

Level 5 Diploma Specification Applied Human Resources

Regulated Qualifications Framework

December 2017

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Key Information

Qualification objective

The **CIPD Level 5 Diploma in Applied HR**, is a Higher Apprenticeship qualification in HR Management. It is equivalent to the second year of a university degree in the UK.

The Higher Apprenticeship will enable apprentices to develop knowledge and skills in human resource management, while being employed and earning a salary. Employers will have a chance to expand their human resource function and better support their most valuable asset: their people.

The apprenticeship takes between one and two years to complete with apprentices dividing their time between:

- undertaking their role
- being taught on-the-job (eg being trained by a manager)
- being taught off-the-job (eg attending a college).

Once the apprenticeship is complete the apprentice will receive a certificate to confirm they have completed the CIPD Level 5 Intermediate qualification and they will automatically become a CIPD Associate member. This means they will be able to use the designation Assoc CIPD behind their name.

CIPD professional membership is recognised globally by employers and could help increase earning potential. The apprenticeship will ensure the student receives on the job training whilst studying so they will acquire the relevant experience at knowledge at the same time; something not all students are fortunate enough to gain.

Total qualification time

Total qualification time (TQT) is the number of hours it is estimated that a candidate will take to complete a qualification from start to finish and includes guided learning hours, self study, preparation and assessment.

Assessment

Candidates are assessed via a range of assessment methods to ensure that all the learning outcomes and assessment criteria are met in a way that enhances their learning experience. The assessments will allow candidates to demonstrate a clear grasp of the concepts and their ability to link theory to practice and to communicate clearly in the HR field at the appropriate level. Although a variety of assessment methods may be used, the demands made on candidates within and between centres must be comparable to ensure consistency of assessment. All unit assessment criteria are summatively assessed. Formative assessment is also encouraged within each unit.

Assessment methods may include:

- Assignments
- Projects
- Case studies
- Reports
- Integrated work activities
- Time constrained tests
- Group and individual
- Examinations
- Presentations
- Viva Voce

Competency-based assessment may also be used in centres that are approved for this method of assessment and have assessors that are occupationally competent. Centres may choose activities from the CIPD Assessment Bank or design their own. Where a centre devises its own assessments, these must be approved by the CIPD before use.

All centre-marked assessments are subject to external verification to ensure that standards are judged comparatively against internal and external benchmarks.

Credit transfer, exemptions, and recognition of prior learning

CIPD encourages the recognition of previous achievements of candidates. Credit transfer, exemptions, and recognition of prior learning play an important part in this by supporting candidate progression.

During the initial diagnostic interview with candidates any credit transfer, exemption and RPL opportunities should be discussed and the appropriate evidence collected.

Credit transfer

Credit transfer is the process of using credits awarded in the context of one of the CIPD Level 3 Foundation, Level 5 Intermediate or Level 7 Advanced qualifications or other RQF qualification towards the achievement requirements of another CIPD qualification of the same level/type.

Exemption

Exemption is defined as the facility for a candidate to claim exemption from some of the achievement requirements of a CIPD qualification, using evidence of certificated achievement which does not fall within the definition of credit transfer but is deemed by the CIPD to be of equivalent level, content and value. This means that candidates who have certificated achievements which do not fall within the definition of a credit transfer, as described above, can claim exemption from units/modules within CIPD qualifications that are deemed by CIPD to be of equal level, content and value.

Recognition of prior learning (RPL)

Where candidates do not have prior certificated achievements but do have some non-formal or informal learning, they may seek recognition of prior learning (RPL). We define RPL as a method of assessment, leading to the award of credit that considers whether a candidate can demonstrate that they can meet the assessment requirements for a unit/module through knowledge, understanding and skills they already possess and do not need to develop through a course of learning.

Progression opportunities

CIPD has 3 sizes of qualification, Awards, Certificates, and Diplomas. Candidates can widen their knowledge further by undertaking more units at any time. On completion of the CIPD Level 5 Diploma in Applied HR (90 credits), candidates can also progress their studies further by undertaking the CIPD Advanced Level qualifications.

Rules of combination for CIPD awarded¹ Level 5* Diploma in Applied Human Resources (RQF)

¹ CIPD awarded qualifications are offered at centres with no qualification awarding powers

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

List of units for Level 5 Diploma in Applied Human Resources

Core units	Unit code	Credit value	Guided learning hours
Developing Professional Practice in Human Resources	5CDPP	8	40
Understanding the Business Context of Human Resources	5CBIC	4	20
Using a Research Approach in Human Resources	5CIHR	4	20
Understanding the Contemporary Human Resources Function	5CMHR	4	20
Understanding Employment Law	5CELW	6	30

Group A Optional units:	Unit code	Credit value	Guided learning hours
Understanding Resourcing and Talent Planning	5KRTP	4	20
Understanding Reward Management	5KRWM	4	20
Understanding the Link between Individual and Organisational Performance	5KIOP	4	20
Understanding Employee Engagement	5KEEG	4	20
Understanding the Management of Employment Relations	5KCER	4	20
Understanding Contemporary Human Resource Development	5KHRD	4	20
Understanding Coaching and Mentoring in the Organisation	5KDCM	4	20
Understanding the Management of Change	5KMOC	4	20

Group B Optional units:	Unit code	Credit value	Guided learning hours
Contributing to Resourcing and Talent Planning in the Organisation	5ARTP	8	40
Contributing to Reward Management in the Organisation	5ARWM	8	40
Contributing to Improving Organisational Performance	5AIOP	8	40
Contributing to Employee Engagement in the Organisation	5AEEG	8	40
Contributing to the Management of Employee Relations in the Organisation	5ACER	8	40
Contributing to Human Resource Development in the Organisation	5AHRD	8	40
Contributing to Coaching and Mentoring in the Organisation	5ADCM	8	40
Contributing to the Management of Change	5AMOC	8	40

Rules of combination for CIPD awarded qualification:

Level 5 Diploma in Applied Human Resources = 90 credits and a TQT of 900 hours

- choose 26 credits from all core units
- choose 24 credits from Group A
- choose 40 credits from Group B
- it is strongly recommended that learners choose unit 'pairs' from Groups A and B respectively.

Developing Professional Practice in Human Resources

Unit title	Developing Professional Practice in Human Resources
Level	5*
Credit value	8
Unit code	5CDPP
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

The aim of this unit is to enable the learner to develop a sound understanding of the knowledge, skills and behaviours required by human resources (HR) professionals, whether in a generalist or specialist role. The unit clarifies the context of the learner's specific HR development programme and the opportunities it affords to prepare for a career in HR. It explores a range of roles and career paths available in HR and considers the wider performance requirements, including work management, creative problem-solving and teamwork, required of HR professionals. Having explored HR as a profession, learners are supported to assess their strengths and development areas against HR practice capabilities, identify development objectives, and devise and implement a plan for continuing professional development (CPD). The unit also addresses many of the standards of attainment set out in the Personal Learning and Thinking Skills (PLTS) national outcomes.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the components of a specific HR career development programme.
- 2 Understand the range of HR roles and behavioural requirements of HR professionals.
- 3 Be able to manage self and workload to meet performance requirements.
- 4 Be able to work collaboratively with others, as a member of a team or working group.
- 5 Be able to apply CPD techniques to devise, implement and review a personal development plan.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 hours with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the components of a specific HR career development programme.

Components of the learners' specific development programme, for example the Higher Apprenticeship in Human Resources (HAHRM): the qualification; ERR; PLTS; Functional Skills, work experience. Relevant arrangements underpinning the development programme: relevant organisational procedures and codes of practice to be followed by the apprentice/learner; contract requirements between employer and provider and between employer and apprentice/learner; administrative requirements and obligations of the programme. Sources of reference, information and advice, including: organisational support (workplace mentor); CIPD support mechanisms; apprentice/learner's sector representative and professional bodies; wider sources of HR advice and support; specific sources of information for the learners, for example apprenticeship-related guides, websites and agencies. Note: For HAHRM, learning content must include information relating to *Access to Work* and *Additional Learning Support*.

2 Understand the range of HR roles and behavioural requirements of HR professionals.

Overview of the knowledge, skills and behaviours required for effective role performance with reference to the CIPD HR Profession Map. The CIPD HR Profession Map professional areas, bands and behaviours. The role and contribution of the HR professional: three types of professional action: administrative, advisory, executive; the HR professional as business partner; change agent; people resourcing, performance and development facilitator; defining the contribution of the HR professional and the acquisition of a positive reputation for efficiency, service delivery, trust and reliability. What it means to be a professional: professional ethics and relevant codes of conduct; corporate social responsibility; role-modelling professional behaviours; the fundamental beliefs and philosophical assumptions that underpin professionalism, for example, an outward-looking, customer-focused, flexible, thinking-performer perspective; obligations for integrity, ethical conduct and confidentiality; handling conflict between professional principles and organisation pressures. The customers and stakeholders for the HR professional: determining customer expectations and priorities; exercising discretionary judgement when customer requirements compete; the stakeholder concept and its relevance for the HR professional; the skills of creating and sustaining customer relationships; methods for securing customer feedback; valuing customer complaints as a mechanism for enhancing service performance in the future; the search for service excellence.

3 Be able to manage self and workload to meet performance requirements.

Basic project management: agreeing objectives; planning and scheduling; control and monitoring; managing risks; review and evaluation; communicating with stakeholders. Basic self-management and organisation techniques: organising work; setting and managing priorities; optimising personal productivity while also sustaining positive people relationships; methods for coping with difficult people-related situations; the prevention and control of stress; creative problem-solving; analytical and critical thinking: situational analysis; decision-making; exercising judgement about the validity and reliability of information; how to question and interpret 'evidence' within problem situations.

4 Be able to work collaboratively with others, as a member of a team or working group.

Working with others; elements of group dynamics; the skills of collaboration and conflict resolution. The components of effective and ineffective teams: the roles required for effective group/team operation; productive, proactive and positive leadership within groups and teams. Formal and semi-formal meetings: the principles of effective membership at meetings; techniques of chairmanship and group leadership. Techniques for influence, persuasion and negotiating: securing the willing co-operation of others; assertiveness and related skills.

Managing relationships within and across hierarchies: coping with functional conflicts, stereotypes and 'political' tensions. Building and sustaining positive relationships inside and outside the HR function: the fundamentals of interpersonal effectiveness; the benefits of networking; managing key relationships up the hierarchy; methods for coping with difficult people-related situations. Communication skills for the HR professional: planning and delivering presentations; report-writing; the effective applications of technology as a communication aid.

