



OTHM LEVEL 7 DIPLOMA IN BUSINESS AND ORGANISATIONAL PSYCHOLOGY

Qualification Number: 610/2213/5

Specification | 2025

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QUALIFICATION OBJECTIVES

The principal objective of the OTHM Level 7 Diploma in Business and Organisational Psychology qualification is to provide you with a thorough grounding in the theory and practical skills required to apply psychological research, business tools and methods within a variety of organisational settings and corporate cultures.

The scope of this qualification addresses all the primary business functions and how these are interrelated and integrated to inform organisational culture, develop critical thinking, and contribute to strategic decision making.

OTHM has developed a suite of Level 7 Diploma qualifications. The qualifications provide learners with industry-specific and practical skills, enabling them to successfully apply their knowledge in the workplace, enhance their career prospects and allow progression to further study.

Key features of OTHM Level 7 qualifications;

- A stimulating and challenging programme of study that will be both engaging and informative for learners.
- Learners can gain the essential subject knowledge needed to progress successfully into further study or the world of work.
- Refreshed content that is closely aligned with employer and higher education needs,
- Assessments that consider cognitive skills along with affective and applied skills.
- Learners will develop knowledge and academic study skills including active research skills, effective writing skills, analytical skills, creative problem-solving, decision-making, and digital literacy.

Upon successfully completing the OTHM Level 7 Diploma in Business and Organisational Psychology learners will be able to;

- Understand the individual, team and organisational factors that can affect workplace behaviours, such as decision-making, personnel selection, motivation, and teamwork, as well as the techniques needed to manage such situations.
- Learn business psychology-related techniques to promote individual workplace wellbeing and organisational success.
- Be prepared for business and organisational psychology roles in management or consultancy, in human resources and the many other occupational functions, such as learning, training and development, recruitment, health and wellbeing.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the [Register of Regulated Qualifications](#).

OTHM has progression arrangements with several UK universities that acknowledges the ability of learners after studying level 7 qualifications to be considered for advanced entry into corresponding Master's programmes.

REGULATORY INFORMATION

Qualification Title	OTHM Level 7 Diploma in Business and Organisational Psychology
Qualification Ref. Number	610/2213/5
Regulation Start Date	20/02/2023
Operational Start Date	21/02/2023
Duration	1 Year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	480 Hours
Sector Subject Area (SSA)	15.3 - Business management
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM level 7 diplomas are located on the Regulated Qualifications Framework (RQF) and are recognised as being at the same level as Master's degrees. However, they are shorter (120 credits) qualifications which means learners will have to proceed to the dissertation stage (60 credits) with an appropriate university to achieve a full Master's qualification.

QUALIFICATION STRUCTURE

The OTHM Level 7 Diploma in Business and Organisational Psychology consists of 6 mandatory units for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 480 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref.	Mandatory units	Credits	GLH	TQT
M/650/5882	Health, Work and Stress	20	80	200
R/650/5883	Motivation, Job design, and Extrinsic Rewards	20	80	200
T/650/5884	Organisational Development and Change	20	80	200
Y/650/5885	Leadership and Management Style	20	80	200
D/650/5887	Team Building	20	80	200
F/650/5888	Research Design in Business Psychology	20	80	200

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –

- a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) is defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a learner working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

For entry onto the OTHM Level 7 Diploma in Business Psychology qualification, learners must possess:

- An honours degree in related subject or UK level 6 diploma or an equivalent overseas qualification
- Mature learners with management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)
- Learner must be 21 years old or older at the beginning of the course

English requirements: If a learner is not from a majority English-speaking country must provide evidence of English language competency. For more information visit [English Language Expectations](#) page on our website www.othm.org.uk.

English requirements: If a learner is not from a majority English-speaking country must provide evidence of English language competency. For more information visit the [English Language Expectations](#) page on the OTHM website.

Alternative professional qualifications with at least three years' relevant work experience in the public service field may also be considered. This could be in roles in local or national government, or in non-governmental and inter-governmental organisations, the voluntary and charitable sector, and private sector roles which support or deliver public services.

PROGRESSION

The OTHM Level 7 Diploma in Business and Organisational Psychology enables learners to progress into or within employment and/or continue their further study.

