

*Associate Diploma in*  
**People Management**

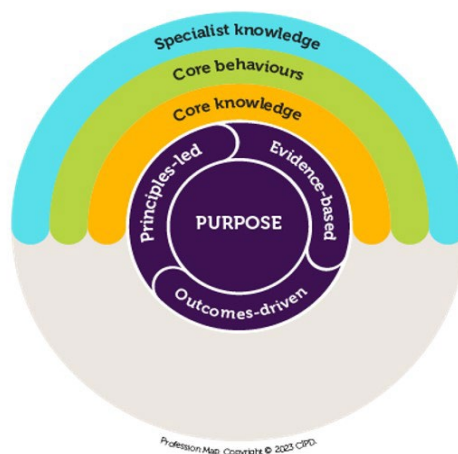


# Contents

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.....	8
Link to Apprenticeship .....	8
Compliance .....	8
Unit content.....	9
5CO01 Organisational performance and culture in practice .....	10
5CO02 Evidence-based practice .....	16
5CO03 Professional behaviours and valuing people .....	22
5HR01 Employment relationship management .....	28
5HR02 Talent management and workforce planning .....	34
5HR03 Reward for performance and contribution .....	39
5OS01 Specialist employment law .....	44
5OS02 Advances in digital learning and development.....	49
5OS03 Learning and development essentials .....	53
5OS04 People management in an international context .....	58
5OS05 Equality, diversity and inclusion .....	63
5OS06 Leadership and management development .....	68
5OS07 Wellbeing at work .....	72
Appendix.....	77
Appendix A - Alignment to the Profession Map .....	77
Appendix B - Exemption mapping .....	79
Appendix C - Apprenticeship mapping.....	80
Summary of Changes.....	82

# 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 and 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

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

### 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
5C001	Organisational performance and culture in practice	5	7	70	30
5C002	Evidence-based practice	5	6	60	25
5C003	Professional behaviours and valuing people	5	5	50	20

#### Plus three pathway 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 optional unit chosen from the list below

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	Equality, 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 assessments for all core units. For the specialist and optional units, centres can either set their own assessments based on guidance provided by the CIPD or use the assessments set by the CIPD.

Centres will be required to mark the assessments 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:

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

# 5C001

## 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

## Learning outcome, assessment criteria and indicative content

### 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 equality, 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.

## Learning resources

### Books

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Taylor, S. and Woodhams, C. (eds). (2022) *Studying human resource management*. 3rd ed. London: CIPD Kogan Page.

Armstrong, M. and Taylor, S. (2023) *Armstrong's handbook of human resource management practice*. 16th ed. London: Kogan Page.

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

Boxall, P. and Purcell, J. (2022) *Strategy and human resource management*. 5th ed. London: Bloomsbury Academic.

Burnes, B. (2017) *Managing change*. 7th ed. Harlow: Pearson Education.

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

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

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

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

Phillips, J., Trotter, W. and Phillips, P. (2015) *Maximizing the value of consulting: a guide for internal and external consultants*. Oxford: Wiley.

Planellas, M and Muni, A. (2020) *Strategic decisions: the 30 most useful models*. Cambridge: Cambridge University Press.

Scott, B. and Barnes, B. (2011) *Consulting on the Inside: A Practical Guide for Internal Consultants*. 2nd ed. Alexandria, VA: Association for Talent Development.

Smith, R., King, D., Sidhu, R. and Skelsky, D. (eds). (2014) *The effective change manager's handbook: essential guidance to the change management body of knowledge*. London: Kogan Page.

Taylor, S. and Perkins, G. (2021) *Work and Employment in a Changing Business Environment*. London: CIPD Kogan Page.

