CIPD

Championing better work and working lives

Associate Diploma in

People Management

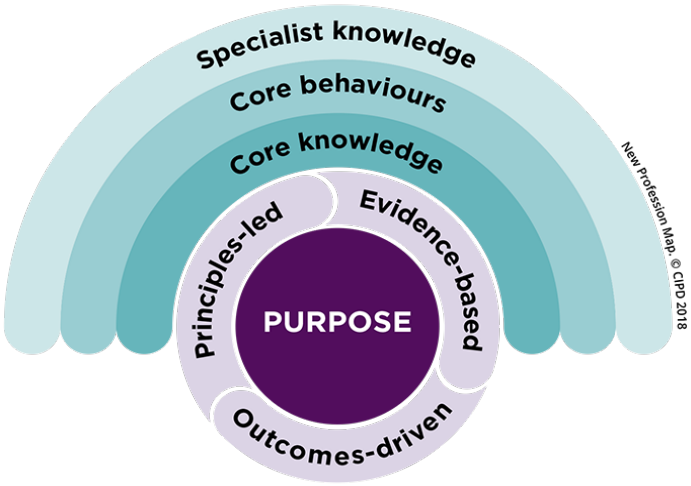
Regulated Qualifications Framework Level 5

Contents

Introduction 2
Regulated Qualifications Framework (RQF) 3
Qualification size 3
Qualification level 3
Qualification information 5
Qualification purpose 5
Qualification objective 5
Entry guidance 5
Qualification structure and rules of combination (ROC) 6
Recognition of prior learning (RPL) and exemptions 7
Assessment 7
Progression 7
Link to Apprenticeship 8
Compliance 8
Unit content 9
5CO01 Organisational performance and culture in practice 10
5CO02 Evidence-based practice 15
5CO03 Professional behaviours and valuing people 21
5HR01 Employment relationship management 26
5HR02 Talent management and workforce planning 33
5HR03 Reward for performance and contribution 40
5OS01 Specialist employment law 48
5OS02 Advances in digital learning and development 52
5OS03 Learning and development essentials 57
5OS04 People management in an international context 62
5OS05 Diversity and inclusion 66
5OS06 Leadership and management development 72
5OS07 Wellbeing at work 76
Appendix 81
Appendix A – Alignment to the Profession Map 82
Appendix B – Exemption mapping 84
Appendix C – Apprenticeship mapping 85
Summary of Changes 86

Introduction

The CIPD Level 5 Associate Diploma in People Management is a professional qualification based on the CIPD Profession Map. The Map was launched in 2018 having been developed in collaboration with a wide range of experts working at the heart of the profession. It sets the international benchmark for the people profession and provides a strong foundation to give people professionals the confidence and capabilities to guide their decision-making, actions and behaviours.



Each unit within the CIPD Level 5 Associate Diploma in People Management has clear linkage to the Profession Map. The core units are directly aligned to the core knowledge and core behaviours of the Profession Map, as shown in **Appendix A**.

This qualification specification contains what you need to know about the structure, assessment approach and delivery content for the CIPD Level 5 Associate Diploma in People Management. This specification should be used to inform your planning, delivery, and assessment in combination with the CIPD centre guidance documents.

Regulated Qualifications Framework (RQF)

The UK's Regulated Qualifications Framework (RQF) categorises qualifications in England and Northern Ireland based on their size and their level of challenge or difficulty. The Credit and Qualifications Framework for Wales (CQFW) is the Welsh equivalent to the RQF and applies to qualifications designated in Wales.

The CIPD Level 5 Associate Diploma in People Management is on the RQF framework, which is regulated by Ofqual and the Council for the Curriculum, Examinations & Assessment (CCEA) and is on the CQFW framework, which is regulated by Qualifications Wales. The qualification numbers for this qualification are 603/5959/6 for the RQF and C00/4145/3 for the CQFW.

Qualification size

The size of a qualification is expressed in hours. This is known as the Total Qualification Time (TQT). The TQT is the total number of hours it is estimated that an average learner will take to complete a qualification. For each unit we refer to this as Total Unit Time (TUT).

The TQT is made up of the following:

- Guided Learning Hours (GLH) – this is the time spent by a learner being taught or instructed under the immediate supervision of a lecturer, supervisor or tutor. The learning must be undertaken in real time with the simultaneous physical presence of the learner and that person, or remotely by means of simultaneous online or telephone communication.
- Additional time taken by a learner in preparation, study, or any other form of participation in education or training but not under the immediate supervision of a lecturer, supervisor or tutor.

The minimum GLH for this qualification is estimated at 175 hours and the TQT is estimated at 420 hours.

The qualification and units equate to a credit value of 42, which is one-tenth of the TQT.

Qualification level

The level of a qualification is determined by looking at the RQF's range of level descriptors and identifying the descriptor that provides the best match to the intended knowledge and skills outcomes for that qualification.

The level descriptors are divided into two categories:

- knowledge and understanding
- skills.

The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that level.

Level 5

RQF descriptors for Level 5

At Level 5 a learner:

- can analyse, interpret and evaluate relevant information, concepts and ideas
- is aware of the nature and scope of the area of study or work
- understands different perspectives, approaches or schools of thought and the reasoning behind them
- can determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems
- can use relevant research or development to inform actions
- can evaluate actions, methods and results.

Level comparison

The level of this qualification is comparable to:

- Level 7 in Ireland (NFQ IE)
- Level 9 in Scotland (SCQF)
- Level 5 European Qualifications Framework (EQF).

Qualification information

Qualification purpose

This qualification builds on the CIPD Level 3 Foundation Certificate in People Practice and is aimed at further expanding learners' independent practice to enable them to evolve into more senior roles within organisations as people professionals.

Learners' work will be mainly operational with some complexity. They will contribute to the thinking around their work, analysing information to inform choices and actions. Working with and influencing others through their work will create short-term value for a wider audience.

Using a framework of HR and L&D understanding, behaviours and skills development, this qualification offers opportunity for learners to transition to employment as people managers.

Qualification objective

This qualification extends and fosters a deeper level of understanding and application and naturally progresses learners' expertise in people practice. It is suited to individuals who:

- are aspiring to, or embarking on, a career in people management
- are working in a people practice role and wish to contribute their knowledge and skills to help shape organisational value
- are working towards or working in a people manager role.

Entry guidance

This qualification is designed for learners aged 18+ who want to learn about people practice or L&D practice. Although there are no formal entry requirements, it is expected that centres conduct their own diagnostics to ensure that this qualification is appropriate for the learner. This should include making sure that learners can meet the requirements of the learning outcomes and can access the appropriate literacy and numeracy needed to complete the CIPD Level 5 Associate Diploma in People Management.

The CIPD has a policy for learners where English is not their first language that gives guidance on appropriate English language entry requirements. The policy can be found on the CIPD website https://www.cipd.co.uk/membership/students/qualification-policies.

Qualification structure and rules of combination (ROC)

Qualification structure

Qualification title	**CIPD Level 5 Associate Diploma in People Management**
Qualification number	**QN 603/5959/6**
RQF level	**Level 5**
Total qualification time	**420 TQT**
Guided learning hours	**175 GLH**
Total credit value	**42 credits**

Rules of combination

To be awarded the CIPD Level 5 Associate Diploma in People Management, learners are required to **successfully complete a total of seven units**.

Three core units

Ref	Unit title	RQF	Credit	TUT	GLH
5CO01	Organisational performance and culture in practice	5	7	70	30
5CO02	Evidence-based practice	5	6	60	25
5CO03	Professional behaviours and valuing people	5	5	50	20

Plus three specialist units

Ref	Unit title	RQF	Credit	TUT	GLH
5HR01	Employment relationship management	5	6	60	25
5HR02	Talent management and workforce planning	5	6	60	25
5HR03	Reward for performance and contribution	5	6	60	25

Plus one additional specialist unit to choose from a variety of options

Ref	Unit title	RQF	Credit	TUT	GLH
5OS01	Specialist employment law	5	6	60	25
5OS02	Advances in digital learning and development	5	6	60	25
5OS03	Learning and development essentials	5	6	60	25
5OS04	People management in an international context	5	6	60	25
5OS05	Diversity and inclusion	5	6	60	25
5OS06	Leadership and management development	5	6	60	25
5OS07	Wellbeing at work	5	6	60	25

Recognition of prior learning (RPL) and exemptions

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

For learners who have completed units from a previous CIPD qualification, there are transfer opportunities to this qualification that have been predetermined by the CIPD as planned exemptions. Details of these are listed in **Appendix B – Exemption mapping**. Non-CIPD qualifications may also be included in this list as appropriate.

For learners who have completed units from non-CIPD qualifications that they deem will map to units of this qualification, they may submit an application form accompanied by clear mapping and evidence of achievement to the CIPD for verification. This will be subject to appropriate fees and limited to exemptions against 50% of the CIPD qualifications as a maximum.

Assessment

Assessment is the process of evaluating an individual's attainment of knowledge, understanding and skills. The CIPD will set assignments for all core units. For the specialist and optional units, centres will be required to set their own assignments, based on guidance provided by the CIPD.

Centres will be required to mark the assignments and internally moderate the marks. The CIPD will conduct moderation sampling and validate centre marking before the release of results to learners.

Assessment focus

Assessment for the CIPD Level 5 Associate Diploma in People Management is employer-driven and aimed at real scenarios that learners may encounter in their future career.

Assessment grading

This qualification is not graded. Learners will receive either a Pass or Fail. All assessment criteria must be met in order to achieve a Pass.

Qualification achievement

All assessments for this qualification are criterion referenced, based on the achievement of specified learning outcomes.

To achieve a **Pass** for this qualification, a learner must have satisfied all the assessment criteria for each unit. If the complete qualification is not achieved, credit can be issued in the form of a statement of standalone unit credit.

Statements of standalone unit credit will be subject to the currency of the existing qualification and CIPD quality assurance checks. The CIPD's decision will be final.

Progression

Successful achievement of the CIPD Level 5 Associate Diploma in People Management will allow progression onto the CIPD Level 7 Advanced Diploma in Strategic People Management or the CIPD Level 7 Diploma in Strategic Learning and Development.

Link to Apprenticeship

This specification has been mapped to the knowledge elements of the L5 HR Consultant/Partner Apprenticeship. Please refer to **Appendix C** for details of this mapping.

Compliance

No part of this qualification may be altered by centres since it will compromise regulatory compliance. Centres may not amend learning outcomes, assessment criteria, assessment approach, assessment briefs, unit or qualification titling or any other regulated guidance; to do so will deem the learners' achievement null and void and centres will be subject to sanctions by the CIPD.

Unit content

All content provided in each unit is indicative. There is no mandatory content; however, it is the centre's responsibility to prepare learners sufficiently so that achievement of all learning outcomes and associated assessment criteria can be achieved.

The unit format is as follows:

About the unit	gives a summary of the purpose of the unit
What you will learn	details the knowledge and skills a learner will cover
Level	indicates the level of the unit within the Regulated Qualifications Framework (RQF)
Credit value	is the value given to the unit – it is equal to the Total Qualification Time (TQT) divided by ten
Guided Learning Hours	is the average amount of time spent by a learner being directly taught or instructed by a lecturer, supervisor or tutor in real time
Total Unit Time	is the average amount of time it will take to complete the unit – this includes guided learning hours, study time, assessment preparation time and assessment time
Learning outcomes	set out what a learner will know, understand or be able to do as a result of successful completion
Assessment criteria	specify the standard required to achieve each of the learning outcomes via assessment.
Indicative content	provides guidance on suggested curriculum coverage required to achieve the learning outcomes and assessment criteria
Resources	provides a list of publications, books, websites and journals that support the information covered in each unit

5CO01 Organisational performance and culture in practice

About this unit

This unit examines the connections between organisational structure and the wider world of work in a business context. It highlights the factors and trends, including the digital environment, that impact on business strategy and workforce planning, recognising the influence of culture, employee wellbeing and behaviour in delivering change and organisational performance.

What you will learn

You will learn about the connections between organisational structure, strategy and the business operating environment. You will analyse external factors and trends and assess organisational priorities and issues, including the scale of technology within organisations. You will also interpret theories and models of organisational and human behaviour and the drivers for change. Finally, you will discuss the link between the employee lifecycle and different people practice roles and how people practice connects with and supports wider people and organisational strategies. You will focus on how to support internal customer needs and ensure that business goals and objectives are delivered in line with customer requirements.

7 credits

70 hours total unit time
30 guided learning hours

Level 5

1 Understand the connections between organisational structure, strategy and the business operating environment.

1.1 Evaluate the advantages and disadvantages of different types of organisation structures, including the reasons underpinning them.

Different organisational structures, for example functional, divisional, matrix; links between structure and purpose; reasons underpinning different structures, advantages and disadvantages of different structures.

1.2 Analyse connections between organisational strategy, products, services and customers.

How organisational strategies are shaped by the business and external contexts; organisational insights and organisational performance; models of strategy formulation and implementation; concept of vertical and horizontal integration of strategy.

1.3 Analyse external factors and trends impacting organisations to identify current organisational priorities.

Analysis tools and approaches. Analysis of factors such as: the market and competitive contexts of organisations, principal demographic, social and technological trends, impact of technology, globalisation and international factors, government policy and legal regulation, international bodies, including the European Union. How factors/trends affect organisational priorities; impact of organisation lifecycle.

Current priorities: for example expansion, contraction, restructuring, reorganisation, new product or service development, financial targets, skills shortages, labour shortages, technological developments, customer initiatives, staff initiatives, seasonal factors, remote working, shift to new product and service delivery.

1.4 Assess the scale of technology within organisations and how it impacts work.

Scale of technology: work systems and 'equipment' in use; currency, updating and efficacy of systems; implementation of technology across the organisation and areas where technology plays a greater or lesser role; organisation spend on technology and wasted spend ('here today gone tomorrow technology'); levels of support for using technology.

Impact of technology: on different functions, products and services provided; on worker efficiency, worker wellbeing (for example remote working, 'always-on' technology, work-life balance, wider family issues); collaborative working (social media); worker satisfaction (automation), creativity and innovation; how the work has evolved in line with the technological timeline.

2 Understand organisational culture and theoretical perspectives on how people behave at work.

2.1 Explain theories and models which examine organisational and human behaviour.

Theories and models of organisational culture; culture typologies (e.g. Schein, Hofstede, Handy). Autocratic, custodial, supportive and collegial models of organisational behaviour. Concept of Learning Organisations. Management and leadership theory and how management styles impact employee behaviour. Models of human behaviour (e.g. motivation theory).

2.2 Assess how people practices impact on organisational culture and behaviour.

Extent of people practice influence, for example people practice's role of 'people champion', setting behaviour through policy, setting behaviour through role-modelling. Potential impact on: beliefs and values; levels of openness and trust, for example through policy development; levels of motivation, for example linked to reward, engagement, relations and diversity and inclusion policies; attitude to and provisions and take-up of learning/CPD, linked to L&D policies; levels of staff wellbeing, linked to overall positioning, management and value placed on employees in the organisation.

2.3 Explain different approaches to managing change.

Change management approaches: for example Lewin's three-step model of change; Kotter's eight-stage model; reactive approaches, proactive approaches; planned change, emergent change; radical, incremental change; levers for change; drivers of change: wider environment, task environment, internal environment.

2.4 Discuss models for how change is experienced.

Models for how people experience change: for example Tannenbaum and Hanna three-stage model; Kubler-Ross adapted model: the coping cycle; Spencer and Adams' seven-stage model; readiness for change and resistance to change.

2.5 Assess the importance of wellbeing at work and the different factors which impact wellbeing.

Importance of wellbeing at work: how wellbeing at work impacts on the individual: for example worker engagement; worker motivation; job satisfaction and purpose; physical and mental health; self-image and resilience. Links to psychological contract, work-life balance, wider family issues. Links to motivation, for example expectancy theory's effort-performance-reward-engagement cycle.

Impact: on levels of worker commitment and issues resulting from this for the organisation, for example issues resulting from reduced attendance, punctuality, capability and efficiency. Issues resulting from impoverished relationships and greater potential for stress and interpersonal conflict.

3 Understand how people practice supports the achievement of business goals and objectives.

3.1 Discuss the links between the employee lifecycle and different people practice roles.

Definitions of lifecycle, for example attraction, recruitment, induction/onboarding, development, retention/engagement (including reward/relations, promotion/succession planning), exit/separation, possible post-employment connections. Overview of people practice roles at each stage and how this continues to evolve. Touch points along lifecycle for particular areas of people practice (HR, L&D, OD) and different people practice roles.

3. 2 Analyse how people practice connects with other areas of an organisation and supports wider people and organisational strategies.

Connections: links between people practice and the strategy-making function ('top table'); links between people practice and business/operational functions; business partnering; vertical and horizontal integration.

Learning outcome, assessment criteria and indicative content

Support: How people practice strategy is derived from and supports organisational/corporate strategy. Services provided by different areas of people practice (for example, policy development, legislative compliance, recruitment, L&D, skills analysis, management development) and how these support the business and its employees.