As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners maybe eligible to progress to Master's top-up at many universities in the UK and overseas with advanced standing. For more information visit the [University Progressions](#) page on the OTHM website.

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their Learners. However, OTHM Centres should consider the Learners' complete learning experience when designing the delivery of programmes.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives the Centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

The qualification has been designed to take learners on a structured learning pathway. The sequencing of units is likely to encourage proactive engagement due to the nature of the subjects and topics therein, whilst also supporting learners to develop the learning and assessment skills required to be successful at level 7.

CENTRE RESOURCE REQUIREMENTS

Tutor / Assessor Requirements

- Tutors/Assessors must be appropriately qualified and occupationally competent in the areas in which they are training.
- They must hold a Level 6 qualification or equivalent
- They should hold or be working towards a Level 3 qualification in Assessing Vocationally Related Achievement such as the OTHM Level 3 Award in Assessing Vocationally Related Achievement.

Internal Verifier Requirements

- Internal quality assurers or verifiers must be appropriately qualified and occupationally competent in the areas in which they are moderating.
- They must hold or be working towards a Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice and/or a Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice such as the OTHM Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- They must demonstrate that they have undertaken Continued Professional Development (CPD) activities relating to occupational health and safety or auditing quality assurance to maintain and update their skills and knowledge within the last year.

OTHM will request to see copies of relevant qualifications from assessors and verifiers.

ASSESSMENT AND VERIFICATION

The units in this qualification are internally assessed by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the Assessor.

The Assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

OPPORTUNITIES FOR LEARNERS TO PASS

Centres are responsible for managing learners who have not achieved a Pass for the qualification having completed the assessment. However, OTHM expects at a minimum that centres must have in place a clear feedback mechanism to learners by which they can effectively retrain the learner in all the areas required before re-assessing the learner.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA).

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race,

religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

UNIT SPECIFICATIONS

HEALTH, WORK AND STRESS

Unit Reference Number	M/650/5882
Unit Title	Health, Work and Stress
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	80 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 - Business management
Unit Grading type	Pass / Fail

Unit Aims

The unit provides the learner the opportunity to discover the definition of stress and its physiological manifestations, which include burnout and PTSD. The learner will also reflect on stresses and strains associated with various aspects of organisational life and these include such examples as role overload, role complexity, role ambiguity, responsibility, and repetitive work. The learner will be able to analyse the strategies and interventions offered to respond to a 'stressful state' such as empowerment and goal setting. Preventative health management such as counselling and workplace wellness programmes are studied. by the learner. This module will equip the learner with the means that help improve efficiency in organisations, keep staff, and make organisations a pleasant place for potential employees.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Understand and define stress and its physical manifestations	<p>1.1 Analyse and discuss stress and describe its physical manifestations in an organisation context.</p> <p>1.2 Assess definitions of post-traumatic stress disorder (PTSD) and burnout.</p>	<p>Definitions of stress; jobs-demands resources model / transactional model of stress.</p> <p>Physiological reactions- Fight or Flight response.</p>

	<p>1.3 Appraise the cost linked with stress at work in an organisation context.</p> <p>1.4 Demonstrate understanding of key theoretical models to facilitate workplace health and wellbeing at an organisation</p>	<p>Burnout- factors causing burnout- consequences of burnout. Burnout as a coping mechanism.</p> <p>Post-traumatic stress disorder /acute stress disorder</p> <p>Cost of stress- individual level (emotional; negative feelings; impacts on family society level; socially disruptive behaviour/alcoholism/drug abuse, community withdrawal. Employers; increasing costs; loss of productivity, staff absenteeism, compensatory claims.</p> <p>Transactional model of stress and job-demands-human resource model</p>
<p>2. Understand the different facets of organisational life associated with stress</p>	<p>2.1 Analyse typical stressful conditions for people in the workplace in an organisation context.</p> <p>2.2 Evaluate the relevance of factors emanating from the workplace in the context of stress in an organisation.</p> <p>2.3 Evaluate the relevance of factors originating from the individual and outside the workplace in the context of stress in an organisational setting.</p>	<p>Stressors; Typical stressful conditions facing individuals in the workplace. Challenge and hinderance stressors.</p> <p>Stress from within the organisation Role overload; role underload; role ambiguity; role conflict; responsibility for people; machine paced and repetitive work; decision latitude and job control; shift work; technostress; physical work environment.</p> <p>Stress from within the individual plus outside influences:</p> <p>Personality; resilience; Locus of control; work relationships; bullying and incivility; redundancy and unemployment; turning unemployment to</p>

