievement/action
3 Understand the importance of risk management to organisations and measuring organisational performance	Learners are required to demonstrate they can: 3.1 Explain the purpose and format of a business plan and the business planning cycle 3.2 Explain risk management in an organisational context 3.3 Describe a range of indicators that are used to measure organisational performance Indicative content: - Business plan - process and steps in a business plan – our current position, implementation and control, potential problems, measure progress, assess current situation, state goals, financial forecasts, plan implementation - Planning cycle models - analysis of achievement, clear goals/ objectives, evaluating progress, motivation, strategies, identifying risks, risk management Restrictions and limitations - Risk - identification, assessment, planning, control, review measures. - Evaluation and prioritisation of risks. - Types of risk - liability risk, marketing risk, project risk, innovation risk, security risk, compliance risk, economic risk, procurement risk, liquidity risk, regulatory risk - Risk management policy - Managing risk - Organisational performance and tools and its indicators - Organisational aims and objectives - targets, key performance indicators, productivity, product/service quality, sales, profit, cost, market share, customer retention, customer satisfaction, stakeholder satisfaction index, etc - SWOT analysis - Use of management information

	• Targets met; planned against actual, milestones; KPIs, appraisal results, training completed, resource allocation, training and development needs, workforce planning • Management Information Systems (MIS)
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Unit title	Managing Human Resources
Level	3
Credits	10
GLH	40
Learning Outcomes	Assessment Criteria
1 Understand the factors involved in human resource planning in organisations	Learners are required to demonstrate they can: 1.1 Explain the need for workforce planning 1.2 Explain the factors to be considered when planning recruitment 1.3 Explain how legislative and policy frameworks influence selection, recruitment and employment
	Indicative content: • Workforce planning • Factors: organisational needs, demand, new products/services, markets, technological change, location of production, skills requirements, workforce profiles, supply of labour, labour costs, workforce skills, government policy, labour market competition, nature of work • Legislative and policy frameworks - Equality Act 2010 (UK), equality and diversity, discrimination, employment rights and responsibilities, Health and Safety at Work etc Act 1974, Employment Rights Act 1996, National Minimum Wage Act 1998, contractual terms and conditions Data Protection Act 2018, protection of personal data, Current UK and EU legislation, European Working Time Directive • Recruitment methods: • Job description and person specification • Recruitment process • Induction process
2 Understand how organisations motivate employees	Learners are required to demonstrate they can: 2.1 Analyse theories of motivation 2.2 Describe the reward systems used by organisations to motivate employees

	Indicative content: • Theories - Maslow Hierarchy of Needs Theory, Mayo's Human Relations Theory, Herzberg Two Factor Theory, Frederick Taylor's Scientific Management theory. • Reward systems - pay, performance-related pay, pension schemes, profit sharing, employee share options, mortgage subsidies, relocation fees, bonuses, company vehicles, loans/advances, childcare
3 Understand the importance of managing employee performance	Learners are required to demonstrate they can: 3.1 Explain the importance of managing employee performance at work 3.2 Describe methods of measuring employee performance 3.3 Evaluate methods of managing employee performance Indicative content: • Managing performance: achievement of outcomes, productivity, addressing positive/poor performance, provision of support, reallocation of role/workload, moral/ethical responsibility • Performance indicators, achievement against targets, goal theory, SMART targets, punctuality, attendance; benchmarking • Managing performance: probation, supervision, appraisal, supporting employees, mentoring, monitoring, buddying • Managing work allocation - delegating authority, responsibility, capacity, competence, autonomy, linking rewards to performance; discipline, employee development, promotion opportunities

Unit title	Personal and Professional Development	
Level	3	
Credits	10	
GLH	40	
Learning Outcomes	Assessment Criteria	
1 Understand personal and professional development	Learners are required to demonstrate they: 1.1 Explain the meaning of personal and professional development 1.2 Evaluate the benefits of personal and professional development 1.3 Explain sources of information and support for personal and professional development requirements Indicative content: • Meaning of development - developing the skills to make progress personal and professional level, • Benefits: personal, financial, achievement of career goals/organisational objectives, progression, increased self-esteem, safe practice, currency/validity of knowledge and skills • Sources of information • Support - manager, colleagues, senior, supervisor, team leader, mentor, coach, tutor, assessor	
2 Know how to identify strengths and needs in relation to own planned job role	Learners are required to demonstrate they: 2.1 Explain what it means to review own strengths and needs in relation to planned a job role 2.2 Explain the benefits of reviewing own strengths and needs 2.3 Describe different methods of reviewing own strengths and needs Indicative content: • Plan, do, review cycle • Benefits • Review methods: reflection, group discussion, sharing ideas, reflective log, workplace reviews, performance reviews, evaluation forms, feedback from line manager, buddy or mentor, day to day informal feedback. • Monitoring performance: review past performance, against work-based standards, achieving goals, feedback	

3 Understand how to plan and produce own professional development plan

Learners are required to demonstrate they:

- 3.1 Describe how to agree and set goals for development relating to the workplace
- 3.2 Describe the resources and activities available to meet the objectives of a professional development plan
- 3.3 Explain the importance of monitoring the progression of agreed development activities

Indicative content:

- Trends and developments in own profession, industry or organisation
- Need for professional development - changes in systems or technology, market changes, competition, legislation, current/future knowledge, skills and experience
- Goals -objectives which are specific, measurable, achievable, realistic, time bound (SMART)
- Review knowledge, skills and experience
- Goals - personal goals, work-related goals, skills development, achievable and realistic goals, specific, within a set timescale, reasonable, dependent on abilities
- Resources - training programmes, reading materials, work shadowing, learning resources, mentoring, coaching, research, feedback, support from managers/colleagues, financial costs, time
- Recording - detailing objectives, identifying resource requirements, identifying time frames, milestones, progress, identifying review points, success criteria for development
- Monitoring - tracking against targets, identifying reasons for progress, identify corrective actions