5 Be able to apply CPD techniques to devise, implement and review a personal development plan.

Continuing professional development: the basic assumptions for CPD, predicated on personal responsibility for learning, development and continuous improvement.

The rationale for CPD: reflective practice; the need for continuous learning in a turbulent, transformational world; obligations for CPD; implications of the commitment to lifelong and self-managed learning. Self-appraisal and the acquisition of knowledge about perceived performance: sources of information about personal effectiveness.

The design of a meaningful personal development plan: the specification of meaningful, achievable, time-bounded yet stretching development goals and objectives; types of learning activity (linked to own learning-style preferences). The circularity of personal development: plan–performance–review–plan; monitoring CPD progress through, for example, review of CPD log entries and, where appropriate, the implementation of remedial action programmes; sustaining the motivational momentum.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the components of a specific HR career development programme.	1.1 Interpret the key components of the HR development programme. 1.2 Explain organisational arrangements and codes of practice which underpin the programme. 1.3 Identify key sources of programme-related information and advice for learners.
2 Understand the range of HR roles and behavioural requirements of HR professionals.	2.1 Evaluate how the professional areas and bands of the CIPD HR Profession Map define the HR profession. 2.2 Explain why the behaviours identified in the CIPD HR Profession Map are essential to being an effective HR professional.
3 Be able to manage self and workload to meet performance requirements.	3.1 Apply basic project management techniques to work activities. 3.2 Apply basic techniques for analysing and resolving problems.
4 Be able to work collaboratively with others, as a member of a team or working group.	4.1 Explain the concept of group dynamics. 4.2 Explain political behaviour in organisations and how it can impact on the achievement of organisation objectives. 4.3 Apply different methods for influencing, persuading and negotiating with others.
5 Be able to apply CPD techniques to devise, implement and review a personal development plan.	5.1 Undertake a self-assessment of HR capabilities to identify development needs. 5.2 Select and justify different options for professional development. 5.3 Produce a plan to meet development objectives.

	5.4 Reflect on performance against the CPD plan, identifying any further learning needs and revising the plan accordingly.
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Understanding the Business Context of Human Resources

Unit title	Understanding the Business Context of Human Resources
Level	5*
Credit value	4
Unit code	5CBIC
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

Human resources (HR) professionals need to understand key developments in the business and external contexts within which organisations and, therefore, HR operate. This unit is designed to encourage learners to critically explore these contexts in order to be able to provide workable HR solutions to address them. The unit enables learners to understand different types of organisation and to analyse the factors which impact on their business and operating environment. These factors are then considered in the light of how they impact on the HR function – its policy and activities. The unit also examines HR's role in organisational strategy and how organisational strategy is converted into HR policy, practice and behaviour.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand organisational factors which impact on the HR function.
- 2 Understand external factors which impact on the organisation's business and their HR function.
- 3 Understand how organisational and HR strategies and practices are shaped and developed.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand organisational factors which impact on the HR function.

Types of organisation: different sectors: private, public and third sector organisations; different legal/business status; organisation size; different organisational structures: flat structures; models and theories linking organisational type, purpose and structure; functions/roles of management; management spans of control – and impact on HR. Different ways in which HR is delivered: line manager/HR partnership; business partnership; HR as a traditional department vs HR as a support to line management function; a ‘thread’ woven through other functions; models of the HR function.

2 Understand external factors which impact on the organisation’s business and their HR function.

The use of analysis models to understand operating environments. The market and competitive contexts of organisations; principal demographic, social and technological trends; globalisation and international factors; government policy and legal regulation; and the European Union (EU) and other international bodies. The search for sustained organisational performance, business profit and efficiency; analysing, evaluating and drawing conclusions from financial and non-financial data; balanced scorecard or similar performance measurement tools; managing the change agenda. HR insights, strategies and solutions to support sustained organisational performance: HR strategies to address emerging business needs; HR responding to and helping to manage the change agenda.

3 Understand how organisational and HR strategies and practices are shaped and developed.

How corporate and HR strategies are shaped by the business and external contexts; organisational insights and sustained organisational performance; strategy formulation and implementation; emergent strategies; techniques and tools to analyse organisational and business environment; vertical and horizontal integration. HR’s role in business planning and review; environmental scanning; sources of data and business; handling, analysing and reviewing complex business data; interpreting trends, patterns and metrics in the organisation, and identifying obstacles and risks; responding to change: short-term imperatives and long-term horizons; preparing position and policy papers; communicating with senior, middle managers and staff.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand organisational factors which impact on the HR function.	1.1 Compare different types of organisation and their operational/business purposes. 1.2 Assess how business type and purpose affects the HR function. 1.3 Explain how different organisational structures and management roles impact on the HR function.
2 Understand external factors which impact on the organisation's business and their HR function.	2.1 Identify current market and competitive factors which impact on organisations. 2.2 Identify current demographic, social and technological trends affecting organisations. 2.3 Describe the impact of key current legislation on organisations. 2.4 Explain the nature of globalisation and how it is affecting organisations. 2.5 Evaluate how different external factors which impact on organisations can affect the HR function.
3 Understand how organisational and HR strategies and practices are shaped and developed.	3.1 Explain techniques and tools used to analyse the organisational and business environment. 3.2 Review the role of the HR function in formulating organisational strategy. 3.3 Explain how organisational strategy is translated into HR strategy and policy.

Using a Research Approach in Human Resources

Unit title	Using a Research Approach in Human Resources
Level	5*
Credit value	4
Unit code	5CIHR
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

Human resources (HR) professionals need to understand the research process and the use of research to both inform and develop their practice. This core unit develops the learners' knowledge about the research process and how research can improve understanding, aid decision-making and provide the basis for a change in practice. They will develop their skills in identifying and reviewing data sources and presenting a business report for different purposes. The unit also provides opportunities for learners to further develop their personal learning and thinking skills, especially independent enquiry.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider, organisational and environmental contexts.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the meaning of research and the research process.
- 2 Be able to conduct a data review and analyse the findings.
- 3 Be able to draw meaningful conclusions and make recommendations.
- 4 Be able to prepare clear, business-focused reports on an HR issue.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the meaning of research and the research process.

The nature of research; the research process; research-mindedness. Different paradigms in research, for example positivism; anti-positivism/naturalism; critical theory. The nature and purpose of independent enquiry. Different methods of data collection and their relative merits, including qualitative and quantitative methods. Identifying researchable areas in HR; formulating research questions in HR; sampling methods in research.

2 Be able to conduct a data review and analyse the findings.

Differences between primary and secondary data and methods for obtaining data. Sources of UK and international information relating to HR and management practice, including online databases and search facilities, academic and professional journals, professional and regulatory bodies and sector skills councils reports, organisational policy and financial accounts, industry reports; differences in the presentation of data across a range of written, electronic and oral media. The conversion of raw data into meaningful HR and management information.

3 Be able to draw meaningful conclusions and recommendations.

Analysis and interpretation of trends, patterns and metrics; evaluation of data collected to develop understanding and inform the conclusions and recommendations; the business case for change, incorporating cost–benefit and resource analysis; critical success factors to assess the effectiveness of change.

4 Be able to prepare clear, business-focused reports on an HR issue.

Principles and practice of writing business reports; structural components of a business report. Range of written, electronic and oral media; range of narrative and diagrammatic formats; the needs of various stakeholders; range of ways to present data to meet different stakeholder needs; using insights and observations to shape the views of managers and to influence strategy; suggestions for alternative paths of action consistent with observations.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the meaning of research and the research process.	1.1 Explain the nature of research and the stages of the research process. 1.2 Compare and contrast different approaches in research. 1.3 Identify researchable areas in HR.
2 Be able to conduct a data review and analyse the findings.	2.1 Assess a range of primary and secondary data sources suitable for investigating an area of HR. 2.2 Collect and analyse data relating to practice in an area of HR. 2.3 Justify the selection of data and the analysis methods used.
3 Be able to draw meaningful conclusions and make recommendations.	3.1 Draw conclusions and explain how data analysis has informed these. 3.2 Articulate recommendations suitable for inclusion in a business report.
4 Be able to prepare clear, business-focused reports on an HR issue.	4.1 Identify the main stakeholders and their interests in the area investigated. 4.2 Prepare a business report for the main stakeholders on an HR issue.

Understanding the Contemporary Human Resources Function

Unit title	Understanding the Contemporary Human Resources Function
Level	5*
Credit value	4
Unit code	5CMHR
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

The purpose of this unit is to introduce learners to main human resources (HR) activity and to the role of the HR function in contemporary organisations. It focuses on the aims and objectives of HR and how HR objectives are evolving as organisations themselves evolve. In doing so, the unit considers both the transactional and transformational aspects of HR. The unit goes on to explore different ways of delivering HR objectives in organisations and the case for an ethical approach. Finally, the unit considers how the contribution of HR to the organisation can be evaluated and reviews some published research linking HR activity with positive organisational outcomes.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the purpose and key objectives of the HR function in contemporary organisations.
- 2 Understand different models of delivering HR services.
- 3 Understand the role of ethics in HR management and development.
- 4 Understand how HR's contribution to the organisation can be evaluated.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the purpose and key objectives of the HR function in contemporary organisations.

HR as an integral part of the business; building foundations for future and sustainable organisation success; supporting the delivery of organisation objectives and building organisational capability through people and performance; organisation and job design, staffing objectives, performance objectives, contributing to the management of change, effective HR administration, promoting good employment relations and employee engagement, developing careers and skills. CIPD HR Profession Map professional areas: theories and practice of effective change management; the contribution of the HR function to successful structural, cultural and transformational change; employee participation, human resource development (HRD) interventions; the management of expectations and the management of conflict; building foundations for future and enduring organisation performance.

2 Understand different models of delivering HR services.

Generalist and specialist roles; the role of line managers in realising HR objectives and delivering the HR function; shared services, outsourcing and HR consultancy; the Ulrich model, the reasons for its adoption and evaluation of its implementation and effectiveness; approaches to the management and co-ordination of HR management and development in larger private sector organisations, in the public sector, in the voluntary sector, in small and medium enterprises (SMEs), in networked organisations and in multinational corporations; cultural and institutional variations across national borders.

3 Understand the role of ethics in HR management and development.

The business case for an ethical approach to HR management; professionalism in HR; the role of the HR function in promoting equality of opportunity, diversity, work–life balance, dignity at work and justice in the workplace; benefits of ethical organisational practice; the significance of legal compliance.