		advantage; early retirement; homework interface.
3. Understand remedies used to counteract stress and preventative health management strategies to create healthier organisations	<p>3.1 Critically analyse a variety of remedies for stress management in an organisational context.</p> <p>3.2 Examine the similarities and differences between CBT and REBT</p> <p>3.3 Evaluate the likely benefits to organisations and individuals from health promotion programmes or wellness schemes in the workplace in an organisational context.</p>	<p>Suggested remedies for stress: relaxation therapies; time management; cognitive strategies (Cognitive behavioural therapy; rational emotive therapy; mindfulness; social support; structural arrangements; organisational change processes</p> <p>Health promotion programmes: workplace counselling.</p>

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 3	All AC's under LO 1 to 3	Coursework x 1 poster and 1 x essay	4500 words

Indicative Reading List

Grant, P. (Ed.). (2016). Business Psychology in Action. Matador.

Hesketh, I., & Cooper, C. (2019). Wellbeing at work: How to design, implement and evaluate an effective strategy. Kogan Page.

Kinder, A., Hughes, R., & Cooper, C. L. (Eds.). (2022). Occupational health and wellbeing: Challenges and opportunities in theory and practice. Routledge.

Mckenna, E. F. (2020). Business psychology and organizational behaviour. Abingdon, Oxon ; New York, Ny: Routledge, An Imprint of The Taylor & Francis Group.

MOTIVATION, JOB DESIGN AND EXTRINSIC REWARDS

Unit Reference Number	R/650/5883
Unit Title	Motivation, Job design and Extrinsic rewards
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	80 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 - Business management
Unit Grading type	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' knowledge of the concept of motivation which consists of needs, motives, drives, and goals and incentives. The learner will further develop knowledge of 'level of arousal', which is related to drive and emotion and an important feature of the motivational state. Theoretically both content and process theories will be studied, alongside acknowledgment of the concept of social identity and culture to further develop knowledge of motivation at work. To enhance learner experience developments in job design has been included together with the impacts of technology. Rewards are seen both intrinsically and extrinsically and through job evaluation.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Understand how motivation arises when we ask why people behave in certain ways, and how when people are motivated, they are responding to conditions operating within and outside themselves	<p>1.1 Discuss major aspects of the motivation process in an organisation.</p> <p>1.2 Assess the differences between content and process theories of employee motivation in an organisation.</p>	<p>Define motivation with reference to needs; motives; drives, incentives, and frustration.</p> <p>Arousal and emotion</p> <p>Need (content theories)</p>

		<p>Maslow 1954; physiological needs; safety needs; affiliation needs; esteem needs; self-actualisation needs.</p> <p>ERG theory Alderfer 1972 – existence; relatedness and growth</p> <p>Achievement motivation – Cassidy and Lynn 1989</p> <p>Dual Factor theory – Herzberg 1966</p> <p>Criticisms of dual factor theory</p> <p>Theory X and Theory Y McGregor 1960</p> <p>Cognitive (Process) Theories</p> <p>Goal setting; goal difficulty; goal specificity; Latham and Locke’s model 2006; Evaluation of goal setting theory, Self-efficacy, Expectancy Theory Vroom 1964, Porter and Lawler’s expectancy model 1968, Reinforcement V expectancy theory, Equity theory, Control theory of motivation, Social identity perspective to motivation and Culture and motivation.</p>
<p>2.Understand the connectivity between motivational theory and job design</p>	<p>2.1 Critically evaluate the different approaches to job design in an organisation.</p> <p>2.2 Assess how job design is used to motivate employees in an organisation.</p>	<p>Job design; job specialisation; job rotation; job enlargement; job enrichment; The Job characteristics model Hackman and Oldham 1975; Groups and Job design, autonomous work groups, empowerment; Lean Production systems; new technology and job design; artificial intelligence and automation; worker schedules; worker flexibility.</p>