3.3 Discuss processes for consulting and engaging with internal customers to understand their needs.

Consulting processes: how people practice liaises with and identifies internal customer needs; consultation and communication processes; stakeholder analysis; needs analysis activities. The importance of regular and effective ongoing liaison with stakeholders. Monitoring and evaluation activities.

Books

Armstrong, M. (2020) *Armstrong's handbook of strategic human resource management.* 7th ed. London: Kogan Page.

Armstrong, M. and Taylor, S. (2020) *Armstrong's handbook of human resource management practice.* 15th ed. London: Kogan Page.

Beevers, K., Hayden, D. and Rea, A. (2019) *Learning and development practice in the workplace.* 4th ed. London: CIPD Kogan Page.

Block, P. (2011) *Flawless consulting: a guide to getting your expertise used.* 3rd ed. San Francisco, CA: Pfeiffer.

Boxall, P. and Purcell, J. (2015) *Strategy and human resource management*. 4th ed. London: Palgrave Macmillan.

Cheung-Judge, M.Y. and Holbeche, L. (2015) *Organisation development: a practitioner's guide for OD and HR.* 2nd ed. London: Kogan Page. [Forthcoming, 3rd ed., June 2021.]

Cureton, P. (2017) *Developing and using consultancy skills* (e-book). London: CIPD Kogan Page.

Garden, A. (2016) *The roles of organisation development*. Abingdon: Routledge.

Horn, R. (2009) *The business skills handbook*. London: CIPD Kogan Page.

Stewart, J. and Rogers, P. (eds) (2012) *Developing people and organisations*. London: CIPD Kogan Page.

Taylor, S. and Woodhams, C. (eds). (2016) *Human resource management: people and organisations*. 2nd ed. London: CIPD Kogan Page.

Thomas, M. (2004) *High-performance consulting skills: the internal consultant's guide to value-added performance.* London: Thorogood.

Key journals

Human Resources
Available at: www.hrmagazine.co.uk/

People Management
Available at:
www.peoplemanagement.co.uk

Personnel Today
Available at: www.personneltoday.com/

Online resources

Houghton, E. (2020) *Strategic human resource management.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/hr/strategic-hrm-factsheet

Houghton, E. and Young, J. (2019) *Organisational culture and cultural change.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/culture/working-environment/organisation-culture-change

Sharp, S. and Green, M. (2020) *Organisation development.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/organisational-development/factsheet

Websites

www.cipd.co.uk
Website for the Chartered Institute of Personnel and Development (CIPD)

CORE

5CO02 Evidence-based practice

About this unit

This unit addresses the significance of capturing robust quantitative and qualitative evidence to inform meaningful insight and influence critical thinking. It focuses on analysing evidence through an ethical lens to improve decision-making and how measuring the impact of people practice is essential in creating value.

What you will learn

You will develop understanding of the concepts of evidence-based practice and the tools and methods that are applied to diagnose issues, challenges and opportunities. You will explain the principles of critical thinking and assess how different ethical perspectives can influence decision-making. Key insights and analysis tools and methods will be covered, and you will interpret data relating to a people practice issues before presenting your findings and evaluating the benefits, risks and financial implications of solutions. Finally, you will be able to explain how to measure the impact and value people practice contributions make to the organisation.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

1 Understand strategies for effective critical thinking and decision-making.

1.1 Evaluate the concept of evidence-based practice including how it can be applied to decision-making in people practice.

Concept of evidence-based practice: making decisions based on 'effective thinking' and sound evidence, decisions that can be justified to others. Making use of strategies, including critical thinking and analysis in decision-making. Models of decision-making, for example the rational model and its limitations, bounded rationality, individual vs group decision-making, group think and group polarisation.

Application of evidence-based practice: effective selection and interpretation of evidence. Effective analysis of situations and issues, critical review of theory, propositions and opinion. Assessing evidence from a variety of sources; identifying bias. Forming judgements and conclusions; developing and testing out own arguments and conclusions.

1.2 Evaluate a range of analysis tools and methods including how they can be applied to diagnose organisational issues, challenges and opportunities.

Range of analysis tools used in people practice: for example environmental analysis tools, strategic review, future state analysis, Porter's five forces, force field analysis, Ansoff matrix, fishbone analysis, critical incident analysis, cause and effect, target operating model, balanced scorecard, McKinsey 7S; uses and applications within different areas of people practice.

Range of analysis methods: for example interviews, observations, job analysis questionnaires, work sampling, examination of organisation metrics, comparison with sector metrics.

1.3 Explain the principles of critical thinking including how you apply these to your own and others' ideas.

Principles of critical thinking: for example objective rational thinking and well-reasoned argument. Questioning and checking validity of sources and validity of 'evidence'; awareness of bias – conscious and unconscious, yours and others'.

How to apply to own and others' ideas: comparing 'like with like' and recognising different methodologies, approaches and contexts; ensuring clarity of terminology and differentiating between fact and opinion; awareness of personal agendas and 'fake news', not taking information at 'face value'; managing ambiguity and complexity of information; triangulation and testing out of conclusions.

1.4 Explain a range of decision-making processes.

Decision-making processes: for example best fit, future pacing, problem-outcome frame, action learning approaches, De Bono (six thinking hats).

1.5 Assess how different ethical perspectives can influence decision-making.

Ethical perspectives: theories of ethics for example utilitarianism, deontology/ Kantianism, communitarianism, altruism; ethical values, for example democracy, fairness, honesty, equality; ethics and religion; ethics and business; examples of ethical dilemmas and outcomes.

How they influence decision-making: examples of ethical dilemmas and outcomes and the underlying rationales; examples of how different perspectives might result in certain decisions, for example utilitarianism, deontology, the impact of religious and personal beliefs on

workplace decision-making. Different approaches to dealing with capability and performance issues based on ethical values, compassionate and punitive responses to work issues. How ethics can impact on management and leadership styles and consequently on organisation culture.

2 Understand the importance of decision-making strategies to solve people practice issues.

2.1 With reference to a people practice issue, interpret analytical data using appropriate analysis tools and methods.

Interpretation of raw data (quantitative - numerical and qualitative - narrative feedback) derived from the analysis, for example causes, effects, trends, patterns, themes, anomalies, further questions. For example, process documentation, records of errors, complaints, shortfalls, successes. Evidence relating to outcomes (tangible/intangible); evidence relating to new or unmet requirements.

2.2 Present key findings for stakeholders from people practice activities and initiatives.

Presentation of key findings: appropriate formats for presenting evaluation of findings; presenting data, for example using diagrammatical forms such as graphs, charts; reports, briefing papers, presentations relating to people performance calculations. Organisation data: datasets related to specific HR/L&D/OD activities (for example: reward data, recruitment data, compliance data).

2.3 Make justified recommendations based on evaluation of the benefits, risks and financial implications of potential solutions.

Benefits (for example achievement of objectives, enhanced worker productivity, customer engagement, improved organisational culture, enhanced metrics and business awareness, increased capabilities, perception of fair policy and processes, legal compliance).

Risks (for example legal, health and safety, financial, reputational, capability, impact on worker or customer engagement).

Financial implications: direct costs (costs of implementing the solution) and indirect costs (for example loss of working time, need for skills upgrade in relation to the solution); costs in relation to the short and long term benefits (cost benefit analysis, return on investment); costs in relation to budget limitations and feasibility of solutions.

3 Be able to measure the impact and value of people practice to the organisation.

3.1 Appraise different ways organisations measure financial and non-financial performance.

Measurements of financial and non-financial performance: for example revenue, gross and net profit, cash flow, return on investment, productivity, key performance indicators, service level agreements, balanced scorecard or similar performance management tools; stakeholder benefits and feedback, customer satisfaction, legal compliance, compliance with environmental standards, sector ratings.

3.2 Explain how to measure the impact and value of people practice using a variety of methods.

Impact and value: concepts and definitions of impact and value; how people practice creates value.

Impacts: for example short and long term, positive and negative, direct and indirect impacts.

Reasons for measuring: for example check and ensure that objectives being achieved, ensure a people practice contribution, justify spend on people practice, continuously improve people practice activities, identify further needs, identify gaps, enable informed business decisions.

Methods: for example cost-benefit analysis, evaluation, validation, ROI, ROE. Models of evaluation; evaluation methods, determining evaluation scope and criteria; types of information and evidence for evaluation; evaluation tools (for example staff satisfaction surveys, absence data, wellbeing).

Learning resources

Books

Barends, E. and Rousseau, D.M. (2018) *Evidence-based management: how to use evidence to make better organisational decisions.* London: Kogan Page.

Beevers, K., Hayden, D. and Rea, A. (2019) *Learning and development practice in the workplace.* 4th ed. London: CIPD Kogan Page.

Fink, A. (2019) *Conducting research literature reviews: from the internet to paper.* 5th ed. London: Sage.

Gambles, I. (2009) *Making the business case: proposals that succeed for projects that work.* Farnham: Gower.

Horn, R. (2009) *The business skills handbook*. London: CIPD Kogan Page.

Marr, B. (2018) *Data-driven HR: how to use analytics and metrics to drive performance.* London: Kogan Page.

Neelen, M. and Kirschner, P.A. (2020) *Evidence-informed learning design: creating training to improve performance.* London: Kogan Page.

Phelps, B. (2004) *Smart business metrics: measure what really counts … and manage what makes the difference.* Harlow: Pearson Education.

Taylor, S. and Woodhams, C. (eds). (2016) *Studying human resource management.* 2nd ed. London: CIPD Kogan Page.

Key journals

Human Resources
Available at: www.hrmagazine.co.uk/

People Management
Available at: www.peoplemanagement.co.uk

Personnel Today
Available at: www.personneltoday.com/

Online resources

CIPD. (2011) *Using metrics to drive value through people* [podcast]. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/podcasts/using-metrics-drive-value-through-people

CIPD. (2016) *How to write a critical review*. Study guide. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/study-guides/critical-review-writing

CIPD. (2019) *Critical thinking* [podcast]. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/podcasts/critical-thinking

CIPD. (2019) *Evidence-based practice for HR: beyond fads and fiction* [podcast]. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/podcasts/evidence-based-hr

Hayden, D. (2019) *Costing and benchmarking learning and development*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/development/benchmarking-factsheet

Hill, S. and Houghton, E. (2018) *Getting started with people analytics: a practitioner's guide*. Guide. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/analytics/practitioner-guide

Houghton, E. (2020) *People analytics*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/analytics/factsheet

Young, J. (2019) *Evidence-based practice for effective decision-making*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/analytics/evidence-based-practice-factsheet

Websites

www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development

www.cebma.org/
Website of the Center for Evidence-Based Management (CEBMa)

5CO03 Professional behaviours and valuing people

About this unit

This unit focuses on how applying core professional behaviours such as ethical practice, courage and inclusivity can build positive working relationships and support employee voice and wellbeing. It considers how developing and mastering new professional behaviours and practice can impact performance.

What you will learn

You will explore professional and ethical behaviours in the context of people practice by appraising what it means to be a people professional, how personal and ethical values can be applied, including contributing to discussions with confidence and conviction to influence others. You will learn how to champion inclusive and collaborative strategies, arguing the human and business benefits of inclusive behaviours and the right to be fairly treated at work. Additionally, you will design and evaluate solutions aimed at building positive working relationships. Finally, you will demonstrate personal commitment to learning, professional development and performance improvement by exploring how the role of a people professional is evolving. You will also assess your own strengths, weaknesses and development areas and formulate a range of CPD activities to support your learning journey.

5 credits

50 hours total unit time
20 guided learning hours

Level 5

1 Be able to demonstrate professional and ethical behaviours, in the context of people practice.

1.1 Appraise what it means to be a people professional.

Definition of professional; professional specifications and frameworks, professional requirements, CIPD Profession Map, professional values, personal values (for example fairness, honesty, equality, inclusivity, valuing others, evidence-based decision-making); concept of 'professional integrity'.

1.2 Recognise how personal and ethical values can be applied in the context of people practice.

The importance of knowing one's own personal values and using these as a framework for behaviour and practice. Knowing how personal values integrate (or not) with organisational and/or professional values and if/how differences can be reconciled. Recognising how personal values and beliefs shape ways of working and work relationships – and the impact of this for colleagues. Demonstrating professional courage – speaking up for ethical standpoints within the workplace and supporting others to do the same.

1.3 Consider the importance of people professionals contributing to discussions in an informed, clear and confident way to influence others.

The need for people professionals to contribute confidently and courageously to discussions to inform and influence others. Knowing when and how to speak up and contribute expert opinion and information so that the HR/L&D/OD purpose (for example as defined by the CIPD Profession Map) is clearly represented and can be effectively fulfilled.

Techniques for informed, clear and engaging communication, for example: gaining attention; using volume, tone, and pace; summarising and checking understanding. Using listening skills and questioning to understand different viewpoints and clarify questions. Making an evidence-based argument; using facts and data to support contributions. Using examples to illustrate key points and enhance engagement. Recognising context and adapting content to suit the audience.

1.4 Recognise when and how you would raise matters which conflict with ethical values or legislation.

When and how to raise issues, for example organisational policies and practices, organisational leadership style, personal relationships, conflict style. Examples of 'matters which conflict', for example with legal matters, with ethical values, with personal values. Concept of 'whistleblowing', high-profile examples.

2 Be able to champion inclusive and collaborative strategies for building positive working relationships.

2.1 Argue the human and business benefits of people feeling included, valued, and fairly treated at work linking to related theory.

Human and business benefits: for example job satisfaction, reduced dispute and conflict, corporate reputation; enhanced worker wellbeing, increased retention and reduced turnover rates, reduced sickness, increased efficiency and effectiveness of work.

Relevant theory: theorists and thinkers, for example Maslow, McLelland, Daniel Pink, David Rock; concepts of 'worker engagement' and 'worker wellbeing'.

2.2 Discuss strategies for designing and ensuring inclusive people practices.

Enabling others to have a voice when designing and delivering solutions which impact them. Strategies for engaging with others in the design of people practice initiatives, for example; discussions, email and documentary exchanges, research or consultation activities.

Others: for example those directly impacted by the solution, those with relative insights or contributions to offer, partners in joint working, those with authority or responsibility in the area concerned.

Strategies for checking the inclusivity of people practices: for example, informal or formal feedback; consultation re the extent to which the practice reaches and embraces different agendas and needs.

2.3 Reflect on your own approach to working inclusively and building positive working relationships with others.

Approaches, for example valuing people as individuals and recognising the value and benefits of diversity; actively seeking and listening to diverse views and opinions; building trust and providing appropriate support when needed; finding opportunities to collaborate with wider colleagues; sharing knowledge and expertise to solve problems.

3 Be able to demonstrate personal commitment to learning, professional development and performance improvement.

3.1 Explore how the role of a people professional is evolving and the implications this has for continuing professional development.

Emerging knowledge and skills required and the implications for CPD, for example business acumen, technology savvy, specialist expertise, work skills, collaborative working skills, remote working/working from home, self-management, communication skills.

3.2 Assess your strengths, weaknesses and development areas based on self-assessment and feedback from others.

People and contexts for gaining feedback, formal and informal feedback, regular and ad hoc feedback, feedback methods and media, feedback as incoming information, triangulation of received feedback, relevance and importance of feedback, how to structure feedback, self-assessment methods and relevant frameworks to assess against. Bias issues in self-assessment and others' feedback. Utilising the CIPD Profession Map.

3.3 Formulate a range of formal and/or informal continuing professional development (CPD) activities to support your learning journey.

CPD models and theory, CIPD and other sector and professional requirements for CPD, for example formal and informal, self-directed learning, coaching, mentoring, work, applying learning as appropriate, shadowing, skills practice, investigation and research, reading, blogs, webcasts, videos, social media discussions and forums, conferences, training courses, on-job and off-job

learning, characteristics of a good-practice CPD plan, how to complete a CPD plan.

3.4 Reflect on the impact of your continuing professional development activities on own behaviour and performance.

Concept and theory of reflective practice, outputs of reflection (for example, records, plans), evaluating/measuring behaviour changes, evaluating/measuring performance changes, checking changes are positive and meet intended outcomes, impact on own performance and behaviour.

Learning resources

Books

Beevers, K., Hayden, D. and Rea, A. (2019) *Learning and development practice in the workplace.* 4th ed. London: CIPD Kogan Page.

Frost, S. and Kalman, D. (2016) *Inclusive talent management: how business can thrive in an age of diversity.* London: Kogan Page.

Martin, M. and Whiting, F. (2020) *Human resource practice*. 8th ed. London: CIPD Kogan Page.

Pink, D. (2018) *Drive: the surprising truth about what motivates us.* Edinburgh: Canongate Books.

Taylor, S. and Woodhams, C. (eds). (2016) *Studying human resource management.* 2nd ed. London: CIPD Kogan Page.