4 Understand how HR's contribution to the organisation can be evaluated.

Monitoring and evaluating HR practice: service-level agreements and key performance indicators (KPIs); the need to balance effectiveness, efficiency and fairness; setting and delivering strategic objectives; the use of HR metrics, data-gathering, benchmarking; use and evaluation of performance measurement tools such as a balanced scorecard, staff survey tools; risk management perspectives; line manager and employee perspectives. Examples of published research which links HR activity with positive organisational outcomes: CIPD research and other sources.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the role and key objectives of the HR function in contemporary organisations.	1.1 Identify major organisational objectives that the HR function is responsible for delivering. 1.2 Explain how these objectives are evolving in the contemporary environment. 1.3 Explain how HR contributes to effective change management.
2 Understand different models of delivering HR services.	2.1 Compare different ways in which HR objectives can be delivered in organisations. 2.2 Explain how HR can work with line managers to provide HR services.
3 Understand the role of ethics in HR management and development.	3.1 Explain the business case for managing human resources in an ethical and just manner.
4 Understand how HR's contribution to the organisation can be evaluated.	4.1 Describe how the contribution of the HR function to the organisation can be evaluated. 4.2 Evaluate research that links HR with positive organisational outcomes.

Understanding Employment Law

Unit title	Understanding Employment Law
Level	5*
Credit value	6
Unit code	5CELW
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

Recent decades have seen a substantial increase in the extent to which the employment relationship in the UK, Ireland and the EU is regulated through employment legislation. As a result, human resources (HR) professionals are now obliged to take account of legal requirements in different jurisdictions when carrying out many central aspects of their role. The purpose of this unit is to introduce the major areas of employment legislation and the employment law system, focusing in particular on how day-to-day HR activities are subjected to some form of regulation. The unit is intended to provide an overview of employment legislation, rather than a detailed focus on specific employment laws, for those who need to understand emerging developments in the management of the employment relationship in local and international jurisdictions. The unit also addresses the majority of the standards of attainment set out in the Employee Rights and Responsibilities (ERR) national outcomes.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the purpose of employment regulation and the way it is enforced.
- 2 Know how to manage recruitment and selection activities lawfully.
- 3 Know how to manage change and reorganisation lawfully.
- 4 Know how to manage issues relating to pay and working time lawfully.
- 5 Know how to ensure staff are treated lawfully at work.
- 6 Know how to manage performance and disciplinary matters lawfully.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the purpose of employment regulation and the way it is enforced.

The role of employment law in helping to achieve social justice and fairness in the workplace; economic arguments in favour of, and against, increased employment regulation; the role played by courts and institutions with jurisdiction to hear employment-related matters and make and enforce employment law; employment law and apprentice schemes.

2 Know how to manage recruitment and selection activities lawfully.

Establishing a contract of employment and the legal obligations that follow for employers and employees; the principles of discrimination law and how they affect recruitment and selection activities; direct and indirect discrimination; Genuine Occupational Requirements; positive action.

3 Know how to manage change and reorganisation lawfully.

Managing organisation structure changes in different countries in line with local prevailing employment legislation and regulations; contractual issues in the management of change; flexibility clauses; gaining consent for proposed contractual changes; the principles of the law in the areas of redundancy and business transfers; individual and collective consultation rights.

4 Know how to manage issues relating to pay and working time lawfully.

The principles of equal pay; conducting equal pay reviews to ensure compliance; laws regulating the payment of wages and salaries; the National Minimum Wage; the Working Time Regulations and minimum annual leave entitlements; maternity, paternity, adoption and parental leave; rights to paid and unpaid time off during working hours; the rights to request flexible working and time off for training purposes.

5 Know how to ensure staff are treated lawfully at work.

Employment Rights and Equality Acts. The principles of discrimination law; managing diversity to ensure equity and fair access; the principles of health and safety law and employee health and well-being; the law relating to personal injury claims; unlawful harassment; major implied contractual duties; mutuality of obligation; freedom of association and trade union recognition rights; constructive dismissal law.

6 Know how to manage performance and disciplinary matters lawfully.

The principles of unfair dismissal law; managing capability and misconduct issues; formal hearings and warnings; gross misconduct; the right to be accompanied at formal disciplinary and grievance hearings; Public Interest Disclosure and whistleblowing.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the purpose of employment regulation and the way it is enforced.	1.1 Explain the aims and objectives of employment regulation. 1.2 Describe how employment law is enforced through tribunals and the court system.
2 Know how to manage recruitment and selection activities lawfully.	2.1 Identify the main principles of discrimination law in relation to recruitment and selection. 2.2 Explain how contracts of employment are established.
3 Know how to manage change and reorganisation lawfully.	3.1 Describe when and how contracts can be changed lawfully. 3.2 Explain the main requirements of redundancy law. 3.3 Explain the main requirements of the law on business transfers.
4 Know how to manage issues relating to pay and working time lawfully.	4.1 Identify the major statutory rights workers have in relation to pay, holidays and working time. 4.2 Explain the major maternity, paternity and other family-friendly employment rights.
5 Know how to ensure staff are treated lawfully at work.	5.1 Identify the major requirements of health and safety law. 5.2 Summarise key legislation which supports equality and diversity in the workplace. 5.3 Explain the concept of implied duties in relation to the management of employees at work.
6 Know how to manage performance and disciplinary matters lawfully.	6.1 Explain the main requirements of unfair dismissal law, in respect of capability, misconduct and grievance issues.

Understanding Resourcing and Talent Planning

Unit title	Understanding Resourcing and Talent Planning
Level	5*
Credit value	4
Unit code	5KRTP
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

A fundamental part of the human resource (HR) management role is concerned with the mobilisation of a workforce, taking responsibility for ensuring that the organisation is able to access the skills it needs, at the time and in the places that it needs them, to drive sustained organisation performance. This involves attracting, retaining and, from time to time, managing the departure of staff from the organisation. This unit introduces learners to the labour market and to the strategic approaches organisations take to ensure they are able to meet their current and anticipated talent and skill needs. The unit also explores the key practices that organisations use to resource their organisations and good practice in each of these areas. These encompass workforce planning, succession planning, attracting and retaining talent, recruitment, selection, dismissal, redundancy and retirement processes.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Know how to undertake core talent planning activities.
- 2 Know how to attract and retain talent.
- 3 Understand good practice in relation to organisational resourcing activities.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Know how to undertake core talent planning activities.

The contemporary labour market; tight and loose labour market conditions; trends in the demand and supply of skills; local and international context; economic context; sources of labour supply; demographic profile and levels of available talent; labour market flexibility and the importance of flexible working in the context of diverse and distributed locations. Forecasting demand and supply of skills; analysis and interpretation of trends, patterns and metrics; identification of obstacles and risks; developing strategies to ensure that supplies of skills are secure for the present and future; translating the organisation plan into a people plan; organisation-wide succession planning processes and methodologies, using data, for example performance appraisal, 360-degree feedback; development, deployment and career management processes that provide fair access of opportunity for all; planning for downsizing.

2 Know how to attract and retain talent.

Analysis of the relative strengths and weaknesses of labour market competitors; ways in which organisations position themselves as employers in relation to labour markets; executing recruitment strategies; employer branding, establishing competitive terms and conditions, the characteristics of employers of choice.

Costs associated with dysfunctional staff turnover; methods of establishing why staff leave; employee retention strategies; the significance of effective talent planning; the use and value of a variety of induction and transitioning tools; fairness; effective supervision; competitive reward packages; good working conditions; and the role of the psychological contract.

3 Understand good practice in relation to organisational resourcing activities.

The role of job descriptions, person specifications and competency frameworks.

Sources of required talent; the major methods of recruitment – internal and external, informal and formal; specialist expertise, for example outsourcing, offshoring, graduate hiring, experienced hiring; advertising through different media; employment agencies and educational liaison.

Major methods of selection – application procedures, selection interviews, ability and personality testing, job references, work samples and assessment centres; key legal requirements in local and international jurisdictions in the conduct of recruitment and selection; diversity and fair access of opportunities for all; evaluation of the effectiveness, validity and reliability of recruitment and selection practices.

Key legal requirements, in local and international jurisdictions, in relation to dismissal, redundancy and retirement; good practice in these areas of HR activity; alternatives to redundancy; phased and flexible approaches to the management of retirements.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know how to undertake core talent planning activities.	1.1 Describe key contemporary labour market trends. 1.2 Describe the principles of effective workforce planning and tools used to carry it out. 1.3 Explain how to develop basic people plans and succession plans.
2 Know how to attract and retain talent.	2.1 Assess the strengths and weaknesses of different approaches to attracting talent to the organisation. 2.2 Assess the strengths and weaknesses of different approaches to retaining talent.
3 Understand good practice in relation to organisational resourcing activities.	3.1 Explain key aspects of good practice in relation to the development of job descriptions, person specifications and competency frameworks. 3.2 Evaluate different methods of recruitment and selection. 3.3 Explain key aspects of good practice in relation to dismissal, redundancy and retirement.

Understanding Reward Management

Unit title	Understanding Reward Management
Level	5*
Credit value	4
Unit code	5KRWM
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

The reward management unit provides the learner with an understanding of key business factors which drive reward strategies and policies, including: the financial drivers of the organisation, the balance sheet and the impact of reward costs; factors affecting the labour market; industrial and sector trends in pay; and regional, national and international trends. Learners will also consider different perspectives on the determination of reward policy, employer, employee, union and government, and some of the key principles which underpin approaches to reward policy and practice. Finally, different types and sources of reward intelligence, and how they can be used to inform reward policy and practice, are explored.

This unit is suitable for persons who:

- seek to develop a career in human resource (HR) management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider, organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the business context of reward and key perspectives that inform reward decision-making.
- 2 Understand key reward principles and practices.
- 3 Know how to access and use reward intelligence to inform reward management policy.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the business context of reward and key perspectives that inform reward decision-making.

The context of reward: levels of business confidence; economic outlook; industrial trends and sector profiles – private, public and voluntary; equality legislation; regional differences in pay; occupational classification, labour force trends, pay reviews and pay trends; international comparisons, legal frameworks and cultural drivers.

Key internal and external factors: financial drivers and metrics; affordability; inflation; market position; competitor activity; pay-setting and pay progression; job-matching and comparability; implications for pay determination and pay structures; case study analysis.

Key perspectives: for example employer, employee and employee representative groups, unions, government. The psychological contract, expectancy and equity, collective bargaining and pay determination, development of pay determination, the increasing regulation of pay, business competitiveness, and external and internal equity.