<p>3.Understand the difference between extrinsic and intrinsic rewards</p>	<p>3.1 Evaluate the differences between extrinsic and intrinsic rewards in an organisational context.</p> <p>3.2 Explain the ways rewards can be determined in an organisation context.</p>	<p>Rewards extrinsic.</p> <p>Purpose and philosophy Moorhead and Griffin 2014</p> <p>Determination of rewards and job evaluation (traditional) disadvantages and advantages</p> <p>Types of reward; time rates; payment by results; bonus and profit sharing; gain sharing; stock option plans and long-term compensation; stock ownership plans; performance related pay; skill-based pay; flexible benefit system; pensions; other benefits.</p>
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Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 3	All AC’s under LO 1 to 3	Coursework – 2 x essay	4500 words

Indicative Reading List

Guillen, M. (2020). *Motivation in organisations: Searching for a meaningful work-life balance*. Routledge.

Grant, P. (Ed.). (2016). *Business Psychology in Action*. Matador.

Maslow, A. H. (2019). *A Theory of Human Motivation*. General Press.

Mckenna, E. F. (2020). *Business psychology and organizational behaviour*. Abingdon, Oxon ; New York, Ny: Routledge, An Imprint Of The Taylor & Francis Group.

Murrell, H. (2020). *Motivation at Work*. Routledge.

Omar, S. (2019). *History and philosophy of motivation*. LAP Lambert Academic Publishing.

ORGANISATIONAL DEVELOPMENT AND CHANGE

Unit Reference Number	T/650/5884
Unit Title	Organisational Development and Change
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	80 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 - Business management
Unit Grading type	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' knowledge of what is meant by change, the organisational change cycle, and models of change. The learner will further develop knowledge of ways of planning and implementing change, whilst also considering the resistance to change, and approaches to controlling resistance to change. Organisational development, and various interventions to achieve this will also be studied by the learner.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Understand the significance of the organisational change cycle	<p>1.1 Assess the significance of the organisational change cycle fiving examples from an actual organisation.</p> <p>1.2 Evaluate the models or approaches used in planning and implementing organisational change in an organisation.</p>	<p>Organisational Change cycle: Woodward and Bucholtz 1987 – Growth Curve Model of change. The life cycle model of organisation - Phelps, Adams and Bessant 2007. Sequence of actions -Stace and Dunphy 2001.</p> <p>Planning and implementing change- drivers of change.</p> <p>Change models – Lewin’s process model of change 1951; continuous change process</p>

		model-Moorhead and Griffin 2014; change agent; Emergent approach; Kotter’s change process model; Action research approach.
2.Understand the approaches used to counteract change	<p>2.1 Evaluate the reasons why there maybe resistance to change in an organisation.</p> <p>2.2 Suggest the issues to consider when implementing change at an organisational context.</p>	<p>Resistance to change - e.g., overt, or immediate i.e: strike); implicit or deferred e.g.: increased absences; sources of resistance to change such as habit; security; fear of unknown; lack of awareness; social considerations and role of personality.</p> <p>Controlling resistance to change – education; communication; facilitation, support; negotiation and agreement; manipulation; coercion</p>
3.Understand the structural and behavioural techniques or interventions within organisational development	<p>3.1 Analyse the structural and behavioural techniques of interventions within organisational development at an organisation</p> <p>3.2 Discuss and evaluate individual and group interventions in organisational development at an organisation.</p>	<p>Development techniques and interventions:</p> <p>Changing structure; changing corporate climate; task redesign; individual and group emphasis; sensitivity training; survey feedback; process consultation; team building; intergroup development; Grid development Blake and Mouton 1985; management by objectives; conflict management</p>

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All LO 1 to 3	All AC under LO 1 to 3	Coursework 1 x essay	4500 words

Indicative Reading List

Cameron, E., & Green, M. (2019). *Making sense of change management: A complete guide to the models, tools and techniques of organizational change* (5th ed.). Kogan Page.

Grant, P. (Ed.). (2016). *Business Psychology in Action*. Matador.

Kotter, J. P. (2012). *Leading change, with a new preface by the author*. Harvard Business Review Press.