### Key journals

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#### *Human Resources*

Available at: [www.hrmagazine.co.uk/](http://www.hrmagazine.co.uk/)

#### *People Management*

Available at: [www.peoplemanagement.co.uk/](http://www.peoplemanagement.co.uk/)

#### *Personnel Today*

Available at: [www.personneltoday.com/](http://www.personneltoday.com/)

### Online resources

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Battista, M. (2021) *PESTLE analysis*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/strategy/organisational-development/pestle-analysis-factsheet>

Boys, J. (2022) *Understanding the economy and the labour market*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/work/trends/economy-labour-market-factsheet>

CIPD. (2022) *Health and wellbeing at work*. Report. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/culture/well-being/health-well-being-work>

George, S. (2021) *Change management*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/strategy/change/management-factsheet>

## Learning resources

Gifford, J. (2021) *Strategic human resource management*. Factsheet. London: Chartered Institute of Personnel and Development. Available at:  
<https://www.cipd.co.uk/knowledge/strategy/hr/strategic-hrm-factsheet>

Gifford, J., Cotton, C. and Young, J. (2021) *Financial wellbeing: an evidence review. Practice summary and guidance*. London: Chartered Institute of Personnel and Development. Available at:  
<https://www.cipd.co.uk/knowledge/culture/well-being/evidence-financial-wellbeing>

Green, M. (2022) *Ethical practice and the role of HR*. Factsheet. London: Chartered Institute of Personnel and Development. Available at:  
<https://www.cipd.co.uk/knowledge/culture/ethics/role-hr-factsheet>

Green, M. (2022) *Organisation development*. Factsheet. London: Chartered Institute of Personnel and Development. Available at:  
<https://www.cipd.co.uk/knowledge/strategy/organisational-development/factsheet>

Wilson, M. (2021) *SWOT analysis*. Factsheet. London: Chartered Institute of Personnel and Development. Available at:  
<https://www.cipd.co.uk/knowledge/strategy/organisational-development/swot-analysis-factsheet>

Young, J. (2022) *Organisational climate and culture*. Factsheet. London: Chartered Institute of Personnel and Development. Available at:  
<https://www.cipd.co.uk/knowledge/culture/working-environment/organisation-culture-change-factsheet>

## Websites

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[www.cipd.co.uk](http://www.cipd.co.uk)

Website for the Chartered Institute of Personnel and Development (CIPD)

<https://peopleprofession.cipd.org/profession-map>

Website for the CIPD's New Profession Map

[www.gov.co.uk](http://www.gov.co.uk)

Website for all government information and services, including government departments, agencies and public bodies.

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# 5C002

## 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

## Learning outcome, assessment criteria and indicative content

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.

## Learning outcome, assessment criteria and indicative content

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

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Waite, K, Beevers, K, Small, N, Tomlinson, K, Hussain, S. (2021) *People Practice: A Complete Guide*. Kogan Page. Chapter 2. pp 44-67

Barends, E. and Rousseau, D. M. (2018) *Evidence Based Management - How to Use Evidence to Make Better Decisions*. Kogan Page. London.

Baron, A and Armstrong, M (2007) *Human Capital Management: Achieving added value through people*, Kogan Page, London

Chatford, T. (2022) *Critical Thinking: Your Guide to Effective Argument, Successful Analysis and Independent Study*. 2<sup>nd</sup> Ed. Sage Publications Ltd.

Eremenko, K, (2020) *Confident data skills*. 4<sup>th</sup> ed. London: Kogan Page.

Khan, N, Millner, D, (2020) *Introduction to People Analytics: A Practical Guide to Data Driven HR* 3<sup>rd</sup> Ed. Kogan Page.

### Key journals

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Barends, E, Rousseau, D and Briner, R (2014) *Evidence Based Management: The basic principles*, Centre for Evidence-Based Management Amsterdam.

Briner, R (2019) *The basics of evidence-based practice*, People + Strategy, **42** (1), pp 16-21

Koch, A J, D'Mello, S D and Sackett, P R (2015) *A meta-analysis of gender stereotypes and bias in experimental simulations of employment decision making*, Journal of Applied Psychology, **100** (1), p 128

### Online resources

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CIPD Podcase 154: Critical Thinking CIPD.

*Evidence-based practice for HR* 7<sup>th</sup> May 2019 Podcast. Chartered Institute of Personnel and Development. London.