Key journals

Human Resources
Available at: www.hrmagazine.co.uk/

People Management
Available at:
www.peoplemanagement.co.uk

Personnel Today
Available at: www.personneltoday.com/

Online resources

Department for Business, Innovation & Skills and Government Equalities Office. (2013) *The business case for equality and diversity: a survey of the academic literature.* BIS Occasional Paper No.4. London: The Department. Available at: www.gov.uk/government/publications/the-business-case-for-equality-and-diversity-a-survey-of-the-academic-literature

Gifford, J. (2019) *Employee engagement and motivation.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/engagement/factsheet

Websites

www.cipd.co.uk/knowledge/culture/ethics
Website of the Chartered Institute of Personnel and Development and part of the Knowledge Hub, offering a range of resources about ethics

www.cipd.co.uk/knowledge/fundamentals/relations/diversity
Website of the Chartered Institute of Personnel and Development and part of the Knowledge Hub, offering a range of resources about diversity and inclusion

https://peopleprofession.cipd.org/learning
Website of the Chartered Institute of Personnel and Development, offering free online courses to members on the eight core behaviours of the Profession Map, including ethical practice, professional courage and influence, valuing people and working inclusively

5HR01 Employment relationship management

About this unit

This unit examines the key approaches, practices and tools to manage and enhance the employee relationship to create better working lives and the significant impact this can have on organisational performance.

What you will learn

You will develop understanding of practices aimed at supporting better working lives, differentiating between employee involvement and participation as well as reviewing emerging developments to inform approaches to employee voice and engagement. You will learn about conflict and misbehaviour, assessing emerging trends in conflict and industrial sanctions, third-party conciliation, mediation and arbitration. You will also learn about performance, disciplinary and grievance matters and explain the skills required for effective grievance and discipline-handling procedures. Finally, you will learn about the main provisions of collective employment law and the types of employee representation.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

Learning outcome, assessment criteria and indicative content

1 Understand employee voice, engagement and practices to support better working lives.

1.1 Review emerging developments to inform approaches to employee voice and engagement.

Dimensions of engagement, for example intellectual, affective and social engagement; drivers of engagement, for example leadership, engaging managers, voice and integrity, role of social media in voice and engagement; use of engagement surveys; risk attached with over-engagement and burnout; relationship between voice, engagement and wellbeing; shift from indirect to direct voice; voice for gig economy workers and contractors; importance of 'speak-up' methods; legal frameworks for voice; role of voice and engagement in job quality; impact of voice and engagement on psychological contract.

1.2 Differentiate between employee involvement and employee participation and how it builds relationships.

Employee involvement and employee participation: definitions of involvement and participation; differences in decision-making; differences in depth, form, scope and methods; links to unitarism and pluralism; theories of job design and links to motivation.

1.3 Assess a range of employee voice tools and approaches to drive employee engagement.

Employee voice tools and approaches: surveys, suggestion schemes, team meetings, town hall meetings, collective bargaining, joint negotiating committees, joint consultative committees, works councils, employee forums, role of social media, etc.

Engagement: dimensions of engagement such as intellectual, affective and social engagement; drivers of engagement such as leadership, engaging managers, voice and integrity, reward, recognition, perceptions, organisational culture.

1.4 Critically evaluate the interrelationships between employee voice and organisational performance.

Interrelationship between employee voice and organisation performance: arguments that support a link, for example high-performance work practice research, arguments that question whether voice leads to improved organisational performance, for example difficulties in measuring performance, variations in methods of voice in practice, impact of other variables.

1.5 Explain the concept of better working lives and how this can be designed.

Better working lives: concept of good work, definitions of good work; fair and decent work; job quality: terms of employment, pay and benefits, health, safety and psychosocial wellbeing, job design and nature of work, social support and cohesion; flexibility; responsiveness to personal issues; metrics used to assess job quality and good work; how to design good work: so that it promotes good physical and mental health.

2 Understand different forms of conflict behaviour and dispute resolution.

2.1 Distinguish between organisational conflict and misbehaviour, and between informal and formal conflict.

Organisational conflict and misbehaviour: forms of employee-organised conflict such as strikes, work-to-rule, go-slow, overtime bans, protests and deliberate negative or disruptive behaviour; forms of unorganised

conflict, also known as misbehaviour, such as sabotage, fraud, absenteeism, walking out.

Informal and formal conflict: informal conflict: spontaneous arguments, disagreements, cultural issues of differing opinions, models of conflict style. Formal conflict: leadership styles, encouraging debate and differing perspectives. Recognition that conflict can be both positive as well as negative.

2.2 Distinguish between official and unofficial employee action.

Official action: criteria for action to be classified as official such as, in furtherance of a trade dispute, balloting requirements; supported/authorised/sanctioned by trade union; relevant legislation and legal protection.

Unofficial action: any conflict or disruptive action that does not fall within the definition of formal action, for example lack of trade union or official authorisation, may be spontaneous, lack of legal protection for those involved.

2.3 Assess emerging trends in the types of conflict and industrial sanctions.

Shift from long strikes to shorter strategically planned strikes; trends in number of strikes, working days lost, number of workers involved; increasing use of injunctions by organisations; individualisation of workplace conflict. Nature of sanctions possible and currently being applied, for example internal/external policies and principles, legislation and how applied.

2.4 Distinguish between third-party conciliation, mediation and arbitration.

Definitions of third party; conciliation, mediation and arbitration; uses in individual and collective disputes; role of conciliation in settlement of employment tribunal claims, role of mediation in restoring and maintaining employment relationship, role of conciliator and mediator in helping parties resolve their dispute; role of arbitrator in making a binding decision in a dispute; managing potential conflict situations to achieve consensus legally and ethically.

3 Understand how to manage performance, disciplinary and grievance matters lawfully.

3.1 Explain the principles of legislation relating to unfair dismissal in respect of capability and misconduct issues.

Unfair dismissal law: the principles of unfair dismissal law; relevant legislation; relevant codes of practice.

Capability and misconduct issues: definitions of capability and misconduct; fair and unfair reasons for dismissal, importance of acting fairly and reasonably; formal hearings and warnings; differences between ordinary and gross misconduct; record keeping; right to be accompanied to disciplinary hearings.

3.2 Analyse key causes of employee grievances.

Definitions of grievance; causes: individual and collective grievances; poor management, lack of flexibility, inequality in treatment, unfair rules, workload, working conditions, grading issues, interpretation of an existing collective agreement, bullying and harassment.

3.3 Explain the skills required for effective grievance and discipline-handling procedures.

Active listening; questioning; investigation; interviewing; note-taking; mediating. Being objective, acknowledging and minimising bias.

3.4 Advise on the importance of handling grievances effectively.

To avoid legal claims; reputation of organisation and individual; impact on individual and team; addresses issues that may cause employee frustration, poor morale, absence, withdrawal of goodwill, resistance to change, resignation, psychological impact.

4 Understand the role of employee bodies in employment relations.

4.1 Explain the main provisions of collective employment law.

Statutory recognition procedures, official and unofficial action; disclosure of information for collective bargaining; picketing; legal enforceability of collective agreements.

4.2 Compare the types of employee bodies, union and non-union forms of employee representation.

Joint negotiation committees, employee forums, staff councils, works councils, differences in the power of employee bodies.

4.3 Evaluate the purpose of collective bargaining and how it works.

Joint determination of rules; industrial governance; negotiation, constructive compromise and purposeful persuasion; substantive and procedural agreements; use of industrial action to achieve bargaining aims.

Books

Aylott, E. (2018) *Employee relations: a practical introduction*. 2nd ed. London: CIPD Kogan Page.

Barry, M. and Wilkinson, A. (eds) (2011) *Research handbook of comparative employment relations*. Cheltenham: Edward Elgar.

Bennett, T., Saundry, R. and Fisher, V. (2020) *Managing employment relations*. 7th ed. London: CIPD Kogan Page.

Burchill, F. (2014) *Labour relations*. 4th ed. London: Palgrave Macmillan.

Daniels, K. (2019) *Introduction to employment law: fundamentals for HR and business students.* 5th ed. London: CIPD Kogan Page.

Dundon, T. and Rollinson, D. (2011) *Understanding employment relations.* 2nd ed. Maidenhead: McGraw Hill.

Johnson, C. and Keddy, J. (2010) *Managing conflict at work: understanding and resolving conflict for productive working relationships.* London: Kogan Page.

Lewis, C. (2015) *How to master workplace and employment mediation*. Haywards Heath: Bloomsbury Professional

Lewis, D. and Sargeant, M. (2019) *Employment law: the essentials.* 15th ed. London: CIPD Kogan Page.

Liddle, D. (2017) *Managing conflict: a practical guide to resolution in the workplace.* London: CIPD Kogan Page.

Simms, M., Holgate, J. and Heery, E. (2012) *Union voices: tactics and tensions in UK organizing.* Ithaca, NY: Cornell University Press.

Taylor, S. and Emir, A. (2019) *Employment law: an introduction.* 5th ed. Oxford: Oxford University Press.

Taylor, S. and Woodhams, C. (eds) (2016) *Human resource management: people and organisations.* 2nd ed. London: CIPD Kogan Page.

Wilkinson, A., Donaghey, J., Dundon, T. and Freeman, R. (eds) (2020) *Handbook of research on employee voice.* 2nd ed. Cheltenham: Edward Elgar.

Williams, S. (2017) *Introducing employment relations: a critical approach.* 4th ed. Oxford: Oxford University Press.

Journal articles

Kaufman, B. (2014) History of the British industrial relations field reconsidered: getting from the Webbs to the new employment paradigm. *British Journal of Industrial Relations*. Vol 52, No 1, March. pp1-31.

Lytle, T. (2010) Confronting conflict. *HR Magazine*. Vol 60, No 6, July/August. pp26-31.

Marchington, M. (2015) Analysing the forces shaping employee involvement and participation at organisation level in liberal market economies. *Human Resource Management Journal*. Vol 25, No 1, January. pp1-18.

Sissons, P. and Green, A.E. (2017) More than a match? Assessing the HRM challenge of engaging employers to support retention and progression. *Human Resource Management Journal*. Vol. 27, No 4, November. pp565-580. Available at: https://onlinelibrary.wiley.com/doi/10.1111/1748-8583.12161

Key journals

British Journal of Industrial Relations
Available at: www.cipd.co.uk/knowledge/journals

Employee Relations

European Journal of Industrial Relations

Learning resources

Human Resource Management Journal
Available at:
www.cipd.co.uk/knowledge/journals

Industrial Relations Journal
Available at:
www.cipd.co.uk/knowledge/journals

International Journal of Human Resource Management
Available at:
www.cipd.co.uk/knowledge/journals

People Management
Available at:
www.peoplemanagement.co.uk

Online resources

ACAS. (2014) *Managing conflict at work.* Advisory booklet. London: Acas. Available at: https://archive.acas.org.uk/index.aspx?articleid=1218

ACAS. (2015) *Code of practice on disciplinary and grievance procedures.* London: Acas. Available at: www.acas.org.uk/acas-code-of-practice-on-disciplinary-and-grievance-procedures

CIPD. (2015) *Conflict management: a shift in direction?* Research report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/disputes/conflict-management-report

CIPD. (2017) *Trade union recognition and industrial action Q&As*. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/employees/trade-unions-questions

Department for Business, Energy and Industrial Strategy. (2017) *Good work: the Taylor review of modern working practices.* Report. London: BEIS. Available at: www.gov.uk/government/publications/good-work-the-taylor-review-of-modern-working-practices

Department for Business, Energy and Industrial Strategy. (2018) *Good work plan.* Policy paper. London: Her Majesty's Stationery Office. Available at: www.gov.uk/government/publications/good-work-plan

Department for Business, Energy and Industrial Strategy. (2019*) Trade union statistics.* Dataset. Available at: www.gov.uk/government/collections/trade-union-statistics

Gifford, J. (2015) *Getting under the skin of workplace conflict: tracing the experiences of employees.* Survey report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/disputes/employee-experiences-report

Gifford, J. (2019) Trade unions as joint change agents. *In a Nutshell*. Issue No 84. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/news-views/nutshell/issue-84/trade-unions

MacLeod, D. and Clarke, N. (2009) *Engaging for success: enhancing performance through employee engagement.* Report. London: Department for Business, Innovation and Skills. Available at: https://engageforsuccess.org/engaging-for-success

Office for National Statistics. (2019) *Labour disputes in the UK: 2018*. Dataset. London: ONS. Available at: www.ons.gov.uk/employmentandlabourmarket/peopleinwork/workplacedisputesandworkingconditions/articles/labourdisputes/2018

Podro, S. and Suff, R. (2013) *Mediation: an approach to resolving workplace issues.* Guide. London: ACAS and Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/disputes/workplace-mediation-report

Sisson, K. (2008) *Putting the record straight: industrial relations and the employment relationship.* Warwick Papers in Industrial Relations No 88. Coventry: University of Warwick. Industrial Relations Research Unit. Available at: https://warwick.ac.uk/fac/soc/wbs/research/irru/wpir/wpir_88.pdf

Suff, R. (2019) *Employee relations: an introduction*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/employees/factsheet

Suff, R. (2020) *Managing conflict in the modern workplace*. Report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/disputes/managing-workplace-conflict-report

UK Statistics Authority. (2012) Assessment of compliance with the Code of Practice for Official Statistics: statistics on trade union membership. Assessment report No 194. London: UK Statistics Authority. Available at: https://www.statisticsauthority.gov.uk/publication/statistics-on-trade-union-membership/

Van Wanrooy, B., Bewley, H. and Bryson, A. (2013) *The 2011 workplace employment relations study: first findings.* Report. London: Department for Business, Innovation and Skills. Available at: www.gov.uk/government/publications/the-2011-workplace-employment-relations-study-wers

Websites

www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service)

www.cbi.org.uk/
Website of the Confederation of British Industry (CBI)

www.cipd.co.uk/knowledge
Link to the CIPD's Knowledge Hub, providing resources on 15 key topics in HR and L&D, including factsheets, research reports, guides, survey reports and more, as well as online journals and the HR and L&D Database

www.equalityhumanrights.com/en
Website of the Equality and Human Rights Commission (EHRC)

www.gov.uk/government/organisations/central-arbitration-committee
Website of the Central Arbitration Committee (CAC)

www.gov.uk/government/organisations/department-for-business-energy-and-industrial-strategy
Website of the Department for Business, Energy and Industrial Strategy

www.gov.uk/government/organisations/low-pay-commission
Website of the Low Pay Commission (LPC)

www.statisticsauthority.gov.uk/
Website for UK government statistical information (trade union membership, etc)

www.tuc.org.uk/
Website of the Trades Union Congress (TUC)

www.theworkfoundation.com
Website of the Work Foundation

5HR02 Talent management and workforce planning

About this unit

This unit focuses on the impact of effective workforce planning in considering the development of diverse talent pools and how to contract and onboard the workforce. It also includes analysis of the potential cost to the organisation if this is poorly managed and the tools and interventions required to mitigate this risk.

What you will learn

You will extend your understanding of labour market trends and their significance for workforce planning. You will explain how organisations position themselves and the impact of a changing labour market on resourcing decisions. You will evaluate techniques to support workforce planning and explain approaches to succession and contingency planning, assessing the strengths and weaknesses of different methods of recruitment and selection aimed at building effective workforces. Additionally, you will examine turnover and retention trends, and compare different approaches to developing and retaining talent, looking at how organisations build talent pools. Finally, you will learn about the importance of managing contractual arrangements and onboarding.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

1 Understand key contemporary labour market trends and their significance for workforce planning.

1.1 Explain how organisations strategically position themselves in competitive labour markets.

Competitor analysis, strengths and weaknesses of competitors' employee experience; organisational positioning including the characteristics of an employer of choice; attitudes to reward and culture; employer branding; organisational image, ethics and reputation.

1.2 Explain the impact of changing labour market conditions on resourcing decisions.

Changing labour market conditions: differences between tight and loose labour markets; trends in the demand and supply of labour and skills; reasons for trends using analytical models such as political, economic, social, technological, legal, environmental. Resourcing decisions: may be taken in relation to employer branding, recruitment methods, retention strategies, reorganisations, development decisions and long-term planning, critical incidents, national, international and global pressures and crises, changing faces and methods of working.

1.3 Discuss the role of government, employers and trade unions in ensuring future skills needs are met.

Government: in developing skills strategies that may include literacy, numeracy, IT skills, skills development, policies that provide employers with funding for skill development and analysis of future skills needs; supporting changes in workforce requirements and availability.

Employers: role in identifying needs and providing skill development in the workplace through training and development, training programmes such as apprenticeships, role in providing quality work experience placements.

Trade unions: union-led agendas to improve access to learning and training, role of union learning representatives where applicable.

2 Understand the purpose and importance of workforce planning.

2.1 Analyse the impact of effective workforce planning.

Impact of forecasting demand for labour; forecasting internal and external supply of labour; identifying and analysing gaps between supply and demand of labour; strategies to address the gaps between supply and demand.