Mckenna, E. F. (2020). *Business psychology and organizational behaviour*. Abingdon, Oxon ; New York, Ny: Routledge, An Imprint Of The Taylor & Francis Group.

Smith, R., King, D., Sidhu, R., Skelsey, D., & APMG-International (Eds.). (2014). *The effective change manager's handbook: Essential guidance to the change management body of knowledge*. Kogan Page.

LEADERSHIP AND MANAGEMENT STYLE

Unit Reference Number	Y/650/5885
Unit Title	Leadership and Management Style
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	80 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 - Business management
Unit Grading type	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' knowledge of several perspectives in the study of leadership, and the differences between leadership and management, The learner will examine the trait approach and personal characteristics of leaders and learn about leadership and management style in its various forms. The student will also analyse contingency theories plus contemporary trends in leadership. To finalise the unit the learner will study the variables that impact leadership.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1.Understand the differences between leadership and management	<p>1.1 Discuss and distinguish the difference between leadership and management by relating your discussions to an organisation.</p> <p>1.2 Evaluate the traits and personal characteristics associated with leadership in an organisation.</p> <p>1.3 Evaluate the importance of the skills and competencies, including emotional intelligence</p>	<p>Definition of leadership and management</p> <p>Traits, personal characteristics, and skills</p> <p>Emotional intelligence</p> <p>Styles of leadership (Behavioural); -Kurt Lewin 1930; Likert's four styles 1967; dimensions of leadership behaviour Fleishman and Harris 1962; The leadership grid Blake and</p>

	for leaders at an organisation.	Mouton 1985; participative leadership; criticisms of participative leadership;
2. Understand the situational theories of leadership; the applicability of transactional leadership and significance of transformational leadership	<p>2.1 Critically discuss situational theories of leadership and the applicability of transactional leadership in an organisation.</p> <p>2.2 Assess and analyse the significance of transformational leadership at an organisation.</p>	<p>Contingency theories – leadership continuum; The influence-power continuum; Fieldler’s model; a normative model; leader member - exchange (LMX); Path Goal theory; Hersley-Blanchard situational model; attribution perspective; substitutes for leadership.</p> <p>Contemporary trends; transformational leadership</p>
3. Understand the importance of gender, culture, ethics socialised charisma, trust, upward influence, and derailment in leadership	<p>3.1 Assess the variables likely to impact leadership in an organisation context.</p> <p>3.2 Evaluate the distinctive feature of authentic and servant leadership in an organisation.</p>	<p>Other leadership perspectives: authentic leadership; trust and leadership; ethics and leadership; servant leadership; lateral and upward leadership; gender and leadership; culture and leadership.</p> <p>Derailed leaders.</p>

Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 3	All AC’s under LO 1 to 3	Coursework 1 X Essay	4500 words

Indicative Reading List

Allen, J. (2017). *Emotional intelligence: The emotional intelligence book - emotional intelligence at work and emotional intelligence leadership*. Healthy Lifestyles

Cutler, A. (2014). *Leadership psychology: How the best leaders inspire their people*. Kogan Page.

Grant, P. (Ed.). (2016). *Business Psychology in Action*. Matador

Mckenna, E. F. (2020). *Business psychology and organizational behaviour*. Abingdon, Oxon ; New York, Ny: Routledge, An Imprint of The Taylor & Francis Group.

TEAM BUILDING

Unit Reference Number	D/650/5887
Unit Title	Team Building
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	80 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 - Business management
Unit Grading type	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' knowledge of the difference between a group and a team, and different types of teams. Models of team or group development will be explored such as the well-known Tuckman's model, and lesser known, but more contemporary punctuated equilibrium model. The organisational context of group tasks, including culture is addressed, and the characteristics of high performing teams is studied. Common errors in effective team building will be explored and ways of dealing with this. The learner will also develop knowledge of diversity in relation to effective teams.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Understand what is meant by a team and recognise different types of teams	1.1 Examine the differences between a group and a team in an organisation context. 1.2 Discuss the developments that have given rise to the interest of teams within organisations. 1.3 Assess the benefits to an organisation linked to team systems of working.	Work teams; multi-team systems; top management teams; cross functional teams; project teams; venture teams. Quality circles; self-management teams; virtual teams