2 Understand key reward principles and practices.

Total reward approach, intrinsic and extrinsic rewards.

Fairness, consistency and transparency; integrating reward with business objectives; implementing reward policies and practices that are seen to be fair: equal pay, benefits, and pensions; diversity and inclusivity; reasonable and meritocratic application.

Rewards policy and practice: for example grade and pay structures, job evaluation schemes; systems and processes to manage job evaluation and levelling of jobs; boundaries and controls to maintain grade structure integrity and to avoid drift; market rates and performance-related pay; other approaches.

Types of reward, for example starting and basic salaries, incentives, commission, bonus schemes, performance-related pay, profit-sharing, profit-related pay, share schemes.

Line management: role of line managers in policy and practice: recommending and making decisions. HR's role in involving line managers in reward decisions and in maintaining equity, fairness, consistency and transparency; supporting line manager's ownership of intrinsic and extrinsic rewards; training, job evaluation, promoting responsibility, opportunities to participate and other intrinsic and recognition rewards.

3 Know how to access and use reward intelligence to inform reward management.

Types of data and intelligence: earnings, working hours, inflation, recruitment and vacancies; unemployment, pay settlements, bargaining and industrial disputes; reward and salary surveys, payroll data; the national minimum wage and equal pay.

Sources of intelligence and reliability of data: using data to inform policy.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will be able to:	Assessment criteria The learner can:
1 Understand the business context of reward and key perspectives that inform reward decision-making.	1.1 Identify key factors in the business environment which impact on decisions about reward. 1.2 Explain key perspectives that inform reward decisions.
2 Understand key reward principles and practices.	2.1 Explain the principle of total rewards and its importance to reward strategy. 2.2 Evaluate the significance of equity, fairness, consistency and transparency in reward policies and practices. 2.3 Examine the link between intrinsic rewards and employee performance. 2.4 Describe different approaches to reward policy and practice in organisations. 2.5 Explain ways in which line managers can contribute to reward policy and practice.
3 Know how to access and use reward intelligence to inform reward management policy.	3.1 Identify different sources of reward data and intelligence. 3.2 Explain how reward intelligence can be used to inform decisions about reward policy and practice.

Understanding the Link between Individual and Organisational Performance

Unit title	Understanding the Link between Individual and Organisational Performance
Level	5*
Credit value	4
Unit code	5KIOP
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

This unit introduces the learner to how organisations can drive sustained organisation performance by creating a high-performance work organisation (HPWO) and involving line managers in the performance management process. The unit explores the conceptual framework of high-performance working (HPW) and examines its impact on organisational performance, competitive advantage, employee engagement and employee well-being. Further, the unit examines performance management processes and how the involvement and commitment of line managers can encourage and support HPW.

This unit is suitable for persons who:

- seek to develop a career in human resources (HR) management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the concept of high-performance working and how it can benefit individuals and the organisation.
- 2 Understand the contribution of the performance management process to high levels of performance.
- 3 Understand the role of line managers in the performance management process.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the concept of high-performance working and how it can benefit individuals and the organisation.

The developing conceptual framework of HPW: HPW as a bundle of practices, a system or process of cultural change; high-commitment management, high-involvement management; flexible production systems and innovative work systems.

Components of HPW: leadership and strategy; work organisation (job design and teamwork); workforce and organisational development; employee involvement and reward; building a high-performance culture and customer value.

Theory, research and evidence relating to links between HPW and: sustainable organisation performance, competitive advantage, employee engagement and employee well-being.

2 Understand the contribution of the performance management process to high levels of performance.

The contribution and roles of participants in the performance management process, that is, HR specialists, line managers, team members and individual employees; the range of HR levers that can be applied in delivering business performance and continuous improvement; the continual performance management cycle; performance planning, managing expectations, agreeing objectives and measuring assessment; linking individual and team performance to organisational performance, for example the balanced scorecard; the contribution of the performance management process to promoting challenges, capability and recognising and rewarding talent differentially according to performance in an equitable, reasonable and meritocratic way.

3 Understand the role of line managers in performance management processes.

Line manager involvement in the high-performance management journey; the role of development reviews (appraisal) in managing continuous personal development; the role of the line manager in coaching, counselling and mentoring; the use of personal development and performance improvement plans; the role of performance review meetings; evaluating the use of targets, self-evaluation, 360-degree feedback and discipline; improving performance with financial and non-financial rewards; monitoring and mentoring of line managers in the performance management process to ensure equity.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the concept of high-performance working and how it can benefit individuals and the organisation.	1.1 Explain the concept and key components of HPW. 1.2 Evaluate the link between HPW, competitive advantage and sustainable organisation performance. 1.3 Evaluate the link between HPW and employee well-being.
2 Understand the contribution of the performance management process to high levels of performance.	2.1 Define the main stages of the performance management cycle and key performance management activities. 2.2 Evaluate the contribution of performance management activities to employee capability and commitment, and to recognising and rewarding talent.
3 Understand the role of line managers in performance management processes.	3.1 Evaluate the role of line managers in performance management processes. 3.2 Describe ways in which HR and line managers can work together in performance management processes.

Understanding Employee Engagement

Unit title	Understanding Employee Engagement
Level	5*
Credit value	4
Unit code	5KEEG
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

This unit provides learners with a broad understanding of what is meant by employee engagement, and how it can be linked to, and yet distinguished from, other related concepts. It explores the key components of employee engagement and the processes through which high levels of engagement can be secured and sustained within an organisation, and the importance of alignment between these different processes. The unit goes on to consider the rationale for high employee engagement and the potential benefits to be gained. Finally, the unit considers trends in employee engagement and, based on these, the possible future for employee engagement in organisations.

This unit is suitable for persons who:

- seek to develop a career in human resources (HR) management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the concept of employee engagement.
- 2 Understand the key components of employee engagement.
- 3 Understand the potential contribution of employee engagement to positive organisational outcomes.
- 4 Know how to access and interpret employee engagement data.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 hours with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the concept of employee engagement.

Definitions of employee engagement: what it is and what it is not; elements that differentiate employee engagement from other apparently similar concepts: for example job satisfaction, employee involvement, organisational commitment and 'flow' – a holistic sensation that people feel when they act with total involvement. The three dimensions of employee engagement: emotional engagement – being involved emotionally in one's work; cognitive engagement – focusing hard while at work; physical engagement – willingness to go the extra mile. The three mindsets of organisational commitment: affective commitment – positive emotional attachment to the organisation; continuance commitment – the 'benefits' of organisational membership (and 'losses' associated with departure); normative commitment – employee feelings of obligation to the organisation.

2 Understand the key components of employee engagement.

The components of employee engagement: employer engagement and the psychological contract; employee perceptions of job importance; employee clarity of job/role performance expectations; career advancement/improvement opportunities; personal growth and challenge elements within the role; regular feedback and dialogue with superiors; quality of working relationships with peers, seniors and subordinates; perceptions of the ethos and values of the organisation; the organisation as an 'employer brand' or 'employer of choice'; the 'employee value proposition'.

3 Understand the potential contribution of employee engagement to positive organisational outcomes.

The typical outcomes from high levels of employee engagement; the delivery of improved business performance from an engaged workforce; employee engagement as a key component of a positive psychological contract between employer and employee; links between employee engagement and role autonomy, discretionary behaviour and organisational citizenship; benefits for employees, managers, organisations and customers; employee engagement and other indicators, such as labour turnover, absence and creativity/innovation.

4 Know how to access and interpret employee engagement data.

Key sources of data, for example Towers Perrin, Gallup and the CIPD; the incidence of employee engagement and gender, demographic and economic sector differences; the influence and significance of organisational size; recent changes and trends in levels of employee engagement; case studies of employee engagement in specific organisations. The future for employee engagement: the concept of the product lifecycle applied to employee engagement; pressures for more widespread assimilation of employee engagement strategies – from government, from consumers/customers, from employee stakeholders. The role of HR in promoting and furthering organisational cultures which are characterised by high levels of employee engagement: building future-proof cultures; from employee engagement to organisation authenticity.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the concept of employee engagement.	1.1 Define employee engagement. 1.2 Compare and contrast employee engagement with other related concepts.
2 Understand the key components of employee engagement.	2.1 Describe the typical HR, leadership and cultural elements likely to be found in an organisation characterised by high levels of employee engagement. 2.2 Evaluate the need for alignment between employee engagement and other organisational factors.
3 Understand the potential contribution of employee engagement to positive organisational outcomes.	3.1 Explain why employee engagement is an increasingly vital dimension of HR strategy and practice. 3.2 Evaluate the potential benefits, for different parties, of high employee engagement.
4 Know how to access and interpret employee engagement data.	4.1 Identify key sources of employee engagement related data. 4.2 Describe key trends in employee engagement and differences linked to gender, demographic and other factors. 4.3 Evaluate the future for employee engagement, based on current trends.

Understanding the Management of Employment Relations

Unit title	Understanding the Management of Employment Relations
Level	5*
Credit value	4
Unit code	5KCER
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

Human resource (HR) professionals need to understand key developments in the theory and practice of employment relations, both within and beyond the immediate organisational context. This unit allows learners to develop the knowledge required to make effective judgements about employment relations policy, processes and practice in both local and European jurisdictions. The unit is designed to encourage learners to research and gain an understanding of the broader developments that are influencing the effective management of the employment relationship in indigenous and multinational organisations.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand theoretical approaches to employment relations.
- 2 Understand the roles of key parties involved in employment relations.
- 3 Understand different models of employee representation.
- 4 Understand different forms of conflict behaviour and dispute resolution.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand theoretical approaches to employment relations.

The indeterminacy of employment relations: changes in prevailing power and authority, the nature of work in contemporary society and wider constraints on employment relations. Unitarist and pluralist approaches to employment relations.

2 Understand the roles of key parties involved in employment relations.

The roles and interests of: employees, employer and government in employment relations. Main developments in individual and collective employment rights, including: trade union purpose and function; trade union recognition; and trade union growth and decline. Management styles in employment relations. The role of government and government agencies, including Acas, CAC, EHRC; European and non-European employment relations systems; and influences of the European Union on national employment relations practices.

3 Understand different models of employee representation.

Competing concepts of employee involvement, participation and partnership; regulations for employee information and consultation; union and non-union employee representation; employee voice and organisational insight; measuring and valuing organisation equity to drive sustainable organisational performance.