2.2 Evaluate the techniques used to support the process of workforce planning.

Techniques to forecast demand: managerial judgement, working back from costs, systemic approaches; data used to forecast supply: promotion/demotion rates, transfer rate, employee turnover rate, factors affecting external supply, critical incident analysis.

2.3 Explain approaches to succession and contingency planning aimed at mitigating workforce risks.

Managing contingency and mitigating risk through developing talent pools; use of appraisals in identifying who is interested in progression; assessing current abilities and building development plans to address gaps between current ability, interests and skills, knowledge and behaviours needed to progress; balancing internal progression

with need for fresh ideas from external candidates.

2.4 Assess the strengths and weaknesses of different methods of recruitment and selection to build effective workforces.

Recruitment methods may include internal and external methods, informal and formal methods; advertising through different media such as employment agencies; educational liaison; social media, intranet sites, websites, newsletters, job bulletins, job boards, job centres, etc.

Selection methods may include application screening, selection interviews, ability and personality testing, job references, work samples, trial shifts and assessment centres, etc; how to conduct fair and objective assessment; impact of new and emerging technologies on recruitment and selection; diversity and fair access of opportunities for all; evaluation of the effectiveness, validity and reliability of recruitment and selection practices.

3 Understand the purpose and impact of effective talent management.

3.1 Examine turnover and retention trends and the factors that influence why people choose to leave or remain.

Turnover and retention trends: influencing factors such as ethical issues, cultural expectations, motivational issues, management style issues, job satisfaction and job design, recognition and reward, changes in legislation. Trends in areas such as why people leave or remain in organisations: differences between voluntary and involuntary turnover; differences between avoidable and unavoidable turnover; push and pull factors; statistical analysis such as crude turnover rate, stability analysis, cohort analysis.

3.2 Compare different approaches to developing and retaining talent on an individual and group level.

Definition of talent; approaches to retention may include appraisal, training and development, lateral moves, flexible working and work-life balance, workplace characteristics, fair and equitable reward, career breaks, realistic job previews, job enrichment, etc.

3.3 Evaluate approaches that an organisation can take to build and support different talent pools.

Definition of talent pool; inclusive recruitment and selection approaches; learning and development initiatives including coaching and mentoring; role of performance reviews; use of analytical tools.

3.4 Evaluate the benefits of diversity in building and supporting talent pools.

Enriched perspectives; increased creativity; lower employee turnover; positive impact on employer brand; improved decision-making; improved knowledge and understanding; reduced language barriers; higher engagement; reduced risk of discrimination, awareness of potential pitfalls and difficulties.

3.5 Explain the impact associated with dysfunctional employee turnover.

Costs associated with dysfunctional employee turnover: methods of measuring employee turnover; direct costs such as recruitment and selection costs, time to process leaver and starter, induction and initial training costs; indirect costs such as loss of productivity by leaver and new starter, loss of skills, knowledge and morale in team, loss of return on any investment for the leaver.

4 Understand the importance of managing contractual arrangements and effective onboarding.

4.1 Assess suitable types of contractual arrangements dependent on specific workforce need.

Matching workforce need to contractual arrangements. How work can be delivered through different contracts: employee, worker, contractor; permanent, temporary, full-time, part-time, zero-hours; how work can be delivered and resourced in different ways including the 'gig economy'. Financial terms, work practice terms, behavioural terms, attendance and sickness, reporting.

4.2 Differentiate between the main types of contractual terms in contracts.

Including express terms; implied terms: differences between terms implied in all contracts and terms implied through custom and practice; incorporated terms such as those included in handbooks and incorporated through collective agreements.

4.3 Explain the components and benefits of effective onboarding.

Components: pre-employment information, organisational and departmental information, role information, clarification, expectations, socialisation, support and development availability.

Benefits: purpose of onboarding such as successful integration of new employees and reduced risk of 'induction crisis'; the benefits of an effective onboarding programme, such as introduction to and appreciation of the organisation's culture and norms, improved effectiveness in role, retention and reduced employee turnover.

Learning resources

Books

Baker, T. (2014) *Attracting and retaining talent: becoming an employer of choice.* Basingstoke: Palgrave Macmillan.

Clutterbuck, D. (2012) *The talent wave: why succession planning fails and what to do about it.* London: Kogan Page.

Cook, M. (2016) *Personnel selection: adding value through people – a changing picture.* 6th ed. Chichester: John Wiley.

Dinnen, M. and Alder, M. (2017) *Exceptional talent: how to attract, acquire and retain the very best employees.* London: Kogan Page.

Gibson, A. (2021) *Agile workforce planning: how to align people with organizational strategy for improved performance.* London: Kogan Page.

Guion, R.M. (2015) *Assessment, measurement, and prediction for personnel decisions.* 2nd ed. Hove: Routledge.

Marchington, M., Wilkinson, A., Donnelly, R. and Kynighou, A. (2020) *Human resource management at work: the definitive guide*. 7th ed. London: CIPD Kogan Page.

Newell Brown, J. (2011) *The complete guide to recruitment: a step-by-step approach to selecting, assessing and hiring the right people.* London: Kogan Page.

Newell Brown, J. and Swain, A. (2012) *The professional recruiter's handbook: delivering excellence in recruitment practice.* 2nd ed. London: Kogan Page.

Pilbeam, S. and Corbridge, M. (2010) *People resourcing and talent planning: HRM in practice*. 4th ed. Harlow: Financial Times/Prentice Hall.

Sparkman, R. (2018) *Strategic workforce planning: developing optimized talent strategies for future growth.* London: Kogan Page.

Taylor, S. (2018) *Resourcing and talent management*. 7th ed. London: CIPD Kogan Page. [Forthcoming, 8th ed., December 2021.]

Taylor, S. and Woodhams, C. (eds) (2016) *Human resource management: people and organisations*. 2nd ed. London: CIPD Kogan Page.

Taylor, S. and Woodhams, C. (eds) (2016) *Studying human resource management*. 2nd ed. London: CIPD Kogan Page.

Ungemah, J. (2015) *Misplaced talent: a guide to better people decisions.* Hoboken, NJ: John Wiley.

Journal articles

Neal, A. and Sonsino, D. (2015) Talent management disrupted. *TD (Talent Development)*. Vol 69, No 9, September. pp30-35.

Sims, D.M. (2014) 5 ways to increase success in succession planning. *TD (Talent Development)*. Vol 68, No 8, August. pp60-65.

Key journals

Human Resource Management
Available at:
www.cipd.co.uk/knowledge/journals

People Management
Available at:
www.peoplemanagement.co.uk/

Personnel Review

TD: Talent Development
Available at:
www.cipd.co.uk/knowledge/journals

Online resources

CIPD and Hays. (2017) *Resourcing and talent planning 2017*. Survey report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/resourcing/surveys

CIPD and CIPD HR-Inform. (2018) *Pre-employment checks: guidance for organisations*. Guide. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/emp-law/recruitment/pre-employment-checks-guide

Davies, G. (2020) *Immigration law changes: for UK employers*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/emp-law/recruitment/immigration-law-changes

Green, M. (2019) *Employee turnover and retention*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/resourcing/turnover-retention-factsheet

Green, M. (2019) *Selection methods*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/people/recruitment/selection-factsheet

Green, M. (2020) *Recruitment: an introduction*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/people/recruitment/factsheet

Hesketh, A. (2013) *Valuing your talent: resourceful assets?* Research insight. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/analytics/assets-report

Recruitment and Employment Confederation, Chartered Institute of Personnel and Development, and Chartered Institute of Procurement and Supply. (2014) *Chain reaction: making recruitment supply chains work*. Research report. London: The Confederation. Available at: www.cipd.co.uk/knowledge/fundamentals/people/recruitment/supply-chains-report

Weeks, A. (2020) *Talent management*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/resourcing/talent-factsheet

Weeks, A., Reilly, P. and Hirsh, W. (2018) *Workforce planning practice*. Guide. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/organisational-development/workforce-planning-practice

Websites

www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service)

www.cipd.co.uk/knowledge
Website of the Chartered Institute of Personnel and Development and link to the CIPD's Knowledge Hub, providing resources on 15 key topics in HR and L&D, including factsheets, research reports, guides, survey reports and more, as well as online journals and the HR and L&D Database

www.employment-studies.co.uk
Website of the Institute for Employment Studies

www.equalityhumanrights.com/en
Website of the Equality and Human Rights Commission (EHRC)

www.eurofound.europa.eu
Website of the European Foundation for the Improvement of Living and Working Conditions

www.gov.uk/government/organisations/department-for-business-energy-and-industrial-strategy
Website of the Department for Business, Energy and Industrial Strategy

www.gov.uk/government/organisations/education-and-skills-funding-agency
Website of the Education and Skills Funding Agency

Learning resources

www.hse.gov.uk
Website of the Health and Safety Executive

www.ico.org.uk
Website for the Information Commissioner's Office, information in relation to data protection

www.investorsinpeople.com
Website for the Investors in People scheme, which offers frameworks for delivering business improvement through people

www.td.org/
Website of the Association for Talent Development (ATD), formerly ASTD, the American association concerned with developing talent in organizations

5HR03
Reward for performance and contribution

About this unit

This unit focuses on how internal and external business factors influence reward strategies and policies, the financial drivers of the organisation and the impact of reward costs. It considers the importance of the role of people practice in supporting managers to make robust and professional reward judgements and the impact of rewarding performance.

What you will learn

You will evaluate the principles of reward and its importance to culture and performance management and how policies and practices are implemented. You will explain how people and organisational performance impacts approaches to reward and the different types of benefits offered by organisations. You will evaluate the most appropriate ways in which data can be gathered and measured and develop insight from benchmarking data. Additionally, you will develop reward packages and explain legislative requirements that impact reward practice. Finally, you will review the role of people practice in supporting managers to make consistent and appropriate reward judgements aligned to agreed approaches.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

Learning outcome, assessment criteria and indicative content

1 Understand the impact of reward approaches and packages.

1.1 Evaluate the principles of reward and its importance to organisational culture and performance management.

Principles of reward: the total reward approach, intrinsic and extrinsic rewards; fairness, consistency and transparency, promoting a culture of trust, balancing internal fairness with external market rates; integrating reward with business objectives; implementing reward policies and practices; role of reward in good work; related legislation and its application.

Importance to organisational culture and performance management: reward strategies that support the organisational culture and values; recognising and rewarding performance; stimulating performance by rewarding for value created; engaging employees to drive performance.

1.2 Explain how policy initiatives and practices are implemented.

Policy initiatives and practices: definitions of fair, equitable and consistent; felt-fair principle; challenges of providing external competitiveness vs internal equality; assimilation policies; protection policies; role of line managers. Implementation processes ranging from collaboration and involvement to requirement and imposition.

1.3 Explain how people and organisational performance can impact on the approach to reward.

Definition and measurement of performance; effectiveness of performance; external pressures and competition; historical expectations; financial standing of departments and organisation; contribution to organisational objectives; legislation; fairness and equality; working hours; level of skills achievement.

1.4 Compare the different types of benefits offered by organisations and the merits of each.

Types of benefits offered and merits of each: types of benefits such as performance-related pay; profit-sharing; gainsharing; share ownership; payment by results; bonus schemes; commission, pensions, healthcare, insurance cover, sick pay, enhanced redundancy pay, career counselling, company loans, season ticket loans, company cars, concierge services, fees to professional bodies, enhanced maternity, paternity and adoption leave and pay, childcare, sports and social facilities, etc; flexible benefits; impact of reward costs and ability of organisation to resource these costs; development of budgets and resource recommendations. Individual differences in what is important in their reward; merits of each type of benefit: general merits include increased employee engagement, motivation and commitment to the organisation, reduced churn, helps to attract employees to the organisation.

1.5 Assess the contribution of extrinsic and intrinsic rewards to improving employee contribution and sustained organisational performance.

Measurement, equity, expectancy, teamworking, intrinsic orientation, senior management support, impact on motivation and results; linking behaviours and achievement measures directly to rewards.

2 Be able to develop insight from benchmarking data to inform reward approaches.

2.1 Assess the business context of the reward environment.

Context of the reward environment: levels of business activity and confidence; economic outlook; industrial trends and sector profiles including common reward packages – 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.

Internal and external factors: for example labour market, human capital, efficiency wage and agency; the psychological contract, expectancy and equity; collective bargaining and pay determination; development of pay determination, the increasing regulation of pay, competitiveness, external and internal equity.

2.2 Evaluate the most appropriate ways in which benchmarking data can be gathered and measured to develop insight.

Sources of intelligence; evaluation, reliability and measurement of data; earnings, working hours, inflation, recruitment and vacancies; unemployment, pay settlements, bargaining and industrial disputes; reward and salary surveys, payroll data; government surveys, statistics and requirements.

2.3 Develop organisational reward packages and approaches based on insight.

Use of benchmarking data to develop appropriate reward package. 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.

2.4 Explain the legislative requirements that impact reward practice.

Equal pay and reward, minimum pay, working hours, holiday and absence legislation, reporting requirements such as gender pay gap, CEO pay ratios, annual reports.

3 Understand the role of people professionals in supporting line managers to make reward decisions.

3.1 Assess different approaches to performance management.

Performance review meetings; developing capability through continuous professional development (CPD), models of facilitation, coaching and mentoring; objective-setting, appraisal process, 360-degree feedback, relationship between performance management and reward. Advantages and disadvantages of different approaches.

3.2 Review the role of people practice in supporting line managers to make consistent and appropriate reward judgements.

People professional's role in supporting line managers in reward decisions and in maintaining equity, fairness, consistency and transparency; compliance with legislation; supporting line manager's ownership of intrinsic and extrinsic rewards; training, job evaluation, promoting responsibility, opportunities to participate and other intrinsic and recognition rewards; providing reward insight data.

Learning outcome, assessment criteria and indicative content

3.3 Explain how line managers make reward judgements based on organisational approaches to reward.

Use of policies; organisation values and beliefs; ethics; evidence-based judgements; performance data; decisions about financial rewards; decisions about non-financial rewards such as work-life balance, working conditions, work itself, job enrichment, development.

Books

Armstrong, M. and Brown, D. (2019) *Armstrong's handbook of reward management practice: improving performance through reward.* 6th ed. London: Kogan Page.

Armstrong, M. and Cummins, A. (2011) *The reward management toolkit: a step-by-step guide to designing and delivering pay and benefits.* London: Kogan Page.

Perkins, S.J. and Jones, S.E. (2020) *Reward management: alternatives, consequences and contexts*. 4th ed. London: CIPD Kogan Page.

Rose, M. (2018) *Reward management: a practical introduction*. 2nd ed. London: CIPD Kogan Page.

Taylor, S. and Woodhams, C. (eds) (2016) *Studying human resource management*. 2nd ed. London: CIPD Kogan Page.

Taylor, S. and Woodhams, C. (eds) (2016) *Human resource management: people and organisations*. 2nd ed. London: CIPD Kogan Page.

Journal articles

Armstrong, M. and Brown, D. (2017) Job evaluation versus market pricing: competing or combining methods of pay determination? *Compensation and Benefits Review*. Vol 49, No 3, June. pp153-160.

Brink, S. and Myhr, M.E. (2014) Assessing competitive pay for executives in a global labor market. *Benefits and Compensation International*. Vol 44, No 1, July/August. pp15-18.

Brown, D. (2014) The future of reward management: from total reward strategies to smart rewards. *Compensation and Benefits Review*. Vol 46, No 3, May/June. pp147-151.

Calnan, M.M. (2015) Uncovering total reward. *Employee Benefits*. June. pp42-43.

Farrand, L. (2016) Put the scores up on the board: a total reward strategy will enable employees to see the full value of their package. *Employee Benefits*. May. pp18-19.

Giancola, F. (2014) What the research says about the effects of open pay policies on employees' pay satisfaction and job performance. *Compensation and Benefits Review*. Vol 46, No 3, May/June. pp161-168.

Godar, P. and Frey, R. (2014) 4 ways to transform your rewards strategy. *Workspan*. Vol 57, No 7, July. pp44-47.

Johnson, P., McMullen, T. and Royal, M. (2015) Job evaluation: relevant, robust and reimagined. *Workspan*. Vol 58, No 9, September. pp26-30, 32.

Jones, M., Makepeace, G. and Wass, V. (2018) The UK gender pay gap 1997–2015: what Is the role of the public sector? *Industrial Relations*. Vol. 57 No 2, April. pp296-319.
Available at: https://onlinelibrary.wiley.com/doi/10.1111/irel.12208

Kropp, B. and Dunn, M. (2014) Total rewards: integration in six steps. *Workspan*. Vol 57, No 9, September. pp54-58.

Kuczmarski, S. and Kuczmarski, T. (2019) How rewards fuel or fail innovation. *Strategic HR Review*. Vol 18, No 1. pp8-12.

Landry, A.T., Forest, J. and Zigarmi, D. (2017) The carrot or the stick? investigating the functional meaning of cash rewards and their motivational power according to self-determination theory. *Compensation and Benefits Review*. Vol 49, No 1, January. pp9-25.