<p>2. Understand the significance of team building models</p>	<p>2.1 Evaluate models of teambuilding or group development at an organisation.</p> <p>2.2 Evaluate the features of high-performance teams at an organisation</p> <p>2.3 Critically analyse the issues that can occur around team building and offer solutions in an organisation context.</p> <p>2.4 Assess management team development programmes i.e: Dyer’s approach; Belbin’s approach and team management wheel in an organisational setting.</p>	<p>Models of group development; Tuckman 1965; punctuated equilibrium model; Team Climate inventory Anderson and West 1996; high performance teams.</p> <p>Problems with teambuilding Hackman 1994.</p> <p>Management team development; Dyer’s approach, Belbin 1981, Team management wheel Margerison and McCann 1995</p>
<p>3. Understand diversity in teams can find different forms, and has associations with race; personality; age; gender; values; attitudes and culture</p>	<p>3.1 Analyse the concept of organisational demography in an organisational context.</p> <p>3.2 Discuss the significance of values and attitudes and conflict situations in a team.</p> <p>3.3 Critically evaluate the role of trust in team management in an organisation.</p>	<p>Big five personality Model</p> <ul style="list-style-type: none"> ● Age differentials and benefits ● Gender diversity ● Tenure and security of employment ● Values and attitudes of members of teams ● Cultural diversity – cross cultural dialogue

Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 3	All AC's under LO 1 to 3	Coursework 1 short answer questions	All 1 to 3

Indicative Reading List

Gibb Dyer, W., Jr, & Dyer, J. H. (2019). *Beyond team building: How to build high performing teams and the culture to support them*. Standards Information Network.

Grant, P. (Ed.). (2016). *Business Psychology in Action*. Matador.

Mckenna, E. F. (2020). *Business psychology and organizational behaviour*. Abingdon, Oxon ; New York, Ny: Routledge, An Imprint of The Taylor & Francis Group.

Widdowson, L., & Barbour, P. J. (2021). *Building top-performing teams: A practical guide to team coaching to improve collaboration and drive organizational success*. Kogan Page.

RESEARCH DESIGN IN BUSINESS PSYCHOLOGY

Unit Reference Number	F/650/5888
Unit Title	Research Design in Business Psychology
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	80 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 - Business management
Unit Grading type	Pass / Fail

Unit Aims

This unit aims to equip learners with the skills to structure academically driven business psychology research by formulating and designing a research proposal. It fosters a critical appreciation of philosophical, practical, and ethical research principles within the framework of a selected business environment.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Be able to develop research approaches in a suitable context	1.1 Appraise a research problem. 1.2 Develop and justify an appropriate research aim, objectives and research question [s] within a defined scope and timeframe. 1.3 Critically explore, select, and justify the research approaches	Research problem identification: understanding the research context; research problem identification for investigation; research topic identification; the conceptualisation of a research problem; developing insights; feasibility and possibilities; the search for literatures; setting initial components e.g., working plan, research goals, timetable and management, research process, monitoring, evaluation, and revision.

		<p>Research problem selection and justification rationale of the proposed research; appropriateness; reasons for selection of a specific research topic; skills, capacities, and knowledge requirement identification; research question and hypothesis formulation; rationale elaboration; essential date setting; review and monitoring process. Develop appropriate research objectives and justification: background, aims and objectives selection; reasons for these selections; length of the research; skills, capacities and knowledge enhancement e.g. literature review, methodology, research type selection, data collection and analysis, drawing a successful conclusion; critical knowledge on appropriate research methods e.g. qualitative and quantitative, statistical research tools; research validity, reliability and ethical issues; critical justification of these selections.</p>
<p>2.Be able to critically review literature on a business research topic</p>	<p>2.1 Critically analyse the different theoretical approaches to your research problem.</p> <p>2.2 Create a structured preliminary and thorough critical literature review.</p>	<p>Different approaches: Behaviourism; phenomenology; cognitive; psychoanalysis.</p> <p>Landmarks in the development of organisational psychology and organisational behaviour; scientific management; classical bureaucracy; principles of organisation; industrial psychology; human relations movement; neo-human relations; systems approach; contingency approach</p>