4 Understand different forms of conflict behaviour and dispute resolution.

Forms of employee conflict and misbehaviour; contemporary developments in industrial action; individual grievance-handling; collective dispute resolution; third-party conciliation, mediation and arbitration; managing potential conflict situations to achieve consensus legally and ethically.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand theoretical approaches to employment relations.	1.1 Explain what is meant by the indeterminate nature of employment relations. 1.2 Compare unitarist and pluralist approaches to employment relations.
2 Understand the roles of key parties involved in employment relations.	2.1 Explain the purpose and key developments of the trade union movement. 2.2 Compare different management approaches to employment relations. 2.3 Explain the role of UK and EU government, and the principle employment relations agencies of the state, in managing employment relations.
3 Understand different models of employee representation.	3.1 Explain the differences between employee involvement, participation, partnership, information and consultation.
4 Understand different forms of conflict behaviour and dispute resolution.	4.1 Distinguish between conflict and misbehaviour, and between official and unofficial industrial action. 4.2 Distinguish between third-party conciliation, mediation and arbitration.

Understanding Contemporary Human Resource Development

Unit title	Understanding Contemporary Human Resource Development
Level	5*
Credit value	4
Unit code	5KHRD
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

Human resource (HR) professionals need to understand key developments in the theory and practice of human resource development (HRD), both within and beyond the immediate organisational context. This unit assists learners to gain this understanding and to build the knowledge required to make informed decisions about HRD processes and practices. It requires learners to review current debates and national approaches to HRD, which have an impact on HRD within the organisation. It goes on to explore the potential contribution of HRD to sustaining and improving organisational performance and some different ways in which this contribution can be realised. Finally, the unit considers two key developments, information and communication technology (ICT) and globalisation, which have had, and continue to have, a major impact on HRD.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand different approaches to HRD.
- 2 Understand the role and contribution of HRD to the organisation.
- 3 Understand key contemporary developments in HRD practice.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 hours with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand different approaches to HRD.

Definitions of HRD and links to other terms: learning and development; staff training; talent management; vocational education and training (VET); CIPD HR Map definitions. Recent debates relating to HRD practice: performance versus learning; competence frameworks; work-based learning vs educational context; formal vs informal learning; retention and transfer of learning; training vs learning; the learning organisation; new learning theory; the emergence of critical HRD; strategic HRD vs HRD as strategy. National approaches to VET: different models of VET and recent approaches to VET in the UK and in other countries; comparative analyses of models of national VET and HRD systems; the Skills Agenda; apprenticeships.

2 Understand the role and contribution of HRD to the organisation.

The role of HRD in driving sustained business performance; organisational objectives which relate to HRD function; role of HRD in affecting organisational change and development; HRD strategy and policy development. Different delivery models: HRD as function of HR; HRD as separate function; line manager-led HRD; HRD as support to line managers; use of external providers and contractors; centralised vs local HRD function; ICT-based provision of learning. Types of HRD interventions: models of professional, management and leadership development; team and graduate development; work inductions; work-based learning, formal learning, education-based, coaching and mentoring initiatives; supported self-directed learning; CPD systems and approaches; specific case studies of programmes.

3 Understand key contemporary developments in HRD practice.

Emergence and application of technology-enabled methods of delivery: Web 2.0 technology; learning platforms and learning management systems. ICT-enhanced communication systems; social media and social networking; 'knowledge conversations'. The impact of cross-cultural employee populations on HRD; models of cross-cultural HRD; the impact of globalisation on HRD approach, methods and logistics; complexities of large-scale HRD across cultural boundaries.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand different approaches to HRD.	1.1 Define the concept of HRD. 1.2 Explain key contemporary debates relating to the development of people within organisations. 1.3 Analyse recent national approaches to vocational education and training and how these have impacted on HRD within organisations.
2 Understand the role and contribution of HRD to the organisation.	2.1 Explain how HRD can contribute to the achievement of organisational objectives and sustained business performance. 2.2 Compare different models of implementing HRD within an organisation. 2.3 Explain how the HRD function can contribute to the development of different employee groups within an organisation.
3 Understand key contemporary developments in HRD practice.	3.1 Evaluate the contribution of ICT, including social media, to HRD practice. 3.2 Assess the impact of globalisation and cultural diversity on HRD practice.

Understanding Coaching and Mentoring in the Organisation

Unit title	Understanding Coaching and Mentoring in the Organisation
Level	5*
Credit value	4
Unit code	5KDCM
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

The purpose of this unit is to develop learners' understanding of both coaching and mentoring and of the potential value of both practices within organisations. The unit begins by exploring the concepts of coaching and mentoring, the similarities in, and differences between them and the validity of grouping coaching and mentoring together, as they so often are. The unit goes on to look at different models of implementing coaching and mentoring in organisations, the role of line managers in both the practices and the factors that all organisations should consider before implementation. Finally the unit considers the potential benefits of coaching and mentoring for both coach/mentor and coachee/mentee, as well as, importantly, for the organisation. Although the unit does not expect the learner to be a skilled coach or mentor, it does prepare them for making a contribution to coaching and mentoring activities within an organisational context.

This unit is suitable for persons who:

- seek to develop a career in human resource (HR) management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider, organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the concepts of coaching and mentoring.
- 2 Understand different ways coaching and mentoring can be implemented in organisations.
- 3 Understand the potential benefits of coaching and mentoring in organisations.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the concepts of coaching and mentoring

Concepts of coaching and mentoring: history; different definitions; theories and models; key writings in relation to coaching and mentoring (for example Whitmore, Downey); directive and non-directive approaches.

Similarities and differences: aims of intervention; relationship between parties; locus of control/responsibility; styles of interaction; frequency and types of meeting/interaction; formality/informality of process; coach/mentor expertise; content of meetings/activities.

2 Understand different ways coaching and mentoring can be implemented in organisations.

Different types of coaching and mentoring: performance coaching; executive coaching; career coaching; life coaching; peer coaching; line manager coaching; traditional mentoring; on-line mentoring; peer/group mentoring.

Role of line manager: advantages and disadvantages of line-manager as coach/mentor; line-manager support needs; line manager capability requirements; the extent to which managers adopt or are encouraged to adopt a coaching style; extent to which managers identify and support staff development needs and career aspirations staff; conflicts of interest, fairness and objectivity issues.

Factors to be considered when implementing coaching and/or mentoring: clear reasons for implementation; alignment and potential fit with organisational values, objectives, structure and culture; relation to/integration with wider learning and development (L&D) strategy and existing L&D initiatives; roles and who will fill them, for example internal or external coaches; degree of intervention required; role of HR; selection/allocation processes and equal opportunities; issues of diversity in relation to coaching and mentoring; financial implications; availability/development of support systems; measuring return on investment (ROI).

3 Understand the potential benefits of coaching and mentoring in organisations.

Coach/mentee – work-related/performance benefits; personal benefits; career benefits; direct learning and skills development; enhanced self-management and learning skills; social/networking and building of contacts.

Coach/mentor – personal development; improved working relationships; performance benefits; insights into work issues; partnership approaches to work.

Organisation – coaching practice directly linked to individual/team/organisational objectives; impact on employee skills and knowledge base; impact on employee loyalty and commitment; changing workplace cultures; role of coaching/mentoring in bringing about and consolidating change; sharing and dissemination of learning and enhanced organisational knowledge.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the concepts of coaching and mentoring.	1.1 Define and explain the concepts of coaching and mentoring. 1.2 Analyse similarities in, and differences between, coaching and mentoring and evaluate the validity of grouping the two concepts together. 1.3 Evaluate how coaching and mentoring differ from counselling and from one-to-one training.
2 Understand different ways coaching and mentoring can be implemented in organisations.	2.1 Explain different types of coaching and mentoring which can be implemented within organisations. 2.2 Evaluate the role of line managers within coaching and mentoring. 2.3 Assess factors to be considered when implementing coaching and mentoring programmes in organisations.
3 Understand the potential benefits of coaching and mentoring in organisations.	3.1 Assess the potential benefits of coaching and mentoring for coachee/mentee and coach/mentor. 3.2 Assess how coaching and mentoring programmes can support the achievement of organisational objectives.

Understanding the Management of Change

Unit title	Understanding the Management of Change
Level	5*
Credit value	4
Unit code	5KMOC
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

This unit develops an understanding of change and change management in organisations. It begins with a consideration of what drives change, what enables change and what hinders change, and how key theories and models can support our effective management of change. The unit goes on to explore the importance of positive relationships to change processes and how these can be built and developed, including an analysis of the different types of communications and support likely to be needed by all those involved. Finally the unit focuses on the practical aspects of managing change – how to plan for change, best practice in implementing change, how to monitor activities to keep things on track and how to assess the impact of change.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context

Learning outcomes

On completion of this unit, learners will:

- 1 Understand key principles, theories and models relating to change in organisations.
- 2 Understand the importance of communication and relationship management within change processes.
- 3 Know how to plan, implement and monitor change processes

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand key principles, theories and models relating to change in organisations.

Internal factors: e.g. new strategic objectives; new product or service developments; work process changes; technology requirements and developments; organisational re-design; key staff changes; staff feedback; changes in income streams; health, safety and welfare issues; quality requirements; critical incidents.

External factors: e.g. political, economic, social, technological, legal, environmental, market developments, sector developments, competitor activity, customer feedback, external quality requirements.

Factors which might enable or hinder change: e.g. organisational structures; organisation cultures; sector culture; presence of union and/or other staff representation; history and experience of change; management styles; basis of employment and employment contracts; reward and performance management systems.

Theories and models: e.g. Kotter's Change Model; Bridge's Transition Model; Lewin's Change Management Model; Kubler Ross and Change Curve; McKinsey 7S; Burke-Litwin's Change Management Model.

2 Understand the importance of communication and relationship management within change processes.

How positive relationships support change processes: the role of 'trust' in enabling acceptance of change and faster change processes; the importance of 'change champions' who can promote, explain and support change within their context; reduction and easier resolution of conflict activity; reduced negative impact on individuals and teams.

Building and maintaining positive work relationships: providing clear rationale for change via appropriate communication methods; recognising the impact of change on individuals and teams; anticipating and acknowledging reactions; providing regular and honest communications; providing or signposting relevant support; resolving differences of opinion in a way that maintains positive relationships; actively monitoring relationships and taking steps to maintain positivity.

Communication needs: different stakeholder groups; different information needs: level, breadth, depth and amount of information; types and methods of communication; frequency of communication; format and content of communications plan, examples of communication plans.

Support needs: e.g. advice; re-training; counselling; coaching; mentoring; representation; additional resources.