Green, M, Russell, T. (2022) *Ethical practice and the role of people professionals*. Chartered Institute of Personnel and Development. London. available at: <https://www.cipd.co.uk/knowledge/culture/ethics/role-hr-factsheet#15763>

Hill, S., Houghton, E. (2018) *Getting started with people analytics: a practical guide*. Chartered Institute of Personnel and Development. London. Available at: [https://www.cipd.co.uk/Images/people-analytics-guide\\_tcm18-51569.pdf](https://www.cipd.co.uk/Images/people-analytics-guide_tcm18-51569.pdf)

Houghton, E. (2018) *People analytics: driving business performance with people data*. Chartered Institute of Personnel and Development. London.

Houghton, E, (2019) *Human capital measurement and reporting*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: [www.cipd.co.uk/knowledge/strategy/analytic/s/human-capital-factsheet](http://www.cipd.co.uk/knowledge/strategy/analytic/s/human-capital-factsheet)

Houghton, E, (2019) *People analytics*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: [www.cipd.co.uk/knowledge/strategy/analytic/s/evidence-based-practice-factsheet](http://www.cipd.co.uk/knowledge/strategy/analytic/s/evidence-based-practice-factsheet)

Mohdazaini, H. (2022) *Workforce Reporting*. Factsheet. London: Chartered Institute of Personnel and Development. [www.cipd.co.uk/knowledge/strategy/analytic/s/human-capital-factsheet](http://www.cipd.co.uk/knowledge/strategy/analytic/s/human-capital-factsheet)

Muller-Heyndyk, R (2019) *HR the worst function on data*, HR Magazine, <https://www.hrmagazine.co.uk/content/news/hr-the-worst-function-on-data> (archived at <https://perma.cc/CAC4-43DZ>)

Rousseau, D. (2020) *Making evidence-based decisions in an uncertain world*. Organizational Dynamics. Vol 49, Issue 1. January-March. Reviewed in In a Nutshell, Issue 96.

Severson, E. (2019) *Real-life EBM: what it feels like to lead evidence-based HR*. People + Strategy. Vol 42. No 1. Pp 22-27.

## Learning resources

Young, J, (2022) *Evidence-based practice for effective decision-making*. Factsheet. London: Chartered Institute of Development.

## Websites

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[www.cipd.co.uk](http://www.cipd.co.uk)

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# 5C003

## 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 and 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

## Learning outcome, assessment criteria and indicative content

### 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



## Learning outcome, assessment criteria and indicative content

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,

## Learning outcome, assessment criteria and indicative content

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

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Taylor, S. and Woodhams, C. (eds). (2022) *Studying human resource management*. 3rd ed. London: CIPD Kogan Page.

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

Angier, T. (Editor). (2023) *Ethics: The Key Thinkers* 2<sup>nd</sup> Ed. London: Bloomsbury

Armstrong, M. and Taylor, S. (2023) *Armstrong's handbook of human resource management practice*. 16th ed. London: Kogan Page.

Cottrell, S. (2023) *Critical Thinking Skills: Effective Analysis, Argument and Reflection*. 4th Ed. London: Bloomsbury.

Covey, S. R. (2017) *The 7 Habits of Highly Effective People: Revised and Updated: 30th Anniversary Edition*. London: Simon & Schuster UK

Frost, S. and Alidina, R. (2019) *Building an Inclusive Organization: Leveraging the Power of a Diverse Workforce*. London: Kogan Page

Planellas, M and Muni, A. (2020) *Strategic decisions: the 30 most useful models*. Cambridge: Cambridge University Press.

Taylor, S. and Perkins, G. (2021) *Work and Employment in a Changing Business Environment*. London: CIPD Kogan Page.