Lardner, S. (2015) Effective reward encourages effective engagement. *Strategic HR Review*. Vol 14, No 4. pp131-134.

Learning resources

Ogbonnaya, C., Daniels, K. and Nielsen, K. (2017) Does contingent pay encourage positive employee attitudes and intensify work? *Human Resource Management Journal*. Vol 27, No 1, January. pp94-112.

Paton, N. (2014) Is total reward dead? *Employee Benefits*. December. pp26-27.

Shaw, J.D. and Gupta, N. (2015) Let the evidence speak again! Financial incentives are more effective that we thought. *Human Resource Management Journal*. Vol 25, No 3, July. pp281-293.

Slutsky, S. (2015) 4 ways to truly pay for performance. *Workspan*. Vol 58, No 2, February. pp50-55.

UK women still suffer a gender pay gap after 45 years. (2015) *Workplace Report*. No 135, May. pp18-19.

Key journals

Compensation and Benefits Review

Employee Benefits
Available at:
www.cipd.co.uk/knowledge/journals

Human Resource Management Journal
Available at:
www.cipd.co.uk/knowledge/journals

Workplace Savings and Benefits

Workspan
Available at: worldatwork.org/workspan/

WorldatWork Journal

Online resources

ACAS. (2014) *Job evaluation: considerations and risks*. Advisory booklet. London: Acas. Available at:
https://archive.acas.org.uk/jobevaluation

ACAS. (2020) *Pay and wages*. Web resources. London: Acas. Available at:
www.acas.org.uk/pay-and-wages

Campbell, R. and Pepper, A. (2014) *Executive reward: a review of the drivers and consequences*. Research report. London: Chartered Institute of Personnel and Development. Available at:
www.cipd.co.uk/knowledge/strategy/reward/executive-report

CIPD. (2017) *Employee Outlook: focus on employee attitudes to pay and pensions: Winter 2016-17*. Survey report. London: Chartered Institute of Personnel and Development. Available at:
www.cipd.co.uk/knowledge/fundamentals/people/pay/outlook-pay-pensions-report

Cotton, C. (2019) *Bonuses and incentives*. Factsheet. London: Chartered Institute of Personnel and Development. Available at:
www.cipd.co.uk/knowledge/fundamentals/people/pay/bonuses-factsheet

Cotton, C. (2019) *Employee benefits: an introduction*. Factsheet. London: Chartered Institute of Personnel and Development. Available at:
www.cipd.co.uk/knowledge/fundamentals/people/benefits/factsheet

Cotton, C. (2019) *Equal pay*. Factsheet. London: Chartered Institute of Personnel and Development. Available at:
www.cipd.co.uk/knowledge/fundamentals/emp-law/equal-pay/factsheet

Cotton, C. (2019) *Job evaluation and market pricing*. Factsheet. London: Chartered Institute of Personnel and Development. Available at:
www.cipd.co.uk/knowledge/strategy/reward/market-pricing-factsheet

Cotton, C. (2019) *Pay structures and pay progression*. Factsheet. London: Chartered Institute of Personnel and Development. Available at:
www.cipd.co.uk/knowledge/fundamentals/people/pay/structures-factsheet

Cotton, C. (2019) *Reward and pay*. Factsheet. London: Chartered Institute of Personnel and Development. Available at:
www.cipd.co.uk/knowledge/fundamentals/people/pay/reward-factsheet

Cotton, C. (2019) *Strategic reward and total reward*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/reward/strategic-total-factsheet

Lupton, B., Rowe, A. and Whittle, R. (2015) *Show me the money: the behavioural science of reward*. Research report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/culture/behaviour/reward-report

MacDonald, J. and Chedeville, C. (2019) *International and expatriate reward*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/reward/international-factsheet

Marriott, L., Perkins, S.J. and Cotton, C. (2019) *Reward management: focus on pay*. Survey report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/reward/surveys

Office for National Statistics. (2019) *Employee earnings in the UK: 2019*. Dataset. Newport: ONS. Available at: www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/annualsurveyofhoursandearnings/2019

Websites

www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations

www.bankofengland.co.uk
Website of the Bank of England

www.cipd.co.uk/knowledge
Link to the CIPD's Knowledge Hub, providing resources on 15 key topics in HR and L&D, including factsheets, research reports, guides, survey reports and more, as well as online journals and the HR and L&D Database

www.employment-studies.co.uk/
Website of the Institute for Employment Studies

www.e-reward.co.uk
Website of e-reward, provides advice, research and guidance on all aspects of reward

www.eurofound.europa.eu
Website of the European Foundation for the Improvement of Living and Working Conditions

www.gov.uk/government/organisations/department-for-business-energy-and-industrial-strategy
Website of the Department for Business, Energy and Industrial Strategy

www.gov.uk/government/organisations/low-pay-commission
Website of the Low Pay Commission, providing information on low pay and minimum wage

www.gov.uk/government/organisations/office-of-manpower-economics
Website of the Office of Manpower Economics, which provides an independent secretariat to eight pay review bodies which make recommendations impacting the pay of many UK public sector workers

www.highpaycentre.org
Website of the High Pay Centre, an independent non-party think tank established to monitor pay at the top of the income distribution

Learning resources

www.ifs.org.uk/
Website of the Institute for Fiscal Studies, an independent research institute launched with the principal aim of better understanding how policies affect individuals, families, businesses and the government's finances

www.oecd.org
Website of the Organisation for Economic Co-operation and Development

www.ons.gov.uk
Website of the Office for National Statistics

5OS01
Specialist employment law

About this unit

This unit considers key areas of employment legislation and its legal framework, focusing on how people professionals are obliged to take account of legal requirements in different jurisdictions when carrying out the varied aspects of their role.

What you will learn

You will learn about the purpose of employment regulation and the way that it is enforced in practice. You will evaluate the aims and objectives, the role played by the tribunal and courts in enforcing employment law and how cases are settled before and after legal procedures. You will explain the main principles of discrimination law, how to manage recruitment and selection activities lawfully as well as learning about redundancy law and changes in contracts. Finally, you will learn about managing issues relating to pay and working time in a lawful way and employment rights for flexible working.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

Learning outcome, assessment criteria and indicative content

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

1.1 Evaluate the aims and objectives of employment regulation.

The role of employment law in helping to achieve social justice, inclusion and fairness in the workplace; economic arguments in favour of increased regulation: protects against unjust, inequitable and negligent acts, slavery, discrimination, child labour. Awareness of negative arguments for employment regulation, such as legislation too complex, not a deterrent, poorly drafted, harder to create jobs; groups who support or oppose greater regulation.

1.2 Examine the role played by the tribunal and courts system in enforcing employment law.

The role played by courts and institutions with jurisdiction to hear employment-related matters and make and enforce employment law; hierarchy of the courts; Employment Tribunal, Employment Appeal Tribunal, Court of Appeal, Supreme Court, European Court of Justice, County Court, High Court; role of appeal courts.

1.3 Explain how cases are settled before and during formal legal procedures.

Procedures for settling cases and the employment tribunal system – role of ACAS and use of COT3 (GB) or Labour Relations Agency (NI) or Workplace Relations Commission (ROI) in early conciliation; process of discussion and negotiation; key features of settlement agreements; terms that may be included in settlement agreements such as financial settlement, a reference; need for written settlement agreement; importance of voluntary process; meaning of 'without prejudice'; importance of independent legal advice.

2 Understand how to manage recruitment and selection activities lawfully.

2.1 Evaluate the principles of discrimination law in recruitment, selection and employment.

The principles of discrimination law including how they affect recruitment and selection activities; protected characteristics, direct and indirect discrimination, harassment related to a protected characteristic, sexual harassment, less favourable treatment for rejecting submitting to unwanted conduct, significance of 'purpose or effect' and victimisation, discrimination by association, discrimination by perception; discrimination arising from disability, reasonable adjustments; defences; use of comparators; remedies; relevant cases.

2.2 Discuss the legal requirements of equal pay.

The principles of equal pay; defences to equal pay claims; remedies; relevant cases; conducting equal pay reviews to ensure compliance.

3 Understand how to manage change and reorganisation lawfully.

3.1 Discuss the legal implications of managing change.

Lawful processes for changing; process for consultation and gaining agreement for change, change unilaterally, dismiss and re-engage; vary through collective bargaining; risks associated with varying contracts such as breach of contract, constructive dismissal, 'stand and sue', discrimination; contractual issues in the management of change; flexibility clauses. The principles of the law in the areas of redundancy; definitions of redundancy;

entitlement to statutory redundancy pay, individual and collective consultation rights; other statutory rights such as notice and holiday; selection pools; points systems vs selection systems; discrimination risks; relevant cases.

3.2 Explain the legal requirements relating to transfers of undertakings.

Main provisions of relevant legislation, for example Transfer of Undertakings Protection of Employment Regulations, including what is relevant transfer, need to provide employee liability information, rights of affected individuals to information and consultation; remedies if legislation is breached, relevant cases.

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

4.1 Explain the major statutory rights workers have in relation to pay.

Laws regulating the payment of wages and salaries; national minimum wages. Statutory rates of pay; rights to itemised pay statements. Links with equal pay, working time, sickness, etc.

4.2 Explain the major statutory rights in leave and working time.

The working time legislation and minimum annual leave entitlements, for example Working Time Regulations; provisions that relate to maximum working hours, in-work rest periods, rest period between periods of work, annual leave; how to calculate pay when on annual leave; reference periods, provisions for night workers; sickness (short and long term); differences for young adults; remedies; relevant cases.

4.3 Explain the main principles of maternity, paternity and adoption rights in the context of employment rights.

Rights to leave and pay during maternity, time off for antenatal care, paternity or adoption leave; shared parental leave and pay; keeping in touch days (KIT and SPLIT); qualifying periods of service.

4.4 Explain other employment rights relating to flexible working.

Rights to paid and unpaid time off during working hours; shift, weekend and bank holiday working; qualifying service; the rights to request flexible working, for example on religious grounds, because of caring responsibilities; reasons flexible working requests can be refused, remedies.

Learning resources

Books

Aylott, E. (2018) *Employment law: a practical introduction.* 2nd ed. London CIPD Kogan Page.

Cushway, B. (2017) *The employer's handbook: an essential guide to employment law, personnel policies and procedures.* 13th ed. London: Kogan Page.

Daniels, K. (2019) *Introduction to employment law: fundamentals for HR and business students.* 5th ed. London: CIPD Kogan Page.

Honeyball, S. (2016) *Honeyball and Bowers' textbook on employment law*. 14th ed. Oxford: Oxford University Press.

Lewis, D. and Sargeant, M. (2019) *Employment law: the essentials*. 15th ed. London: CIPD Kogan Page.

Pitt, G. (2020) *Employment law*. 11th ed. London: Sweet and Maxwell.

Taylor, S. and Emir, A. (2019) *Employment law: an introduction*. 5th ed. Oxford: Oxford University Press.

Taylor, S. and Woodhams, C. (eds). (2016) *Human resource management: people and organisations*. 2nd ed. London: CIPD Kogan Page.

Taylor, S. and Woodhams, C. (eds). (2016) *Studying human resource management.* 2nd ed. London: CIPD Kogan Page.

Journal articles

Embleton, S. (2012) 5 rules for carrying out fair investigations. *Employers' Law*. September. pp14-15.

Forming a contract of employment. (2011) *IDS Employment Law Brief*. No 924, May. pp15-19.

Mandatory equal pay audits. (2014) *IDS Employment Law Brief*. No 1006, October. pp15-19.

O'Sullivan, M., Turner, T. and Kennedy, M. (2015) Is individual employment law displacing the role of trade unions? *Industrial Law Journal*. Vol 44, No 2, July. pp222-245.

TUPE changes: what you need to know. (2014) *IDS Employment Law Brief*. No 991, February. pp14-18.

Online resources

CIPD. *Factsheets about employment law.* London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/practical-guidance-a-z/factsheets

CIPD. *Frequently asked questions about employment law.* London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/practical-guidance-a-z/employment-law-resources

CIPD. *Latest news in employment law.* London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/emp-law/about/legislation-updates

Websites

www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service)

www.cipd.co.uk/knowledge
Link to the CIPD's Knowledge Hub, providing resources on 15 key topics in HR and L&D, including factsheets, research reports, guides, survey reports and more, as well as online journals and the HR and L&D Database

www.equalityhumanrights.com/en
Website of the Equality and Human Rights Commission (EHRC)

www.gov.uk/browse/employing-people
Government advice on employing people

5OS02
Advances in digital learning and development

About this unit

This unit focuses on how digital technology can be used to enhance learning and development engagement. It looks at existing and emerging learning technologies, how the use of digital content and curation is designed to maximise interaction and the value of online learning communities.

What you will learn

You will learn about the impact of technological development and how digital collaboration can impact the design and delivery of learning and development over time. This will include the risks and challenges that technology-based learning and development poses for organisations. You will also create engaging digital learning content to meet specific purposes and learning needs. Additionally, you will compare systems for delivering online and face-to-face learning and discuss the implications of these methods. Finally, you will assess the main skills required to facilitate online learning, including reference to your own development plan.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

1 Understand technological development in learning and development.

1.1 Evaluate how the development of technology and digital collaboration impacts the design and delivery of learning and development over time.

Development of technology in L&D, different technologies past, present and future, for example e-learning, strengths and weaknesses of LMS and LXP systems, discussion forums and chat rooms, webinars and web conferencing, virtual classrooms, free open resources, for example MOOCs, social media and networking, smart phones, virtual and augmented reality and artificial intelligence.

1.2 Evaluate the risks and challenges technology-based learning and development poses and how these are being addressed for:

- **organisations**
- **learning and development professionals**
- **learners.**

Organisations: for example cost-benefit, failure to deliver or meet needs, obsolescence, data protection issues, for example hacking and security threats; staff misuse, potential for reduced control over L&D processes, accessibility to systems in work and out of work, lack of management or learner buy-in, challenges in implementation and system ownership. Ethical issues of learners using own technology and data, for example 'bring your own device' (BYOD). Opportunities for organisation to offer devices that can be also used for personal activities – 'choose your own device' (CYOD) or 'corporate owned personally enabled' (COPE).

L&D professionals: for example rapid changes in skills requirements for L&D professionals; changes to and impact on role, stakeholder relationships including with vendors, ensuring accessibility for all including 24/7 (remote) availability; security and health issues.

Learners: for example increased IT skills requirement; potential change in accessing learning, greater need for self-direction, time for in-work learning, availability of technology, access and impact on personal life.

Issues addressed via strategy and policy statements, risk assessments and strategies to minimise risks, wider development opportunities, drop-in sessions, knowledge sharing, etc.

2 Be able to create engaging digital learning content to meet specific purposes.

2.1 Assess the different types of digital learning content including the applications of each.

Choice of synchronous or asynchronous activities and the related content choices. Types of digital content, for example e-learning, videos, slideshows, screencasts, podcasts, infographics, animations, learning tutorials, app-based content, simulations, scenarios, games, curated content, augmented reality and virtual reality simulations.

2.2 Evaluate how the choice of digital learning content impacts learner engagement and meets identified needs.

Digital learning content types, consideration of the design factors which make digital content engaging and the human-centred design factors which make content likely to achieve objectives. Methods of measuring impact of digital learning material against a specific need, for example in-built facilities for monitoring

or measuring learner engagement and learner progress with regard to the content and prior identified learner objectives. Concept of bias particularly in learning materials and learning content, for example racial, gender stereotyping; cultural bias. Strategies for avoiding bias and checking materials against bias. Examples of how well-designed resources facilitate learning and how poorly designed materials can exclude or alienate learners.

2.3 Develop engaging learning content to address a specific need.

Identifying a clear need, for example:

- A digital facilitated presentation with presented content, use of effective visual design and interactive learner activities such as questions and polls.
- A podcast, as part of some individual online learning or to support the transfer of learning to work, where people are interviewed to contribute insights and tips for learners.
- A video or animation to support knowledge transfer or enhance practice.
- A facilitated collaborative group activity using an online open source networking solution supported by suitable resources.
- An augmented reality solution with a learning resource overlaid to the workplace environment.
- A series of personalised curated resources to meet a unique learner or group need using artificial intelligence.

3 Be able to apply a range of online facilitation functions and techniques to deliver an effective live online learning activity.

3.1 Compare systems for delivering live online learning activities, including their key facilitation functions.

Different examples of commercially available systems for webinars and virtual classrooms and their relative functionality, for example chat, polls, whiteboards, break-out rooms, use of media, document or resource sharing, learner feedback through 'hands up' and emojis to define system strengths and weaknesses.

3.2 Discuss how facilitation of a live online learning activity can differ from facilitation of a face-to-face learning activity and the implications of this for:
- **facilitators**
- **learners**
- **learning administration.**

Differences between facilitation of face-to-face and online learning activities for:

Facilitators: activities undertaken; different level of proximity to learners, ability to gauge learner response and 'group atmosphere'; maintaining engagement and energy levels; different types of collaboration activities and different approaches to managing learner dynamics; own reaction and motivation.