3 Know how to plan, implement and monitor change processes.

Planning for change: stages of a change project; the format and content of a (change) project plan: e.g. objectives, people, activities, timings and milestones, resources, success measures.

Implementing change processes: applying project management skills; communicating the need, vision and benefits of change; providing on-going communications and support; managing resources and budgets; monitoring change activity and making adjustments to ensure success.

Techniques for monitoring implementation and assessing impact of change: consultation with involved parties; monitoring against objectives and milestones; process and/or performance assessments; data analysis; staff feedback; customer feedback; interviews and surveys.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand key principles, theories and models relating to change in organisations.	1.1 Analyse internal and external drivers for change in organisations. 1.2 Identify organisational factors that might enable change and those which might hinder change processes. 1.3 Evaluate current theories and models relating to change and how they support effective change management.
2 Understand the importance of communication and relationship management within change processes.	2.1 Explain how positive work relationships can support change processes and how they can be built and maintained. 2.2 Discuss the different communication needs and types of support that might be required by different stakeholder groups.
3 Know how to plan, implement and monitor change processes.	3.1 Explain the factors to be considered when planning for change and what should be included within a change plan. 3.2 Summarise best practice for implementing change processes within an organisation. 3.3 Evaluate techniques for monitoring the implementation of change processes and for assessing the impact of change.

Contributing to Resourcing and Talent Planning in the Organisation

Unit title	Contributing to Resourcing and Talent Planning in the Organisation
Level	5*
Credit value	8
Unit code	5ARTP
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

The human resource (HR) management role is concerned with the mobilisation of a workforce, taking responsibility for ensuring that the organisation is able to access the skills it needs, at the time and places that it needs them, in order to drive sustained organisation performance. This involves attracting, recruiting, retaining and, from time to time, managing the departure of staff from the organisation. This unit requires learners to review the organisation's strategic approach to talent planning and make recommendations for how this can be developed. It also requires learners to contribute directly to activities which underpin the effective resourcing of an organisation, such as: developing job descriptions, person specifications or competency frameworks; undertaking recruitment and selection activities; or participating in redeployment, redundancy or retirement activities.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to review and evaluate an organisation's approach to talent planning.
- 2 Be able to recommend ways to improve an organisation's approach to talent planning.
- 3 Be able to contribute to people resourcing activities.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Be able to review and evaluate an organisation's approach to talent planning.

Workforce and talent planning activities: forecasting demand and supply of skills; analysis and interpretation of trends, patterns and metrics; identification of obstacles and risks; developing strategies to ensure that supplies of skills needed for organisational strategy are secure for the present and future; organisation-wide succession planning processes and methodologies, using data, for example performance appraisal, 360-degree feedback; career management processes that provide fair access and opportunity for all.

Sources of intelligence in relation to anticipated skills and capability needs.

2 Be able to recommend ways to improve an organisation's approach to talent planning.

Making recommendations, for example: comprehensive people planning, succession planning activities, ways of monitoring and predicting skill requirements; improved use of labour market intelligence; talent retention strategies; talent development strategies; resourcing activities; managing change; managing staff reduction.

3 Be able to contribute to people resourcing activities.

Resourcing activities: developing job descriptions, person specifications or competency frameworks; recruitment; selection; redeployment; redundancy; retirement.

Purpose of, and good practice in developing, job descriptions, person specifications and competency frameworks.

External and internal contextual factors that influence recruitment and selection; sources of required talent; the major methods of recruitment – internal and external, informal and formal; specialist expertise, for example outsourcing, offshoring, graduate hiring, experienced hiring; advertising through different media; employment agencies and educational liaison. The major methods of selection – application procedures, selection interviews, ability and personality testing, job references, work samples and assessment centres; key legal requirements in local and international jurisdictions in the conduct of recruitment and selection; diversity and fair access of opportunities for all; evaluation of the effectiveness, validity and reliability of recruitment and selection practices. Key legal requirements, in local and international jurisdictions, for the management of dismissal, redundancy and retirements. Good practice models in these areas of HR activity.

Alternatives to redundancy; phased and flexible approaches to the management of retirements. Requirements and legislative factors relating to record-keeping.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to review and evaluate an organisation's approach to talent planning.	1.1 Assess how and to what extent the organisation undertakes workforce and talent planning. 1.2 Analyse internal and external information relating to the organisation's future people and skills needs and the availability of talent. 1.3 Assess the extent to which current organisational planning activities are addressing potential needs.
2 Be able to recommend ways to improve an organisation's approach to talent planning.	2.1 Make reasoned recommendations for how the organisation can maintain an appropriate number of people with the skills required by the organisation.
3 Be able to contribute to people resourcing activities.	3.1 Identify and explain the rationale for a specific resourcing activity within the organisation. 3.2 Agree roles and responsibilities with other contributors to the activity. 3.3 Identify organisational procedures and legislative requirements which underpin the activity. 3.4 Plan and prepare for agreed role, ensuring the availability of any materials or resources required. 3.5 Undertake agreed role in a timely and accurate manner, in line with organisational procedures and legislative requirements. 3.6 Reflect on the effectiveness of the resourcing activity in meeting required objectives and report back to stakeholders.

Contributing to Reward Management in the Organisation

Unit title	Contributing to Reward Management in the Organisation
Level	5*
Credit value	8
Unit code	5ARWM
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

The aim of this unit is to extend reward management knowledge and skills and to apply these in the workplace. Learners are required to investigate the effectiveness of an organisation's approach to reward management, in terms of comparison with other organisations, employee satisfaction and impact on employee commitment and performances, and to draw reasoned conclusions about how the organisation is served by its current approach. Further, learners are required to analyse the role of human resources (HR) in reward management, and particularly the support required by line managers in applying reward policies and practices. Finally, learners are required to actively provide reward management advice and information to colleagues in the organisation.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider, organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to review and evaluate an organisation's approach to reward management.
- 2 Be able to recommend ways to develop the organisation's approach to reward management.
- 3 Support the delivery of rewards and benefits processes.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Be able to review and evaluate an organisation's approach to reward management.

Approaches to rewards policy and practice: for example grade and pay structures, job evaluation schemes; systems and processes to manage job evaluation and levelling of jobs, boundaries and controls to maintain grade structure integrity and to avoid drift; market rates and performance-related pay; benefits and incentive schemes.

Types of reward, for example starting and basic salaries, incentives, commission, bonus schemes, performance-related pay, profit-sharing, profit-related pay, share schemes.

Sources of reward intelligence: advisory information, surveys and data; reliability of data, and uses of data. Types of intelligence and data: for example earnings, working hours, inflation, pay settlements, bargaining and industrial disputes, regulation of pay, national minimum wage and equal pay guidance, reward and salary surveys, payroll data, incentive schemes, perks and benefits data.

2 Be able to recommend ways to develop the organisation's approach to reward management.

Recommendations, for example: new approaches (as above); new types of reward (as above); benefits and benefits packages; new approaches to decision-making, greater consultation and involvement. Non-financial rewards; intrinsic rewards; line manager approaches and involvement in reward decisions. Enhancing employee engagement with and understanding of rewards policies. New and evolving approaches to reward.

3 Be able to support the delivery of rewards and benefits processes.

Roles in organisational reward management; role of line managers in reward decisions; how different roles work together in reward processes.

Intrinsic vs extrinsic rewards, impact of intrinsic rewards on individual motivation and performance and how these can be measured.

Support required by line managers from HR: information, advice, coaching, training, systems development, collation and analysis of information, dissemination of information, provision of reward services.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to review and evaluate an organisation's approach to reward management.	1.1 Investigate and explain the organisation's current approach to rewarding its employees. 1.2 Research levels of employee satisfaction with the organisation's approach to rewards and benefits. 1.3 Evaluate how current organisational reward and benefits policy impacts on levels of employee commitment and performance.
2 Be able to recommend ways to develop the organisation's approach to reward management.	2.1 Analyse reward intelligence relating to comparable organisations and identify similarities and differences in approach to rewarding employees. 2.2 Make reasoned recommendations for how the organisation can develop its rewards and benefits practices, explaining the potential impact of these on the organisation.
3 Be able to support the delivery of rewards and benefits processes.	3.1 Evaluate the current role of line managers in the organisation in determining and delivering rewards and benefits to employees. 3.2 Analyse the types of support line managers need from HR in relation to reward systems and processes. 3.3 Provide appropriate support to line managers in relation to reward systems and processes. 3.4 Provide accurate information to employees regarding reward systems and processes.

Contributing to Improving Organisational Performance

Unit title	Contributing to Improving Organisational Performance
Level	5*
Credit value	8
Unit code	5AIOP
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

Human resources (HR) professionals have a key role to play in improving organisational performance, through implementing individual performance management policies and activities. This unit enables learners to further develop their knowledge in this area and to apply it in activities in the workplace. Learners are required to support line managers in activities such as monitoring performance, addressing poor performance, encouraging high performance, and carrying out performance and development reviews. The unit goes on to review an organisation's overall approach to performance management and the extent to which this contributes to organisational performance. Finally, the learner is supported to generate ideas for how the organisation's approach could be developed and make meaningful recommendations for improvement.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to provide information on performance management activity within an organisation.
- 2 Be able to support line managers to deliver performance management activities within an organisation.
- 3 Be able to assess the impact of performance management activities on organisational performance and make recommendations for enhancement.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Be able to provide information on performance management activities within an organisation.

Performance management processes: performance planning, setting performance objectives and indicators, monitoring performance, managing expectations, measuring and assessing performance, addressing poor performance, encouraging high performance, financial and non-financial mechanisms for improving performance, performance reviews, appraisal, feedback, 360-degree feedback, self-appraisal, team appraisal, individual development planning.

The roles of participants in the performance management process: HR specialists, line managers, team members and individual employees.

Key sources of best practice guidance and legislative information in relation to performance management: government websites; professional bodies; business advisory services; texts and publications.

2 Be able to support line managers to deliver performance management activities within an organisation.

Support needed by line managers to undertake performance management activities: for example information, advice, coaching, training, direct involvement of HR, systems development, documentation, administrative support, record-keeping and analysis of outcomes.

Performance and development reviews: reviewing performance objectives, setting new objectives; relationship between organisational, team and individual objectives; the role of performance management in continuously improving business processes and individual skills, capabilities and behaviours; identifying development needs; development methods and opportunities; development objectives; planning for personal learning and development. Roles in performance review – employee involvement and ownership of process. How to manage and store performance and development review information.