		<p>Literature review as relevant to the research problem and objectives: definition, features, and ways to do literature review; the generic selection of literature; spotting the sources of literature; justification of an appropriate selection of literature.</p> <p>To compare different theories and authors: the selection of appropriate theories for the research; conceptualisation of the research phenomenon; including relevant theories and the justification of choices; the strength and credentials of relevant theoretical framework; the understanding and interpretation; developing the theoretical framework</p> <p>Critical review of the key literature for inclusion in a research proposal while focusing on concepts and methodologies followed by other: knowledge on acceptability, reliability, and validity of literature.</p>
<p>3.Be able to design business research methodologies.</p>	<p>3.1 Critically assess appropriate research methodologies, ensuring alignment with the research objectives outlined in the proposal.</p> <p>3.2 Design a well-structured research methodology tailored to the objectives and applicable to the defined population.</p> <p>3.3 Justify the chosen methodology, demonstrating how it meets the research objectives in your proposal while adhering to ethical standards.</p>	<p>Research methodologies and relationship with research objectives: advanced knowledge on research methodologies; action research; intervention research; non-intervention research</p> <p>Design and choose an appropriate methodology in terms of the research objectives: designing research using the most appropriate method; research question or hypothesis test; reliability and validity test; ethical and access issues.</p>

		<p>Techniques and settings: Field experiments; laboratory experiments; Field study; questionnaires; interviews; observation; case studies; analysing documents. Action research.</p> <p>Justify the methodology selected in terms of the research objectives: critical knowledge on questions on the questionnaire, interviewee selection, data verification, bias, time and place selection, interview recording; justification of using any selected research tool</p>
<p>4.Be able to develop a research proposal.</p>	<p>4.1 Create a well-designed and structured research proposal</p> <p>4.2 Suggest techniques for use with quantitative and qualitative data collection and analysis.</p> <p>4.3 Discuss the potential ethical issues in a research project.</p> <p>4.4 Develop a research project schedule to successfully execute the project.</p>	<p>Structure</p> <ul style="list-style-type: none"> ● Cover Page: Contains your project title, your name, your supervisor's name, institution or affiliation, and date. ● Table of Contents: Outlines the contents of your entire proposal with respective page numbers. ● Introduction: Contains background and context, a problem statement, aim, objectives research questions, and the rationale behind the study. ● Literature review: Contains key concepts and theories that serve as the framework for your study as well as any gaps in research. ● Research design and methods: Contains research objectives, method, and potential limitations. ● Proposed data analysis for use with quantitative/ qualitative data/mixed methods: types of data presentation and analysis; qualitative data analysis e.g.,

		<p>techniques of categorisation and coding; transcripts interpretation, data analysis process, data analysis, data presentation, the use of information technologies, quantitative data analysis e.g., value analysis, coding, data analysis manually and electronically.</p> <ul style="list-style-type: none"> • Implications: Explains how the study can be applied to the existing field of knowledge on the topic. • Reference list: A list of references used to write the proposal in APA style. • Research schedule (appendix): A timeline of research phases and how they will achieve the objective and meet deadlines. • Ethics in research – GDPR, data protection law, privacy, informed consent, permissions. organizational requirements for ethics in research, ethical form, etc.
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Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 4	All AC’s under LO 1 to 4	Research proposal	4500 words

Indicative Reading List

Grant, P. (Ed.). (2016). *Business Psychology in Action*. Matador.

Haslam, S. A., & McGarty, C. (2018). *Research methods and statistics in psychology* (3rd ed.). Sage Publications.

Kazeroony, H. H., & du Plessis, Y. (2019). *Diversity and inclusion: A research proposal framework*. Routledge.

Mckenna, E. F. (2020). *Business psychology and organizational behaviour*. Abingdon, Oxon ; New York, Ny: Routledge, An Imprint of The Taylor & Francis Group.

Mweene, O. (2019). *Research proposal and dissertation writing*. Scholars' Press.

Punch, K. F. (2016). *Developing effective research proposals* (3rd ed.). Sage Publications.

Robson, C., & McCartan, K. (2016). *Real World Research* (4th ed.). John Wiley & Sons.

Sekaran, U., & Bougie, R. (2020). *Research methods for business: A skill building approach* (8th ed.). Standards Information Network.

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience.

For updated information please visit our website www.othm.org.uk