Learners: level of engagement, impact on more introverted learners; level of technological expertise, availability of systems and adequate connectivity, uncontrolled interruptions and distractions.

Learning administration: preparing and issuing joining instructions; induction of new learners, ensuring technical support during activity, moderation, overcoming access and technical problems.

Learning outcome, assessment criteria and indicative content

3.3 Assess the main skills required to facilitate online learning, including reference to your own development plan.

Main skills required for online facilitation: for example preparation of self, preparation of learners, managing learners remotely, maintaining engagement, participation and chat, encouraging collaborative learning, monitoring and encouraging participation, using functions while presenting, running polls, facilitating breakout rooms, managing and being prepared for technological issues.

3.4 Demonstrate online facilitation skills within a live online learning activity.

Online facilitation skills: for example, being prepared and ensuring familiarity with software and material. Knowing the learners and aligning/adjusting level, terminology and examples to their context. Welcoming learners; checking learner comfort levels with technology and accessibility/connectivity. Setting and agreeing expectations. Effective use of a range of system facilitation functions and engagement tools. Use of voice, pace, tone and visuals to create interest and engagement. Monitoring participation levels and reaching out to less engaged learners; checking learning at appropriate points. Facilitating breakout rooms. Appropriate use of web cams. Strategies for maintaining facilitator energy and engagement. Effective closing of session.

Books

Beevers, K., Hayden, D. and Rea, A. (2019) *Learning and development practice in the workplace.* 4th ed. London: CIPD Kogan Page.

Clark, D. (2020) *Artificial intelligence for learning: how to use AI to support employee development.* London: Kogan Page.

Collins, S. (2019) *Neuroscience for learning and development: how to apply neuroscience and psychology for improved learning and training.* 2nd ed. London: CIPD Kogan Page.

Collins, S. and Lancaster, A. (2015) *Webinars pocketbook.* Alresford: Management Pocketbooks Ltd.

Huggett, C. (2017) *Virtual training tools and templates: an action guide to live online learning.* Alexandria, VA: ATD Press.

Lancaster, A. (2019) *Driving performance through learning: develop employees through effective workplace learning.* London: Kogan Page.

Loon, M. (2017) *Designing and developing digital and blended learning solutions* (e-book). London: CIPD Kogan Page.

Loon, M. (2016) *Professional practice in learning and development: how to design and deliver plans for the workplace.* London: Kogan Page.

Shepherd, C. (2012) *Digital learning content: a designer's guide*. Morrisville, NC: Lulu Press.

Taylor, D.H. (2017) *Learning technologies in the workplace: how to successfully implement learning technologies in organizations.* London: Kogan Page.

Wheeler, S. (2019) *Digital learning in organizations: help your workforce capitalize on technology.* London: Kogan Page.

Key journals

People Management
Available at:
www.peoplemanagement.co.uk/

TD: Talent Development
Available at:
www.cipd.co.uk/knowledge/journals

Online resources

Hayden, D. (2020) *Digital learning.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/people/development/digital-learning-factsheet

Overton, L. and Dixon, G. (2016) *Preparing for the future of learning: a changing perspective for L&D leaders*. In-Focus report. London: Towards Maturity. Available at: www.cipd.co.uk/knowledge/strategy/development/future-learning-leadership-perspectives

Websites

www.cipd.co.uk/knowledge
Website of the Chartered Institute of Personnel and Development and link to the CIPD's Knowledge Hub, providing resources on 15 key topics in HR and L&D, including factsheets, research reports, guides, survey reports and more, as well as online journals and the HR and L&D Database

www.td.org/
Website of the Association for Talent Development (ATD), formerly ASTD, the American association concerned with developing talent in organizations

5OS03
Learning and development essentials

About this unit

This unit provides the essential aspects of learning and development practice for those working in a people management focused role, recognising the connections within the organisation and how learning and development drives performance. It explores the stages of learning and development design, development and facilitation as well as alternative modes of learning to enhance learner engagement and support the business.

What you will learn

You will explore key themes and agendas that currently shape the provision of learning and development in organisations and compare the different ways in which it connects with other areas of organisations to support achievement of business goals and objectives. You will compare a range of learning and development methods including the different ways they can be blended to form engaging solutions to meet learning objectives. Additionally, you will discuss methods of group learning and facilitation and the importance of different contexts for learner engagement. You will also evaluate the potential benefits and risks of informal and self-directed learning

6 credits

60 hours total unit time
25 guided learning hours

Level 5

1 Understand how learning and development connects with other areas of the organisation.

1.1 Explore key themes and agendas that are currently shaping the provision of learning and development in organisations.

Current trends in L&D, for example increased alignment with the business and organisational performance; use of data and metrics; use of digital solutions; self-direction and personalisation of learning; social learning; content curation; emerging technologies such as augmented and virtual reality and artificial intelligence; external drivers such as political and government agendas and globalisation.

1.2 Compare different ways learning and development connects with other areas of the organisation and supports the achievement of business goals and objectives.

Ways of connecting and supporting: for example different structural positioning of L&D within organisations – within HR, within the business line; the role of business partnering and performance consulting; links with other areas of the organisation such as the IT, finance and marketing functions. The vital connection with line managers. Different services provided by L&D and how they support the business, for example how L&D priorities are derived from and support the organisational strategy; induction and speed to competency; capability and development; supporting innovation and competitive edge, accessibility and inclusion and the development of a learning culture.

1.3 Evaluate methods for identifying learning and development needs and requirements at different levels:

- **organisation**
- **team**
- **individual.**

Methods for identifying L&D needs and requirements: for example organisation, team and individual KPIs, metrics and data, gap analysis, future state analysis, environmental analysis tools, financial, job analysis, skills audits, survey, observations, assessments, team and individual performance review, performance consulting and interviews, questionnaires, evaluation data, customer feedback and complaints.

2 Understand the design of learning and development solutions.

2.1 Discuss how different learning methods can be blended to form engaging learning and development solutions.

Range of L&D methods: for example face-to-face, technology-based, coaching, mentoring, individual and personalised learning, social learning and communities of practice, mobile-based learning, learning in-the-flow of work. Concepts of blended learning and how to determine an optimum blend, bite-size learning, flipped classrooms, how to sequence and combine learning content, gauging time requirements and resource implications, best fit with workplace factors.

2.2 Evaluate the concepts and strategies for supporting the transfer of learning to the workplace including consideration at initial design.

Concepts: thinkers and models, for example Kirkpatrick, Katzell, Brinkerhoff's Success Case Method, LTEM and Weinbauer-Heidel and Ibeschitz-Manderbach; the implication of learning 'for learning's sake' and learning that

improves performance, skills or behaviour, and the challenges of measuring the impact of workplace-based, social and informal learning.

Strategies: the importance of ensuring effective learning evaluation and impact measurement in the initial design, during and following activities. Using action planning, work-based projects started within programme and taken forward, use of peer review, action learning sets and communities of practice, follow-up activities, work-based coaching and assessments. The vital role of line managers; involvement in programme design including 'follow-up' activities, involvement in programme delivery (as contributor, presenter, other), providing post-programme coaching, performance review or work-based assessment, contributing to curation of resources, encouraging informal learning amongst team members, reviewing and extending action plans.

2.3 Assess the importance of including evaluation and impact assessment at the design stage.

Reasons for evaluation; reasons for planning intended impact; reasons for including these in the design stage; potential benefits of including evaluation and impact measures in programme design; potential issues if not included within the design stage.

3 Understand the importance of facilitating learning in different contexts.

3.1 Evaluate ways in which to facilitate learning in groups to enhance learner engagement.

Facilitation and facilitation techniques, for example digital and face-to-face concepts and models of facilitation, different types and purposes of facilitation, for example learning activity, team building; locus of control and balance of responsibility (between learners and facilitator) for learning and the learning process. Moving the delivery approach from instructor/presenter to facilitator. Techniques, for example formulating ways of working, for example ground rules with the learners, using appropriate initial engagement activities, for example icebreakers and warmups, explaining, questioning, presenting, demonstrating, facilitating learner activities, for example exercises, case studies, discussions. Facilitating skills development, for example demonstration, supported practice, role play, facilitating pair, team, group or learner-led activities; techniques and methods for opening and closing a learning session, listening and watching effectively to monitor learner engagement. Encouraging and supporting learners to maximise their own learning within the group.

3.2 Evaluate how online facilitation differs from face-to-face facilitation for facilitators and learners.

Differences between facilitation of face-to-face and online learning activities: consideration of resourcing, environmental and technology requirements; similarities and transferable skills and behaviours across two environments and partnership working with key stakeholders, for example IT.

Facilitator skillsets: activities undertaken in a physical and technology-based environment; different level of proximity to learners; ability to gauge learner response and 'group atmosphere'; potentially different energy levels; different types of collaborative activities and different approaches to managing learner dynamics; own reaction, motivation and engagement.

Learner skillset: engaging in a physical and technology-based environment, levels of

engagement across different learners; level of challenge; competency to use online engagement tools.

4 Understand the importance of alternative methods of learning for individuals and organisations.

4.1 Evaluate the potential benefits and risks of informal and self-directed learning for individuals and organisations.

Benefits, for example building empowerment, self-awareness and self-reliance; potential increase in amount of development; greater individualisation and personalisation of learning; greater match of development activities to learning needs; potential for wider awareness/sharing/signposting of development opportunities; potential for wider range of skills and knowledge that can be shared informally; learning accessed just-in-time, in-the-flow of work without waiting for formal activities; potential increase in overall organisation knowledge; more agile employees and organisations; potential for increased worker satisfaction and engagement; more effective formal learning through blending with individual learning options; support transfer of learning from formal programmes to workplace.

Risks, for example non-engagement, 'lonely learning', lack of stimulation from other learners, possibility of less support, lack of networking, failure to recognise 'mistakes' in learning or reinforcement of poor practice. Monitoring of progress or advancement in learning or application of learning, lack of alignment between individual choices and organisation learning requirements.

4.2 Assess the steps that learning professionals can take to encourage informal learning in organisations and to support individuals to manage their own learning.

Encouraging informal and individual learning: embracing insights from psychology and neuroscience, adult learning and motivation theory including 'Staged Self-Directed Learning Model' Grow, G. Employing specific L&D approaches, for example curation of resources, provision of options rather than predefined solutions, facilitation rather than instruction, financial support, promoting a learning culture, recognising and promoting the value of social and informal learning, providing appropriate 'space' for informal and social learning. Challenging and overcoming reasons for non-engagement, for example self-beliefs, learning history, perceived lack of relevance to work and/or aspirations, personal objectives, logistical factors. Making links from individual aspirations and needs to organisational learning needs. Advising and guiding managers to promote, support and recognise informal learning and self-directed learning.

Learning resources

Books

Beevers, K., Hayden, D. and Rea, A. (2019) *Learning and development practice in the workplace.* 4th ed. London: CIPD Kogan Page.

Clark, D. (2020) Artificial intelligence for learning: how to use AI to support employee development. London: Kogan Page.

Lancaster, A. (2019) *Driving performance through learning: develop employees through effective workplace learning.* London: Kogan Page.

Page-Tickell, R. (2018) *Learning and development: a practical introduction.* 2nd ed. London: Kogan Page.

Parry-Slater, M. (2021) *The Learning and development handbook: a learning practitioner's toolkit.* London: Kogan Page.

Senge, P. (2006) The fifth discipline: the art and practice of the learning organization. 2nd ed. London: Random House.

Stewart, J. and Cureton, P. (2014) *Designing, delivering and evaluating L&D: essentials for practice.* London: CIPD Kogan Page.

Stewart, J. and Rogers, P. (eds) (2017) *Studying learning and development: context, practice and measurement.* London: CIPD Kogan Page.

Taylor, D.H. (2017) Learning technologies in the workplace: how to successfully implement learning technologies in organizations. London: Kogan Page.

Key journals

People Management
Available at:
www.peoplemanagement.co.uk/

TD: Talent Development
Available at:
www.cipd.co.uk/knowledge/journals

Websites

www.cipd.co.uk/knowledge
Website of the Chartered Institute of Personnel and Development and link to the CIPD's Knowledge Hub, providing resources on 15 key topics in HR and L&D, including factsheets, research reports, guides, survey reports and more, as well as online journals and the HR and L&D Database

www.td.org/
Website of the Association for Talent Development (ATD), formerly ASTD, the American association concerned with developing talent in organizations

5OS04
People management in an international context

About this unit

This unit is designed to give those practitioners working in people management in an international context the opportunity to focus on the complexities and considerations essential to this.

What you will learn

You will examine contextual factors in relation to managing people from an international perspective and assess the drivers and benefits of employment in an international context. You will explain convergent and divergent approaches to policy and practice and learn about the factors relevant in selecting and resourcing, as well as the challenges and cultural differences to consider. Additionally, you will evaluate the reasons expatriates are used for international working and the formation of appropriate policies and processes for selecting, preparing and managing overseas repatriation.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

Learning outcome, assessment criteria and indicative content

1 Understand people practice from an international perspective.

1.1 Examine the contextual factors of an international organisation.

Definition of an international organisation; understanding of organisational structure, type, size, multinational companies, centralised, decentralised, national domestic, international resourcing, language, law, customs, national difference, technical capability/ infrastructure, economic situation, dominant culture and local awareness, Hofstede's cultural diversity and difference.

1.2 Assess the drivers and benefits of employment in an international context.

Appreciation of the transferral of technological and business knowledge, skills and behaviours for the organisation and individual, enhanced diversity, facilitation of control, improved communications, competitive advantage, talent management, increased cultural awareness, enhanced business growth, career, networking and expansion of professional connections, financial and non-financial benefits.

1.3 Explain convergent or divergent approaches to inform people management policy and practice choices.

Nature and factors that affect convergent and divergent approaches to managing the range of people practice choices across different countries or regions, for example shaping and standardisation of key people practices that are implemented across international organisations. Advantages and disadvantages of applying a 'one country' approach. Factors that affect the acceptance of divergence practices to allow national subsidiaries to implement their own country's people practices accommodating localisation, including handling conflicting requirements.

2 Understand the challenges of people practice in an international context.

2.1 Evaluate the factors to be considered when selecting and resourcing for international assignments.

Perlmutter's orientation of international firms, polycentric, ethnocentric, geocentric and regional-centric orientations; different factors to include identification of qualities and behaviours, acceptance of diversity, difference, emotional resilience, ability to cope with long- and short-term change, wellbeing, duty of care, language, personal contexts, contractual terms and conditions, consideration of cross-national HRM dominant cultural viewpoint.

2.2 Explain why people practices can vary across international boundaries.

Consideration of how core and specialist people practices are affected, modified and disseminated in regard to local employment legislation and regulations. Differences in managing employee relations, diversity and ethical practice, discipline and grievance, performance and reward, influences of customs and cultures.

2.3 Evaluate the cultural and institutional differences to be considered when managing international people practice.

Awareness of cross-cultural comparisons, strategies, policies and processes, isomorphic approaches; variations in national values, culture, belief and behavioural patterns and how these affect decisions; understanding of approaches to communication, concepts and social justice, pay systems and reward. Institutional differences to include the role of the state, financial sectors, law,

approaches to education and training, labour force characteristics.

3 Understand the importance of people practice in an international context.

3.1 Evaluate the function of people practice in an international organisational context.

Knowledge and ability to apply supporting strategies across regional boundaries; differing role expectations between countries, for example administrative, supportive, guiding, executive; supporting leadership and management; developing and operating people practice systems; refining and developing policies and practices to support international working practices.

3.2 Consider the practices and policies that are shaped by the international context.

Awareness of applying a range of policies and practices to consider cultural and institutional differences, range of factors and choices affecting use of parent company HRM policies and practices being adopted by subsidiary companies, partnership or supplier/customer organisations.

4 Understand the process and benefits of managing expatriates.

4.1 Evaluate the reasons that companies use expatriates for international working.

Identification of the benefits, for example short-term projects, requirement for specialist skills, speed and associated imperatives, commercial pressures, training, development and career advancement and ROI for using expatriates; disadvantages of using local employees, skills differences, timeframes, cultural requirements, etc.

4.2 Explain the process for selecting, preparing and managing expatriates for overseas relocation for work.

Difference in selecting expatriates for domestic and overseas assignments; selection for different types of expatriation, including the use of performance management and appraisal, job skills, cultural suitability, personal knowledge, skills, aspirations and interest, and career planning.

Preparing and managing the process; preparing staff for overseas working, identification of different contractual models for overseas working. Administration in preparation for the relocation programmes, providing appropriate learning and development support for expatriates to include knowledge, skills and behaviours required, social and domestic constraints, pay and benefits, health checks and packages, travel and accommodation provision, family support.

4.3 Explain how people practice can support re-entry and resettlement of overseas workers.

Policies and processes to support the expatriate upon return; reintegration of assignees into organisational career systems; management of their wellbeing through their changing professional and personal contexts, job role, career direction, by providing practical advice, guidance and support.