3 Be able to assess the impact of performance management activities on organisational performance and make recommendations for enhancement.

How to collect and analyse performance data: identifying trends, themes and patterns.

The purpose of performance reviews and personal development plans.

Links between individual/team and organisational performance, individual and organisational capability, and organisational capability and organisational sustainability.

Different approaches to performance management. Latest thinking in relation to high performance working (HPW) and performance management processes.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to provide information on performance management activities within an organisation.	1.1 Explain performance management policies and processes in the organisation and the roles and responsibilities of those involved in them. 1.2 Explain key sources of information, including legislative information, which underpin performance management activities. 1.3 Provide timely and accurate information to colleagues regarding performance management activities.
2 Be able to support line managers to deliver performance management activities within an organisation.	2.1 Analyse the types of support line managers in the organisation need from HR, in relation to performance management activities. 2.2 Support line managers' capability to deliver performance management activities. 2.3 Work in conjunction with line managers in the provision of employee performance and development reviews.
3 Be able to assess the impact of performance management activities on organisational performance and make recommendations for enhancement.	3.1 Evaluate the organisation's approach to performance management, including employee performance and development reviews. 3.2 Assess the extent to which performance management processes support high-performance working (HPW) and contribute to sustained organisational performance. 3.3 Recommend ways for developing performance management processes to enhance their impact on organisational performance.

Contributing to Employee Engagement in the Organisation

Unit title	Contributing to Employee Engagement in the Organisation
Level	5*
Credit value	8
Unit code	5AEEG
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

This unit develops learners' knowledge and skills in relation to employee engagement, with a focus on the practical realities of gauging and enhancing employee engagement in the workplace. It requires the learner to investigate and assess current levels of employee engagement in order to evaluate the incidence and effectiveness of current engagement processes. Learners will consider the key drivers for, and hindrances to, engagement within an organisation and also research best practice in other relevant organisations. Based on this analysis and research, learners will go on to identify ways in which the organisation could enhance employee engagement and to draw up a realistic plan for how at least one of these strategies could be implemented.

This unit is suitable for persons who:

- seek to develop a career in human resources (HR) management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to assess levels of employee engagement within an organisation.
- 2 Be able to evaluate current organisational approaches to employee engagement.
- 3 Be able to recommend and plan strategies to raise levels of employee engagement within an organisation.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 hours with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Be able to assess levels of employee engagement within an organisation.

The measurement of employee attitudes to identify areas for improvement; selection and application of diagnostic instruments such as Gallup Q12; surveying techniques; samples and meaningful response rates; analysis methods; methods for presenting data; justifying conclusions drawn.

2 Be able to evaluate current organisational approaches to employee engagement.

Drivers for employee engagement: design and implementation of relevant people management and development policies, strategies and practices, aligned to the overall business strategies; recruitment and selection practices that highlight the propensity for engagement; induction, training, learning and development practices that promote employee engagement; performance management and appraisal practices that support employee engagement; reward and recognition practices that stimulate employee engagement; job design practices that encourage role autonomy and discretionary behaviour; managerial leadership behaviours that contribute to employee engagement and positive organisational outcomes; employee relations, communications and participation strategies that are aligned to employee engagement; employee voice as one of the four key drivers of an engaged workforce; range of different formal, informal and often complementary mechanisms for employee voice.

3 Be able to recommend and plan strategies to raise levels of employee engagement within an organisation.

Sources of employee engagement studies and data: for example Towers Perrin, Gallup, the CIPD; new developments and trends in employee engagement strategies and practices; case studies of employee engagement in specific organisations.

Potential barriers and their removal: instrumentalism among employees and potential employees; lack of awareness of the research evidence; cynicism about the relevance of and applications for employee engagement in a specific organisational context; the 'employee value proposition'. Overcoming resistance to change: methods of influence and persuasion; the effective use of evidence-based argument; resolving the tensions between central control and devolved autonomy; organisational mechanisms that facilitate and promote participation by employees.

Implementation planning: cost–benefit analysis; risk analysis; stakeholder analysis; logistics planning.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to assess levels of employee engagement within an organisation.	1.1 Identify, and justify selection of, suitable diagnostic tools for measuring employee engagement in the organisation. 1.2 Liaise with key people to plan and agree the application of diagnostic tools. 1.3 Apply diagnostic tools accurately and to an appropriate sample of employees to give meaningful results. 1.4 Analyse resulting data and draw reasoned conclusions about levels of employee engagement in the organisation.
2 Be able to evaluate current organisational approaches to employee engagement.	2.1 Analyse the principle 'drivers' for employee engagement in the organisation. 2.2 Assess aspects of organisational behaviour which are most likely to hinder employee engagement.
3 Be able to recommend and plan strategies to raise levels of employee engagement within an organisation.	3.1 Review external studies of employee engagement to identify relevant best practice. 3.2 Identify potential barriers to acceptance of employee engagement strategies and liaise with relevant people regarding how these may be overcome or minimised. 3.3 Propose strategies to raise levels of employee engagement, based on analysis of the organisation and external reviews of best practice, to key decision-makers.

	3.4 Develop an implementation plan for a strategy to improve employee engagement in the organisation and present the plan to key decision-makers.
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Contributing to the Management of Employee Relations in the Organisation

Unit title	Contributing to the Management of Employee Relations in the Organisation
Level	5*
Credit value	8
Unit code	5ACER
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

Human resource (HR) professionals need to understand key developments in the theory and practice of employment relations, both within and beyond the immediate organisational context. This unit allows learners to develop their understanding of employment relations and to apply this understanding to the practical management of employment relations within a specific organisational context. Learners are required to research employment relations within a specific sector and assess the approach to employment relations within an identified organisation. Finally, learners will analyse the types of support needed by line management in relation to employment relations, and apply their knowledge and understanding in a practical way, by providing aspects of this support.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to assess the nature of employment relations within an identified sector.
- 2 Be able to evaluate an organisation's approach to the management of employment relations.
- 3 Be able to support line managers in the management of employment relations.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Be able to assess the nature of employment relations within an identified sector.

The current labour market: make-up and composition, recent history and developments; changing patterns of workforce diversity; part-time, casual and atypical forms of employment; current labour market flexibility. Labour market regulation: key aspects of national and European labour market regulation and employment law. Different forms of union and non-union representation: employee involvement, participation and partnership. Key developments in sector-related employment relations; current nature and 'temperature' of employment relations within the sector; economic and sector factors that are shaping approaches to ER in sector-based organisations.

2 Be able to evaluate an organisation's approach to the management of employment relations.

Organisational approach to contracting with employees: contracts of employment; written particulars of terms and conditions; individual and collective negotiating/bargaining mechanisms within the organisation; patterns of trade union membership and other methods of employee representation within the organisation. Employment relations management: employee involvement and employee participation, employee voice and organisational insight. Organisational culture: measuring and valuing organisation equity to drive sustainable organisational performance.

3 Be able to support line managers in the management of employment relations.

Types of support: information, advice, coaching, guidance; legislative requirements; effective implementation of organisational policy and procedures; best practice. Positive employment relations activities: communications, employee participation and involvement activities; contemporary developments in employment relations activities. Individual grievance-handling; collective dispute resolution; third-party conciliation, mediation and arbitration; managing potential conflict situations to achieve consensus legally and ethically.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to assess the nature of employment relations within an identified sector.	1.1 Define the labour market in relation to a specific occupational sector. 1.2 Identify key aspects of labour market regulation which impact on the sector. 1.3 Assess the current extent of union and non-union forms of employee representation within the sector. 1.4 Analyse and explain the current nature of employment relations within the sector.
2 Be able to evaluate an organisation's approach to the management of employment relations.	2.1 Critique the organisation's approach to contracting with employees. 2.2 Analyse and explain how the employee voice is heard within the organisation. 2.3 Evaluate key ways in which employment relations are managed within the organisation.
3 Be able to support line managers in the management of employment relations.	3.1 Analyse the types of support line managers need from HR regarding the management of employment relations. 3.2 Support line managers in activities which promote positive employment relations. 3.3 Support line managers in relation to employee grievance and dispute-handling procedures.

Contributing to Human Resource Development in the Organisation

Unit title	Contributing to Human Resource Development in the Organisation
Level	5*
Credit value	8
Unit code	5AHRD
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

This unit develops learners' knowledge and skills in relation to human resource development (HRD) with a focus on the practical realities of implementing an HRD initiative in the workplace. It requires the learner to devise, plan, implement and evaluate an HRD initiative in liaison with others, and in the context of the organisation's wider HRD plan. It is a highly practical unit, reflecting National Occupational Standards in human resources (HR) and assessed via evidence of competent performance. By the end of the unit, the learner will have both developed and demonstrated their ability to apply specialist knowledge of HRD within their workplace.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes:

On completion of this unit, learners will:

- 1 Be able to devise and agree a learning and development plan to meet an identified HRD need within an organisation.
- 2 Be able to implement a learning and development initiative to address an identified learning need.
- 3 Be able to evaluate the impact of HRD activities on organisational performance.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Be able to devise and agree a learning and development plan to meet an identified HRD need within an organisation.

HRD need: for example development of knowledge and understanding; skills development; development of competence; needs in relation to: organisational change, new products, systems development, performance gaps or weaknesses, changes to working practice.

Factors which might impact on learning: specific learner needs; logistics: availability of learners; contributors, equipment, resources; budgets; organisational factors: culture, strategy and policy, links to other initiatives, preferred organisational approach to HRD.

Options for meeting HRD need: for example formal programmes; e-learning; coaching/mentoring programmes; workplace learning; action learning sets.

Planning learning and development: specifying activities; organising different programme components; controlling logistics; communicating with all stakeholders; working in partnership with other functions. Key people: HR/HRD colleagues; senior managers; functional managers; line managers; learners; stakeholders; contributors; suppliers.

2 Be able to implement a learning and development initiative to address an identified learning need.

Resources: people; equipment; accommodation; materials; contributors.

Learning delivery methods; training styles and techniques; methods for creating a learning environment; methods for monitoring and reviewing learning against objectives.

Relevant legislation: Health and Safety, Equality and Diversity, Data Protection.

3 Be able to evaluate the impact of HRD activities on organisational performance.

Models of evaluation; scope and purposes of evaluation; evaluation criteria: return on investment (ROI), value for money, impact on business, impact on performance, impact on skills and knowledge development, assessment of trainer performance; evaluation methods: interviews, discussions, surveys, questionnaires, knowledge testing, assessment of transfer of learning, manager feedback; quantitative analysis of work results: productivity, performance, complaints, faults or compliance statistics; qualitative impact on team, department or organisation culture; legal, ethical, organisational and business constraints which impact on evaluation practice: data protection and confidentiality of information, cost–benefit analysis in relation to evaluation activity.