Unit title	Teamwork
Level	3
Credits	10
GLH	40
Learning Outcomes	Assessment Criteria
1 Understand the benefits and challenges of working in a team to complete a task	Learners are required to demonstrate they: 1.1 Explain the advantages and challenges of working as a team 1.2 Identify the main factors that determine the effectiveness of a team at workplace 1.3 Describe how a code of conduct can benefit team working Indicative content: • Team vs groups - formal and informal groups, characteristics of teams vs groups. • Advantages: employee/learner strengths and weaknesses, balance of skills, motivate/encourage/support each other, skills of all members are used, responsibility is shared, a sense of belonging/value. • Challenges: tasks must be planned, time to plan, co-operation required. agreement of all members, leadership responsibilities, decision making, clear communication, addressing conflict/misunderstanding. • Factors affecting team effectiveness – team members, diversity, leadership, cohesiveness, communication, coordination, team maturity • Code of conduct • Consequences of poor team management - tasks not completed correctly, not to appropriate standard, conflict in team, confusion about tasks and responsibilities, feeling let down, reluctant or anxious about working or learning with others in future
2 Know how to recognise the different strengths, skills and experiences different people bring to a team	Learners are required to demonstrate they: 3.1 Explain how to identify own strengths, skills and experiences relevant to a task being undertaken by a team 3.2 Describe how to identify strengths, skills and experiences that other members bring to a particular team Indicative content: • Teamwork skills, strengths and experiences - practical skills, IT, good with numbers and money, interpersonal skills, friendly, enthusiastic, loyal, communication skills, confident

	speaker, good listener, motivational skills, good at encouraging or helping others, organisational skills, delegation Assessment approaches - use of observation, monitoring, group discussion, supervision, appraisal, feedback.
3. Understand how to reflect on the roles and performance and the performance of a team	Learners are required to demonstrate they: 3.1 Explain how to agree with other team members the roles and responsibilities of each member of the team 3.2 Explain how individual performance can contribute to the overall performance of the team 3.3 Recommend ways to improve the work of a team for future tasks Indicative content: - Agree roles and responsibilities - Contributions - motivation, achievement, participation, support for the team as a whole, sense of pride. - Individual performance: follow code of conduct, complete individual task fully and on time, carry out agreed responsibilities, help/support others, offer feedback or advice to others, contribute to success of whole task. Ways to improve planning, decision making, organisation, allocation of tasks, access to support and advice, peer review, reflection

Unit title	Leadership and Management Skills	
Level	3	
Credits	10	
GLH	40	
Learning Outcomes	Assessment Criteria	
1 Understand the difference between leadership and management	Learners are required to demonstrate they: 1.1 Explain the difference between leadership and management 1.2 Evaluate the influence of leadership and management on team behaviour and organisation performance 1.3 Explain theories and models of motivation and their application in the workplace Indicative content: • Leaders' roles and responsibilities - lead by example, enable problem solving, provides vision, innovate through developing people, persuade people to make changes, inspires trust, develop power with people • Management theories - scientific management (F W Taylor); human relations (G E Mayo); behavioural e.g. D M McGregor); systems theory (L von Bertalanffy), contingency (F E Fielder); chaos theory (T Peters); differences between management and leadership. • Leadership styles - autocratic, paternalistic, democratic, laissez-faire • Leadership principles - strategic vision creation; mission; aims; inspiring others; influencing others; establishing culture; establishing structure; determining policy framework; providing direction, optimise. • Improving business performance • Impact of ineffective leadership and management • Situations - conflict, reactionary, change, development, crisis, pressures, staffing, motivation. • Motivation theory: Taylor, Mayo, Maslow, Herzberg, McGregor, McClelland, Vroom	

2 Understand the role, functions and responsibilities of management	Learners are required to demonstrate they: 2.1 Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives 2.2 Explain the operational constraints imposed by budgets 2.3 Explain the importance of effective leadership when implementing change. Indicative content: • Planning and completing • Meeting objectives • Rewarding good performance and remedying poor performance • Operational/tactical planning - ensuring sufficient resources, managing performance to meet targets, managing change, organisational culture and values, managing budgets, developing operational procedures/policies • Budgetary constraints • Types of change - step change; incremental change. • Importance of effective leadership of tasks to budget and meeting quality required
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3. Understand the principles of effective decision making	Learners are required to demonstrate they: 3.1 Explain the importance of analysing the potential impact of decision making 3.2 Explain the importance of information for decisions underpinning business objectives, values and policies 3.3 Explain how to address issues that are barriers to achievement Indicative content: • Importance of decision making - provides focus, foundation, basis for identifying the success criteria, clarity for decision makers, improves effectiveness of decisions taken, reference point for final decisions. • Factors - decisions taken by appropriate people, ensures that appropriate objectives and criteria are agreed, efficient and effective decision making process, decision making is supported by the appropriate data. • Underpinning - supports the development of organisational image and culture, ensures consistency with the business strategy, achievement of business objectives, avoids conflict between departments, employees aware of their contribution to business performance, staff engagement and motivation. • Dealing with barriers • Agreeing targets -problem solving groups, resource planning and allocation, problem solving techniques • Measuring effectiveness of decisions - 360 degree appraisal, quality management systems, objective and target
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