Learning resources

Books

Brewster, C., Houldsworth, E., Sparrow, P. and Vernon, G. (2016) *International human resource management.* 4th ed. London: CIPD Kogan Page.

Henderson, I. (2017) *Human resource management for MBA and Business Masters.* 3rd ed. London: CIPD Kogan Page. (Chapter 8: The global context of HRM - international and comparative HRM.)

Marchington, M., Wilkinson, A., Donnelly, R. and Kynighou, A. (2020) *Human resource management at work: the definitive guide.* 7th ed. London: CIPD Kogan Page. (Section 1, HRM, strategy and the global context, Chapter 4, International and comparative HRM.)

McNulty, Y. and Inkson, K. (2013) *Managing expatriates: a return on investment approach*. New York: Business Expert Press. www.businessexpertpress.com

Perkins, S.J. and Jones, S.E. (2020) *Reward management: alternatives, consequences and contexts.* 4th ed. London: CIPD Kogan Page. (Chapter 11, International reward management.)

Taylor, S. (2018) *Resourcing and talent management.* 7th ed. London: CIPD Kogan Page. [Forthcoming, 8th ed., December 2021.] (In particular, Chapter 20, Global resourcing.)

Taylor, S. and Perkins, G. (2021) *Work and employment in a changing business environment.* London: CIPD Kogan Page. [Forthcoming, 1st ed., April 2021.] (Chapter 2, Globalisation, and Chapter 20, Working internationally.)

Online resources

CIPD. (2011) *Maximising the value of reward: thinking global, acting local* [podcast]. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/podcasts/maximising-value-of-reward-thinking-global-acting-local

CIPD. (2020) *Globalisation: curated content to support the third trend of the CIPD's People Profession 2030 virtual Hackathon.* London: Chartered Institute of Personnel and Development. Available at: https://peopleprofession.cipd.org/insights/research-action/globalisation-trend

Key journals

International Journal of Human Resource Management
Available at:
www.cipd.co.uk/knowledge/journals

Personnel Review

People Management
Available at:
www.peoplemanagement.co.uk/

Websites

www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development

5OS05
Diversity and inclusion

About this unit

This unit focuses on how adapting leadership styles to manage, monitor and report on equality and diversity is essential for inclusive practice and legislation. The importance of promoting a diverse and inclusive workforce to drive a positive culture and celebrate diversity and inclusion increases organisational performance as well as meeting the needs of employees and customers more effectively.

What you will learn

You will cover the value that diversity and inclusion has in the workplace and how a diversity and inclusion strategy can support organisations. You will evaluate the contribution and challenges that diversity and inclusion brings and how this meets employee and customer needs. You will learn about the requirements of employment legislation and regulations and the key requirements for statutory reporting on disability, ethnicity, gender and pay gap reporting. Additionally, you will undertake a review of organisational policies and practices in relation to diversity and inclusivity at work and conduct an equality impact assessment on a people practice policy. Finally, you will evaluate the role of managers and leaders in creating a culture that celebrates difference and embraces diversity and inclusion.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

Learning outcome, assessment criteria and indicative content

1 Understand the importance of embracing diversity and inclusion in organisations.

1.1 Assess the value of diversity and inclusion in organisations for employees, customers and wider stakeholders.

Moral/social case includes respect, dignity, acceptance and understanding of cultural differences, tolerance, friendship, safety and wellbeing, community relations, gender pay gap. Business case, organisation benefits from greater flexibility, the opportunity to access wider talent pools, improved decision-making, greater innovation and ideas generation, improved teamwork, better interpersonal relationships between managers and workers and between co-workers, improved employee engagement and retention. Wider business advantages include access to new markets, product/service innovations, access to broader customer bases, improved corporate reputation.

1.2 Explain the key elements of the legal framework surrounding diversity and inclusion.

Overview of equality and diversity legislation; the Equality Act 2010, protected characteristics, Equality Impact Assessment (EqIA) requirements; ethnicity, gender and pay gap data, an assessment of group-based discrimination and disadvantage and how organisations can protect groups and individuals from unlawful direct or indirect discrimination, harassment and victimisation. Review of key employment cases to highlight the consequences of non-compliance and demonstrate regulation in action.

1.3 Identify the barriers to achieve diversity and inclusion in organisations.

Weaknesses in senior leadership commitment/lack of willingness to present a compelling case, difficulties in attracting a diverse workforce, costs, creating positive role models, managing change, overcoming individual and group resistance/conflict, teamworking dynamics, cultural differences, misinformation and information gaps, deficiencies in training and development.

2 Be able to ensure diversity and inclusion is reflected and promoted in the organisation.

2.1 Conduct an organisational review to improve diversity and inclusion in an organisational context.

Focus on a range of organisational policies and practices, including but not limited to flexible working policy, recruitment and selection, talent acquisition and talent management, promotion, training and development, reward; consider factors such as access requirements and criteria setting, for example age, experience, qualifications, job duties, hours of work, place of work, dress code and other facets of personal appearance.

Consideration of the merits and controversies surrounding targeted support structures and/or accelerated development programmes introduced to provide development for underrepresented groups in achieving their career potential.

Consideration of the context in which the policies and practices operate; training and development for employees on understanding unconscious bias and forms of direct and indirect discrimination, harassment and victimisation; developing awareness among employees of the value of diversity and inclusion at work, approaches may include coaching,

mentoring and sponsorship and access to development opportunities.

2.2 Conduct an equality impact assessment (EqIA) to ensure that there are no disproportionate impacts on protected individuals or groups.

Legislation related to EqIA, protected groups and individuals, when an EqIA is necessary, systematically factoring EqIA into policy development, policy review, new services and organisational practices, periodic review processes, critical incident reviews. Who should conduct an EqIA, best practice EqIA templates, note-taking and record-keeping.

2.3 Develop approaches to strengthen diversity and inclusion within organisational policies and practices.

Guidance documents to support policy development and policy review, training and development for those responsible for interpreting and implementing policy, for example conscious and unconscious bias, dignity at work, cross-cultural communication, religion and belief. Provision of best practice examples and case studies, role of induction and onboarding for managers and leaders, leadership development programmes and coaching and mentoring in the workplace to support managers responsible for managing and developing others. Provision of facilities to meet equality, diversity and cross-cultural needs, for example crèche, area for breastfeeding, prayer room, particular washing facilities; and also, contractual arrangements for hours/days of work.

3 Be able to embed best practice approaches to diversity and inclusion.

3.1 Evaluate the role managers and leaders play in creating an organisational culture which fully embraces diversity and inclusion.

The role of managers and leaders in creating a positive culture in which diversity and inclusion is fully embraced and enabled. D&I culturally embedded through understanding difference and its value, effective communication, training and development, role modelling, challenging behaviour and managing discrimination effectively.

3.2 Recommend approaches that organisations can take to celebrate difference and engender a culture of diversity and inclusion among workers and other stakeholders.

Celebrating events and ceremonies, for example Black History Month, PRIDE, Diwali, Eid, Christmas, the role of internal communication; awards, newsletters, blogs, discussion forums, case studies, role models and champions; cultural awareness and employee engagement measurements with a focus on key drivers that will enhance diversity and inclusion, such as accommodating individual differences, teamworking and relationships, respect and belonging.

3.3 Develop approaches to measure and monitor the impact of a diverse and inclusive organisational culture.

Quality assurance systems, tools and processes to monitor and review. Key indicators may include staff survey measures and outcomes, for example staff satisfaction, advocacy score, training and development evaluation, applicant data/trends, reputational gain/employer of choice, average tenure, career

development/progression, reduction in appeals, grievances and disciplinaries, etc. Pay and reward data, relationship and feedback from D&I professional bodies, reputational feedback and media reporting results/relationship.

Books

Brown, J. (2017*) Inclusion: diversity, the new workplace and the will to change*. 2nd ed. Hartford, CT: Publish Your Purpose Press.

Duncan, J. (2019) *Think outside the box: leading diversity and inclusion in the workplace.* [–]: The Author.

Frost, S. and Kalman, D. (2016) *Inclusive talent management: how business can thrive in an age of diversity.* London: Kogan Page.

Frost, S. and Raafi-Karim, A. (2019) *Building an inclusive organization: leveraging the power of a diverse workforce.* London: Kogan Page.

Kirby, A. and Smith, T. (2021) *Neurodiversity at work: Drive Innovation, Performance and Productivity with a Neurodiverse Workforce.* London: Kogan Page. [Forthcoming, 1st ed., April 2021.]

Marchington, M., Wilkinson, A., Donnelly, R. and Kynighou, A. (2020) *Human resource management at work: the definitive guide*. 7th ed. London: CIPD Kogan Page.

Sweeney, C. and Bothwick, F. (2016) *Inclusive leadership: the definitive guide to developing and executing an impactful diversity and inclusion strategy.* Harlow: Pearson Education.

Journal articles

Bader, A.K., Kemper, L.E. and Jintae, F.J. (2019) Who promotes a value-in-diversity perspective? A fuzzy set analysis of executives' individual and organizational characteristics. *Human Resource Management*. Vol 58, No 2, March/April. pp203-217.

Baska, M. (2019) Businesses 'feel free to discriminate' because equality law is not being enforced. *People Management.* 30 July. Available at: www.peoplemanagement.co.uk/news/articles/businesses-feel-free-to-discriminate.

Faragher, J. (2017) Beyond bias. *People Management.* 27 April. Available at: www.peoplemanagement.co.uk/long-reads/articles/beyond-bias.

Noon, M. (2018) Pointless diversity training: unconscious bias, new racism and agency. *Work, Employment and Society.* Vol 32, No 1, February. pp198-209.

Phillips, K.W., Dumas, T.L. and Rothbard, N.P. (2018) Diversity and authenticity. *Harvard Business Review*. Vol 96, No 2, March/April. pp132-136.

CIPD members can use our online journals to find articles from over 300 journal titles relevant to HR.
Members and *People Management* subscribers can see articles on the *People Management* website.

Online resources

ACAS. (2018) *Prevent discrimination: support equality.* Guidance. London: ACAS. Available at: https://archive.acas.org.uk/media/4402/Prevent-discrimination-support-equality/pdf/Prevent_discrimination_June_2018.pdf.

Gifford, J., Green, M. and Young, J. (2019) *Diversity management that works: an evidence-based view.* Research report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/diversity/management-recommendations.

Green, M., Bond, H. and Miller, J. (2018) *Diversity and inclusion at work: facing up to the business case.* Report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/diversity/diversity-inclusion-report.

Learning resources

Green, M. and Young, J. (2019) *Building inclusive workplaces: assessing the evidence.* Research report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/diversity/building-inclusive-workplaces.

Houldsworth, L. (2016) *International diversity management.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/diversity/international-management.

Miller, J. and Green, M. (2019) *Diversity and inclusion in the workplace.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/diversity/factsheet.

Wiles, D. (2015) *Square holes for square pegs: current practice in employment and autism.* Report. London: Business Disability Forum. Available at: https://members.businessdisabilityforum.org.uk/resource-category/resource/research-and-insight-square-holes-employment-autism/.

Worman, D. and Suff, R. (2015) *Quotas and targets: how do they affect diversity progress?.* Policy report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/diversity/quotas-impact-report.

Websites

www.acas.org.uk/discrimination-bullying-and-harassment
Website of ACAS, section for equality, diversity and inclusion

www.blackhistorymonth.org.uk/
Website of the Black History Month

www.cipd.co.uk/knowledge/fundamentals/relations/diversity
Website of the Chartered Institute of Personnel and Development, section for diversity and inclusion

www.enei.org.uk/
Website of the Employer's Network for Equality and Inclusion

www.equalityhumanrights.com/en
Website of the Equality and Human Rights Commission

www.equallyours.org.uk/
Website of Equally Ours, previously the Equality and Diversity Forum

www.gov.uk/employer-preventing-discrimination
Website of the UK Government with advice for employers on preventing discrimination

www.gov.uk/government/organisations/government-equalities-office
Website of the Government Equalities Office

5OS06 Leadership and management development

About this unit

This unit builds on the fundamentals of learning and development, taking a closer look at the essential area of leadership and management and how this is critical in developing the right culture and behaviours to establish a working environment which is cohesive, diverse, innovative and high-performing. Choosing the right tools and approaches to facilitate development will ultimately impact organisational effectiveness.

What you will learn

You will develop understanding of the factors that drive the need for leadership and management within the organisation and examine the interdependent nature of leadership and management. You will identify the roles leaders and managers perform in different contexts and assess the skills and competencies required. Additionally, you will explore the role of the people professional in supporting leadership and management development and the importance of ensuring that diversity and inclusion is an integral part of this. Finally, you will evaluate indicators of successful leadership programmes, find out about the range of stakeholders involved and assess the impact that leadership and management development has on the organisation.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

1 Understand the relevance of leadership and management and the knowledge, skills and behaviours required.

1.1 Analyse the external factors that drive the need for leadership and management within the organisation.

Stages of organisational development, competition, market-led, external environment audit tools, speed and extent of change (local, national, global), desirable vs imperative factors, self-determined vs imposed.

1.2 Explain the key differences between leadership and management roles and styles and the implications of each for organisational effectiveness.

Differences and interchangeability of leadership and management roles to consider aspects of context, power, authority and control; task vs people perspectives; management as authority and control; leadership as vision and influence; managers and subordinates vs leaders and followers. Styles might include such things as qualities or trait theories, contingency theories, task, transformational vs transactional; situational leadership, inspirational, functional models; scientific management; human relations school; strategic vs operational roles and types of leadership and management, autocratic, democratic, laissez-faire. Employee-centred, production-centred. Servant leadership, authentic leadership.

1.3 Compare the different knowledge, skills and behaviours required for leadership and management in organisations.

Soft and hard approaches in context, emotional intelligence, attribution theory and cognitive biases, leading and managing people in a global context and from diverse cultural backgrounds. Ethical, moral and value-driven governance, awareness and promotion of resilient wellbeing approaches. Charismatic, visionary, romantic, cultural and champion ethical compliance.

2 Understand a range of different learning and development initiatives in developing leaders and managers.

2.1 Discuss the role of people professionals in supporting leadership and management development initiatives.

Role people professionals have in supporting and developing leadership and management development initiatives, for example establishing learning and development needs; design and delivery of learning and development interventions for leadership and management; identifying, assessing and supporting L&D for potential leaders and managers; providing advice on individual and group development.

2.2 Evaluate the different concepts and range of approaches that are available for effective leadership and management development.

How and why people learn, the main theories affecting leadership and management learning; formal vs informal approaches; for example educational-based programmes, secondments, on- and off-the-job learning, job rotation, shadow boards, coaching and mentoring, knowledge conversation, cognitive vs practical, collaborative vs individual; peer learning, learning sets, action learning; cloud-based, e-learning; skills rehearsal, simulation; social media, internal vs external. Use of competency-based frameworks. Assessment and development centres. Leadership and management self-development. The importance of reflection in leadership and

management learning. Barriers to leadership and management learning.

2.3 Discuss why diversity and inclusion should be an integral component of leadership and management development initiatives.

Aspects of development that should include D&I, barriers to D&I in initiatives, areas for attention (such as use of language, technology, cultural norms and expectations, differences in non-verbal signals and interpretations, issues with regard to practical activities, and fonts, text sizes, use of colour, volume levels, brightness levels, etc).

3 Understand the effectiveness of leadership and management development initiatives.

3.1 Evaluate the indicators of successful leadership and management development initiatives.

Individual and organisational performance evidence, effective succession, retention rates, value-added KPIs, employee involvement satisfaction indicators, achievement of KPIs, value-added measures. Key theories and concepts of evaluation of learning, for example Kirkpatrick. Extent to which the established purposes and identified learning needs have been met.

3.2 Explain the range of stakeholders and the involvement they have in leadership and management development initiatives.

Identifying key stakeholders. Involving and ensuring contributions of key stakeholders to include sponsors for initiatives, participants, top and senior leaders, managers and non-learning and development professionals. Demonstrating and communicating aims and objectives and achievement of success indicators.

3.3 Assess the impact and importance that leadership and management development initiatives have on organisational culture, strategy, reputation and performance.

Perception vs reality, nature and types of change possible/likely, measuring effect of change, positive vs negative impact, impact on who (individuals, groups, departments, organisation as a whole, customer/client perceptions), transitional vs temporary vs sustained. Increase in motivation and engagement resulting in reduced churn, increase in quantity or quality of organisational outputs, increase in external positive reporting and media coverage, increase in internal harmony and synergy in current and future projects.

Learning resources

Books

Adair, J. (2019) *Develop your leadership skills: fast effective ways to become a leader people want to follow.* 4th ed. London: Kogan Page.

Armstrong, M. (2016) *Armstrong's handbook of management and leadership for HR: developing effective people skills for better leadership and management.* 4th ed. London: Kogan Page.

Carmichael, J., Emsell, P. and Collins, C. (2011) *Leadership and management development*. New York: Oxford University Press.