Current HRD plan: strands and objectives; links from plan to individual initiatives.

Impact on: achievement of business objectives; organisational strategy; sustained future performance; organisational development and readiness for change.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to devise and agree a learning and development plan to meet an identified HRD need within an organisation.	1.1 Review information relating to an identified HRD need and identify key stakeholders and learners. 1.2 Clarify the HRD need, the learning objectives and the factors which might impact on the learning and development solution, with key people. 1.3 Devise a plan with objectives, learning content and learning methods, for a learning and development initiative to meet the identified need. 1.4 Liaise with key people to agree the learning and development initiative and how it will be implemented.
2 Be able to implement a learning and development initiative to address an identified learning need.	2.1 Ensure all resources required for the learning and development initiative are available. 2.2 Implement the initiative in line with the agreed plan, making reasoned adjustments if necessary, to meet the learning objectives. 2.3 Implement the initiative in line with relevant organisational and legislative requirements. 2.4 Maintain records of the initiative, in line with legislative requirements, and update key people on activities and outcomes.
3 Be able to evaluate the impact of HRD activities on organisational performance.	3.1 Evaluate the extent to which the learning and development initiative has met the required learning objectives. 3.2 Explain how the initiative fits into the organisation's overall HRD plan and assess the potential impact of the initiative on organisational performance.

Contributing to Coaching and Mentoring in the Organisation

Unit title	Contributing to Coaching and Mentoring in the Organisation
Level	5*
Credit value	8
Unit code	5ADCM
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

The purpose of this unit is to extend learners' knowledge of coaching and mentoring and to support them in applying this to the development of effective coaching and/or mentoring programmes within an organisation. Learners are first required to assess the current level of coaching and mentoring activity in the organisation and the value this has in supporting the achievement of individual, team and organisational objectives. Using this knowledge, learners are then required to make appropriate recommendations for developing coaching and mentoring activity, taking into account how this fits with the organisation's wider human resource development/learning and development (HRD/L&D) strategy, and other factors/potential barriers which could have an impact on further development. Learners are also required to actively contribute to the implementation of either coaching or mentoring initiatives (or both, if appropriate) in the organisation, through promoting benefits, assisting the development of systems, helping build the capability of potential coaches or mentors, providing information/guidance to potential coaches/mentees and supporting the evaluation and continuous improvement of programmes.

This unit is suitable for persons who:

- seek to develop a career in human resource (HR) management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider, organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to assess the impact of coaching and mentoring activity within an organisation and make recommendations for further development.
- 2 Be able to support the implementation of coaching and/or mentoring programmes within an organisation.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Be able to assess the impact of coaching and mentoring activity within an organisation and make recommendations for further development.

Coaching and mentoring activity: how coaching and mentoring may be present in the organisation: formal coaching and mentoring programmes; informal one-to-one coaching; coaching as a management style. Different types of coaching and mentoring activity: performance coaching; executive coaching; peer coaching; line manager coaching; face-to-face traditional mentoring; on-line mentoring; peer/group mentoring. Factors which could impact on the further development of coaching and mentoring: degree of intervention/change required to develop coaching and mentoring in the organisation; fit of coaching and mentoring with organisation's strategic aims and objectives; organisational structure and culture; wider HRD strategy and existing L&D initiatives; management structures, levels, styles and approaches; availability and capability of people to act as coaches and mentors; different models of implementation; internal or external coaches/mentors; financial/resource implications; resources required for effective coaching and mentoring systems.

Potential benefits of coaching and mentoring for the organisation: impact on employee skills and knowledge base; sharing and dissemination of learning and enhanced organisational knowledge; impact on employee commitment and well-being; role of coaching/mentoring in bringing about and consolidating change; enhanced work partnerships between managers and employees; positioning of organisation as an enlightened 'employer of choice'.

2 Be able to support the implementation of coaching and/or mentoring programmes within an organisation.

Potential benefits for all parties: coach/mentee – work-related/performance benefits; career benefits; direct learning and skills development; enhanced self-management and learning skills; social/networking and building of contacts. Coach/mentor – personal satisfaction; improved working relationships; own performance benefits; insights into work issues; partnership approaches to work. Organisation – (see above).

Coaching/mentoring processes: the framework for coaching/mentoring activity in the organisation: policies and guidance notes; systems/processes to be followed by participants; selection and allocation processes; documentation used within process; codes of practice; induction and training processes underpinning programmes.

Knowledge, skills and behaviours required by coaches/mentors: understanding of concepts and processes, coaching/mentoring styles, directive/non-directive approaches; relationship building skills, communication skills, coaching models (GROW, CLEAR, COACH, and so on) and techniques.

Enabling coachees/mentees to participate fully in programmes: how to build participants' understanding of concepts and processes; the role and responsibilities of coachees/mentees in the process; how to develop self-managed learning skills.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to assess the impact of coaching and mentoring activity within an organisation and make recommendations for further development.	1.1 Investigate the extent to which coaching and mentoring takes place within an organisation. 1.2 Evaluate how current coaching and mentoring activity supports achievement of individual, team and organisational objectives. 1.3 Assess factors in the organisation, including other learning strategies, which could impact on the further development of coaching and mentoring. 1.4 Make justified recommendations for how coaching and mentoring activity can be developed to benefit the organisation.
2 Be able to support the implementation of coaching and/or mentoring programmes within an organisation.	2.1 Promote the benefits of coaching / mentoring within the organisation, recognising and addressing potential barriers. 2.2 Contribute to the development of organisational coaching/mentoring processes. 2.3 Support coaches/mentors to build and develop the knowledge, skills and behaviours required for their role. 2.4 Assist potential coaches/mentees to understand and participate fully in coaching/mentoring programmes. 2.5 Support the on-going evaluation and continuous improvement of the organisation's coaching/mentoring programmes.

Contributing to the Management of Change

Unit title	Contributing to the Management of Change
Level	5*
Credit value	8
Unit code	5AMOC
Unit review date	December 2018

* RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

Purpose and aim of unit

This unit enables learners to extend their knowledge of change management and apply it to the management of real change processes within the organisation. Learners are required to establish the need, objectives and potential benefits of change and to devise a plan for implementing appropriate change processes, including relevant communication and support strategies for those affected by the changes. Once the plan is agreed with decision makers the learner is required to play a key role in implementing the plan, maintaining positive relationships and providing information and support to others involved, and maintaining appropriate records of activities. The learner is also required to monitor change processes and make justified adjustments to their implementation where needed. Finally the learner is required to assess the impact of the change and to communicate this to stakeholders identifying any further corrective or development actions required to ensure the success of the change project.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to plan for the implementation of change processes within an organisation.
- 2 Be able to implement a change plan
- 3 Be able to assess the impact of change processes within an organisation

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Be able to plan for the implementation of change processes within an organisation.

Change requirement: any justified and agreed need for change resulting from internal or external factors: e.g. new strategic objectives; new product or service developments; work process changes; technology requirements and developments; organisational re-design; key staff changes; staff feedback; changes in income streams; health, safety and welfare issues; quality requirements; critical incidents; political, economic, social or legal changes; environmental issues, market developments, sector developments, competitor activity, customer feedback, external quality requirements.

People affected: e.g. internal: specific individuals and teams; external: shareholders, customers.

Information needs: level, breadth, depth and amount of information; types and methods of communication; frequency of communication

Support needs: e.g. advice; re-training; counselling; coaching; mentoring; representation.

Resources: e.g. money, time, people, equipment, materials, guidance materials,

Devising a plan for change: project planning; what to include in a change project plan: e.g. vision and objectives; specific activities to achieve objectives; scope of activities; people and roles; stakeholders and parties who will be affected by the changes; communication strategies; provision of support; timings and milestones; resources; monitoring activities; success measures.

2 Be able to implement a change plan

Implementing change processes: applying project management skills; consistent promotion of the need for change, the vision and the benefits of change; providing on-going communications and support; managing budgets and resources; effective monitoring of change activity and making adjustments to ensure success. Change management models: e.g. Kotter's Change Model; Bridge's Transition Model; Lewin's Change Management Model; Kubler Ross and Change Curve; McKinsey 7S; Burke-Litwin's Change Management Model.

Techniques for maintaining positive relationships: e.g. providing clear rationale for change; recognising the impact of change on individuals and teams; anticipating and acknowledging reactions; regular and honest consultation and communications; networking and establishing change champions; providing or signposting relevant support; resolving differences in a way that maintains positivity; actively monitoring relationships and taking steps to maintain them.

Methods for monitoring effectiveness: e.g. consultation with involved parties; monitoring against objectives and milestones; process and/or performance assessments; data analysis; staff feedback; customer feedback; interviews and surveys.

Records of change processes: e.g. quantitative data: statistics, outcomes, compliance or quality data and qualitative information: opinions and feedback.

3 Be able to assess the impact of change processes within an organisation.

Methods for measuring effectiveness: e.g. measuring against objectives; consultation with involved and affected parties; process and/or performance assessments; outcome data analysis; staff feedback; customer feedback; compliance levels; expert feedback; interviews and surveys.

Stakeholders: e.g. staff, managers, shareholders, trustees, customers, external partners, compliance agencies.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

1. Be able to plan for the implementation of change processes within an organisation.	1.1 Establish the need, objectives and potential benefits in relation to a specific change requirement. 1.2 Analyse who will be affected by the changes and their potential information and support needs. 1.3 Identify the resources required for the change process and how these will be made available. 1.4 Devise a plan, including objectives, actions and time-scales for implementing the required change. 1.5 Communicate the change plan, and gain agreement for its implementation, from decision makers.
2. Be able to implement a change plan	2.1 Follow the agreed plan to implement change processes. 2.2 Provide information and support to stakeholders in line with their identified requirements. 2.3 Apply techniques for maintaining positive working relationships throughout the change processes. 2.4 Monitor the effectiveness of the implementation, agreeing and making justified adaptations where required. 2.5 Maintain records of the change process in line with organisational requirements.
3. Be able to assess the impact of change processes within an organisation.	3.1 Measure the effectiveness of the change process in meeting the required objectives. 3.2 Identify further work required to embed changes and/or further developments required. 3.3 Communicate the key outcomes and the impact of change to stakeholders. 3.4 Evaluate the effectiveness of own performance in contributing to the management of change.