Dalton, K. (2010) *Leadership and management development: developing tomorrow's managers.* Harlow: Financial Times Prentice Hall.

Gold, J. and Anderson, L. (2017) *Develop leadership and management skills* (e-book). London: CIPD Kogan Page.

Gold, J., Thorpe, R., and Mumford, A. (2010) *Leadership and management development*. 5th ed. London: CIPD Kogan Page.

Owen, J. (2020) *The leadership skills handbook: 100 essential skills you need to be a leader.* 5th ed. London: Kogan Page.

Watson, G. and Reissner, S. (2014) *Developing Skills for Business Leadership.* 2nd ed. London: CIPD Kogan Page.

Key journals

Career Development International

Human Resource Management Journal
Available at:
www.cipd.co.uk/knowledge/journals

Journal of Management Development

Leadership and Organisation Development Journal

Management Learning

People Management
Available at:
www.peoplemanagement.co.uk/

Online resources

Haden, S. and Davidge, J. (2019) *Leadership in the workplace.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/leadership/factsheet

Hayden, D. (2020) *Management development.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/development/management-factsheet

Yarlagadda, R. (2016) What's holding back leadership learning? Article*. In a Nutshell.* Issue 62. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/news-views/nutshell/issue-62/leadership-learning-held-back

Websites

www.ahrd.org/
Website for the Academy of Human Resource Development

www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development

www.leadershiptrust.co/
Website of the Leadership Trust

5OS07
Wellbeing at work

About this unit

This unit introduces wellbeing and its importance in the workplace. It explores existing links between work, health and wellbeing, examining how to manage wellbeing and how it links with other areas of people management practice, and wider organisational strategy. The unit considers key elements of wellbeing programmes and the stakeholders involved, examining organisational responsibilities and the outcomes of managing wellbeing for employees and employers.

What you will learn

You will explain how wellbeing can be managed to support organisational goals and you will evaluate key issues and theories related to wellbeing at work. You will identify the contributory stakeholders that are required to maintain wellbeing initiatives at work and how wellbeing interacts with other areas of people management practice. Finally, you will apply your learning and develop a plan for a wellbeing programme, considering how you will implement and monitor its success.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

Learning outcome, assessment criteria and indicative content

1 Understand wellbeing and its relevance to workplaces.

1.1 Evaluate issues and key theories in wellbeing at work.

Contemporary issues involving the changing nature of work, workers and workplaces: presenteeism, shift work, change, workload, job demands; theories relating to wellbeing such as positive psychology, burnout, psychological contract, work-life balance, and individual factors such as stress, increasing prevalence of mental health conditions, care responsibilities and financial concerns, working at home and remote working.

1.2 Explain how wellbeing can be managed to support organisational goals.

Definition of wellbeing as it is understood by the CIPD and others, and its importance on the agenda of people professionals. Management of wellbeing: absence management; occupational health; employee assistance programmes and procedures related to management of individual cases; how the management of wellbeing can support organisational goals.

1.3 Assess the value of adopting wellbeing practices in organisations.

Preventing stress, creating positive environments, driving high performance and motivation, productivity and employee engagement and retention; ultimately making the workplace more attractive and a corporately responsible place to work, reduced friction, conflict and confrontation, strengthening of psychological contracts. Strategic importance for broader organisational health and sustainability.

2 Understand how wellbeing is shaped by the organisation's internal and external context.

21. Identify how key stakeholders can contribute to improvements in wellbeing at work.

Successful implementation depends on stakeholder responsibilities and commitment, including people practice function, line managers and senior leaders, including training of line managers in recognising and responding to issues (for example conflict resolution, managing mental ill health, promoting wellbeing).

2.2 Explain how wellbeing interacts with other areas of people management practice.

Recognition of integration with all aspects of people management activities. Review with other areas of people practice – such as job design, health and safety, diversity, reward, engagement, learning and development.

2.3 Analyse how organisational context shapes wellbeing.

Understanding of different approaches being suitable in differing contexts and the role of wellbeing not being a standalone initiative but being fully integrated, for example the case of South Liverpool Homes (CIPD 2016). Wellbeing approach linked to corporate strategy and needs of workers, size of organisation, sector, composition of workforce, etc.

3 Be able to develop a wellbeing programme.

3.1 Explore wellbeing initiatives in relation to an organisation's needs.

Wellbeing initiatives such as health promotions and facilities, health

checks/insurance, wellbeing benefits, such as cycle to work schemes, toolkits, flexible hours, etc.

3.2 Design a wellbeing programme relevant to the organisation.

Identifying and defining the area of wellbeing for attention, identifying the intended benefits to be gained and how these will be measured (success criteria), identifying boundaries and constraints that might affect the design, considering such things as stakeholder contribution, costs, resource needs, timeframes, determining appropriate format for dissemination.

3.3 Explain how you would implement a wellbeing programme suitable for the organisation.

Recognition that it is not a case of 'one size fits all' but needs to appreciate characteristics of both workforce and the organisation, such as MNC, small firm, etc. Change management, research and consultancy skills, time management, leading a project, gaining support from senior managers, characteristics of an effective implementation plan.

3.4 Explain how a wellbeing programme can be evaluated and monitored.

Evaluation leading to more successful organisational outcomes. This includes continuous improvement and measuring wellbeing on a regular basis qualitatively and quantitatively with a long-term view and with regard to staff anonymity to ensure a reliable result. This will involve assessing the quality of wellbeing outcomes, through staff surveys of wellbeing, focus groups, interviews, benchmarking and engagement surveys. Metrics to measure outcomes, for example absence rates and lengths, workplace injuries, data on complaints and requests for special treatment, take-up of EAP, staff turnover, performance and productivity.

Learning resources

Books

Cooper, C. and Hesketh, I. (2019) *Wellbeing at work: how to design, implement and evaluate an effective strategy.* London: CIPD Kogan Page.

Cooper, C.L. and Leiter, M.P. (eds) (2017) *The Routledge companion to wellbeing at work*. Abingdon: Routledge.

Mitchell, D. (2018) *50 top tools for employee wellbeing: a complete toolkit for developing happy, healthy, productive and engaged employees.* London: Kogan Page.

Vickerstaff, S., Phillipson, C. and Wilkie, R. (eds) (2013) *Work, health and wellbeing: the challenges of managing health at work*. Bristol: Policy Press.

Journal articles

Dediu, V., Leka, S. and Jain, A. (2018) Job demands, job resources and innovative work behaviour: a European Union study. *European Journal of Work and Organizational Psychology.* Vol 27, No 3. pp310-23.

Guest, D.E. (2017) Human resource management and employee well-being: towards a new analytic framework. *Human Resource Management Journal*. Vol 27, No 1, January. pp22-38.

Maslach, C., (2017) Finding solutions to the problem of burnout. *Consulting Psychology Journal: Practice and Research*. Vol 69, No 2, June. pp143-52.

Miller, J. (2016) The well-being and productivity link: a significant opportunity for research-into-practice, *Journal of Organizational Effectiveness*. Vol 3, No 3. pp289-311.

Online resources

CIPD. (2016) *Growing the health and wellbeing agenda: from first steps to full potential.* Policy report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/culture/well-being/health-agenda-report

CIPD and Mind. (2018) *People managers' guide to mental health*. Guide. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/culture/well-being/mental-health-support-report

CIPD and Simplyhealth. (2020) *Health and wellbeing at work*. Survey report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/culture/well-being/health-well-being-work

Jordan, H. (2019) The line manager's role in mental wellbeing. *HR Magazine*, 22 August. Available at: www.hrmagazine.co.uk/article-details/the-line-managers-role-in-mental-wellbeing

Meechan, F. (2018) *Compassion at work toolkit.* Working paper. Manchester: National Forum for Health and Wellbeing at Work. Available at: www.researchgate.net/publication/322404395_Compassion_at_Work_Toolkit

Office for National Statistics. (2019) *Sickness absence in the UK labour market: 2018*. Available at: www.ons.gov.uk/employmentandlabourmarket/peopleinwork/labourproductivity/articles/sicknessabsenceinthelabourmarket/2018

Stevenson, D. and Farmer, P. (2017) *Thriving at work: the Stevenson/Farmer review of mental health and employers*. Report. London: Department of Health and Social Care. Available at: www.gov.uk/government/publications/thriving-at-work-a-review-of-mental-health-and-employers

Suff, R. (2020) *Well-being at work*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/culture/well-being/factsheet

Websites

www.acas.org.uk/health-and-wellbeing
Website of ACAS, section on health and wellbeing

www.cipd.co.uk/knowledge/culture/well-being
Website of the Chartered Institute of Personnel and Development, section of the Knowledge Hub on well-being

Appendix

Appendix A – Alignment to the Profession Map

The table below shows the areas of the core knowledge and core behaviours of the Profession Map covered in the three core units of the CIPD Level 5 Associate Diploma in People Management.

Core unit		Profession Map areas
5CO01	**Organisational performance and culture in practice**	▪ People practice ▪ Culture and behaviour ▪ Business acumen ▪ Analytics and creating value ▪ Digital working ▪ Change ▪ Valuing people ▪ Commercial drive
5CO02	**Evidence-based practice**	▪ Culture and behaviour ▪ Business acumen ▪ Analytics and creating value ▪ Ethical practice ▪ Professional courage and influence ▪ Insights focused ▪ Situational decision-making ▪ Commercial drive
5CO03	**Professional behaviours and valuing people**	▪ Ethical practice ▪ Culture and behaviour ▪ Professional courage and influence ▪ Valuing people ▪ Working inclusively ▪ Passion for learning ▪ Insights focused ▪ Situational decision-making

The CIPD Profession Map

Core knowledge

- People practice
- Culture and behaviour
- Business acumen
- Analytics and creating value
- Digital working
- Change

Core behaviours

- Ethical practice
- Professional courage and influence
- Valuing people
- Working inclusively
- Commercial drive
- Passion for learning
- Situational decision-making
- Insights focused

Specialist knowledge

- Employee experience
- Employee relations
- Diversity and inclusion
- Learning and development
- Reward
- Talent management
- Resourcing
- Organisation development and design
- People analytics

Appendix B – Exemption mapping

Agreed transition exemptions

Units		Transition arrangements
5CO01	Organisational performance and culture in practice	**n/a**
5CO02	Evidence-based practice	**n/a**
5CO03	Professional behaviours and valuing people	**n/a**
5HR01	Employment relationship management	Completion of **5DER/5CER** Contemporary Developments in Employment Relations
5HR02	Talent management and workforce planning	Completion of **5RST/5RTP** Resourcing and Talent Planning, Completion of **5KRTP** Understanding Resourcing and Talent Planning
5HR03	Reward for performance and contribution	Completion of **5RMT/5RWM** Reward Management, Completion of **5KRWM** Understanding Reward Management
5OS01	Specialist employment law	Completion of **5EML/5ELW** Employment Law, Completion of **5CELW** Understanding Employment Law
5OS02	Advances in digital learning and development	Completion of **5DBS** Designing and Developing Digital and Blended Learning Solutions
5OS03	Learning and development essentials	**n/a**
5OS04	People management in an international context	**n/a**
5OS05	Diversity and inclusion	**n/a**
5OS06	Leadership and management development	**n/a**
5OS07	Wellbeing at work	**n/a**

Appendix C – Apprenticeship mapping

The table below indicates where the ***knowledge criteria*** of the Level 5 HR Consultant/Partner Apprenticeship maps (fully or partially) to the CIPD Level 5 Associate Diploma in People Management.

The table is not designed to be used to work out exemptions or recognition of prior learning, but as a guide to link subject themes and identify gaps.

HR Consultant/Partner Standard – Level 5

Knowledge	What is required	Components	Mapping
HR technical expertise	Good understanding across all HR disciplines, HR legislation and an excellent working knowledge of the organisation's HR policies and procedures. Sound understanding of HR in their sector and any unique features. Up to date with best practice and emerging thinking – able to use this in their dealings with the business.	Good understanding across all HR disciplines, HR legislation and an excellent working knowledge of the organisation's HR policies and procedures.	●
		Sound understanding of HR in their sector and any unique features.	○
		Up to date with best practice and emerging thinking – able to use this in their dealings with the business.	●
Business understanding	Understands what the organisation does, the external market and sector it operates in, its challenges and issues. Understands business and HR KPIs and metrics, building a clear picture of how the business is performing. Understands the impact of this on their role.	Understands what the organisation does, the external market and sector it operates in, its challenges and issues.	●
		Understands business and HR KPIs and metrics, building a clear picture of how the business is performing. Understands the impact of this on their role.	●
HR function	Understands the structure and responsibilities of the HR function, policies and processes, and where to source HR specialist expertise.	Understands the structure and responsibilities of the HR function, policies and processes, and where to source HR specialist expertise.	○
MI and technology	Understands HR systems and where to find HR and management data, both internally and externally, including benchmarking. Knows how technology, including social media, is impacting the business and HR.	Understands HR systems and where to find HR and management data, both internally and externally, including benchmarking.	●
		Knows how technology, including social media, is impacting the business and HR.	●

Key ● **full map** ○ **partial map** ✗ **insufficient map**

Summary of Changes

Summary of changes to updated Associate qualification specifications (v2.1 - People Management, May 2022)

Unit 5CO01 Organisational performance and culture in practice

What has been updated	Details of update
Unit summary	Updated to reflect the changes made in unit.
Indicative content (IC) 1.1	Removed reference to types of organisation, e.g. SMEs, global.
Assessment criterion (AC) 1.2	Removed reference to 'revenue generation'.
IC 1.2	Updated to reflect change to AC 1.2.
AC 1.3	Addition of 'organisational priorities', taken from deleted AC 1.4.
IC 1.3	Updated to reflect addition of 'organisational priorities'.
AC 1.4	Was original AC 1.6. Original AC 1.4 merged with updated AC 1.3
IC 1.4	Was original IC 1.6. Original IC 1.4 merged with updated IC 1.3.
Original AC 1.5	Deleted
Original IC 1.5	Deleted
AC 2.1	Command word changed to 'Explain'.
IC 2.1	Updated.
AC 2.2	Original AC 2.4.
IC 2.2	Original IC 2.4.
AC 2.3	Updated version of part of original AC 2.2.
IC 2.3	Part of original IC 2.2.
AC 2.4	Updated version of part of original AC 2.2.
IC 2.4	Part of original IC 2.2.
AC 3.1	Updated to 'links between the employee lifecycle and different people practice roles'.
IC 3.1	Updated to reflect the change in AC 3.1.
IC 3.3	Was original IC 3.4 (original AC 3.3 deleted). Updated to include **stakeholder liaison and monitoring and evaluating**, taken from deleted IC 3.5.
Original AC 3.5	Deleted
Original IC 3.5	Deleted

Unit 5CO02 Evidence-based practice

What has been updated	Details of update
Unit summary	Updated to reflect the changes made in unit.
AC 1.4	Was original AC 2.3, updated.

AC 1.5	Was original AC 1.4
AC 2.1	Updated to include reference to 'a people practice issue'.
IC 2.1	Updated to include examples and evidence relating to requirements.
AC 2.2	Based on original AC 3.3 but updated.
IC 2.2	Updated to reflect changes.
AC 2.3	Was original AC 2.4. Updated to include 'justified recommendations'.
AC 3.2	Was original AC 3.4. Command word changed to 'explain'.
IC 3.2	Was original IC 3.4.

Unit 5CO03 Professional behaviours and valuing people

What has been updated	Details of update
Unit summary	Updated to reflect the changes made in unit.
IC 1.2	Update to remove 'influences of cultural differences and expectations'.
AC 1.3	Updated to clarify that it is not a skills application criterion.
IC 1.3	Updated to reflect change to AC 1.3
AC 1.4	Was original AC 1.5. Original AC 1.4 deleted.
AC 2.2	Updated to clarify that it is not a skills application criterion.
IC 2.2	Updated to reflect change to AC 2.2.
AC 2.3	Was AC 2.4. Original AC 2.3 deleted.
IC 2.3	Was IC 2.4. Original IC 2.3 deleted.

Appendix D – Exemption mapping

What has been updated	Details of update
5HR02	Additional transition arrangements added
5HR03	Additional transition arrangements added
5OS01	Additional transition arrangements added

Summary of changes to updated Associate qualification specifications (v2.2 - People Management, September 2022)

Unit 5HR01 Employment relationship management

What has been updated	Details of update
AC 1.2	Numbering of AC was originally showing as AC 1.1, but should be in fact AC 1.2.

CIPD Associate Diploma in People Management

Version 2.2 – September 2022

© CIPD 2022

Chartered Institute of Personnel and Development
151 The Broadway London SW19 1JQ United Kingdom
T +44 (0)20 8612 6200 **F** +44 (0)20 8612 6201
E cipd@cipd.co.uk **W** cipd.co.uk

Incorporated by Royal Charter
Registered as a charity in England and Wales (1079797) and Scotland (SC045154)

Issued: September 2022 Version 2.2 © CIPD 2022