### Online Resources

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Baczor, L. and Zheltoukhova, K. (2017) *HR professionalism: what do we stand for?* Report. London: Chartered Institute of Personnel and Development. Available at: [https://www.cipd.co.uk/Images/professional-identity-research-report-updatedPFFMay20\\_tcm18-17960.pdf](https://www.cipd.co.uk/Images/professional-identity-research-report-updatedPFFMay20_tcm18-17960.pdf)

CIPD. (2022) *Code of Conduct and Ethics 2023*. Chartered Institute of Personnel and Development. Available at: [https://www.cipd.co.uk/Images/cipd-code-of-conduct-and-ethics\\_tcm18-112336.pdf](https://www.cipd.co.uk/Images/cipd-code-of-conduct-and-ethics_tcm18-112336.pdf)

CIPD. *Ethics at Work*. Webinar Series. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/culture/ethics/ethics-work-guide/webinar-series>

CIPD. (2022) *About CPD*. Case Studies and Guidance. Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/learn/cpd/about>

Green, M., Bond, H., Miller, J. and Gifford, J. (2018) *Diversity and inclusion at work: facing up to the business case*. London: Chartered Institute of Personnel and Development. Available at: [https://www.cipd.co.uk/Images/diversity-and-inclusion-at-work\\_2018-facing-up-to-the-business-case-1\\_tcm18-44146.pdf](https://www.cipd.co.uk/Images/diversity-and-inclusion-at-work_2018-facing-up-to-the-business-case-1_tcm18-44146.pdf)

Green, M. (2020) *The role of emotion in professional decision-making*. (Review of the Article *The role of emotion in professional decision-making* by West, C. and Zhong, C.) Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/news-views/nutshell/issue-99/decision-making>

Green, M., Peters, R., Young, J. (2020) *People Profession 2030 A collective view of future trends*. Report. London: Chartered Institute of Personnel and Development. Available at: [https://www.cipd.co.uk/Images/people-profession-2030-report-compressed\\_tcm18-86095.pdf](https://www.cipd.co.uk/Images/people-profession-2030-report-compressed_tcm18-86095.pdf)

Hayden, D. (2019) *Learning and development evolving practice*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: [www.cipd.co.uk/knowledge/strategy/development/evolving-practice-factsheet](http://www.cipd.co.uk/knowledge/strategy/development/evolving-practice-factsheet)

## Learning resources

### Key journals

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#### *Human Resources*

Available at: [www.hrmagazine.co.uk/](http://www.hrmagazine.co.uk/)

#### *People Management*

Available at: [www.peoplemanagement.co.uk/](http://www.peoplemanagement.co.uk/)

### Websites

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[www.cipd.co.uk](http://www.cipd.co.uk)

Website for the Chartered Institute of Personnel and Development (CIPD)

<https://peopleprofession.cipd.org/profession-map>

Website for the CIPD's New Profession Map

<https://www.cipd.co.uk/learn/cpd/map>

Link for registration to the CIPD Self-Assessment tool

[www.gov.co.uk](http://www.gov.co.uk)

Website for all government information and services, including government departments, agencies and public bodies.

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# 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. You will also learn about conflict and misbehaviour, assessing emerging trends in conflict and industrial sanctions, third-party conciliation, mediation and arbitration. Finally, you will learn about performance, disciplinary and grievance matters and how to manage these lawfully.

# 6 credits

60 hours total unit time  
25 guided learning hours

## Level 5

## Learning outcome, assessment criteria and indicative content

### **1 Understand employee voice and practices to support better working lives.**

#### **1.1 Differentiate between employee involvement and employee participation and how they build 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; links to motivation and engagement.

#### **1.2 Compare forms of union and non-union employee representation.**

Joint negotiation committees; trade unions; employee forums; staff councils; works councils; differences in the power of employee bodies.

#### **1.3 Evaluate the relationship between employee voice and organisational performance.**

Relationship between employee voice and organisational 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.

#### **1.4 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.**

Organisational conflict: 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.

#### **2.2 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.

#### **2.3 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 of 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 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.

## Learning resources

### Books

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Taylor, S. and Woodhams, C. (eds). (2022) *Human resource management: people and organisations*. 3rd ed. London: CIPD Kogan Page.

Armstrong, M. and Taylor, S. (2023) *Armstrong's handbook of human resource management practice*. 16th ed. London: Kogan Page.

Aylott, E. (2022) *Employment law: a practical introduction*. 3rd ed. London: Kogan Page.

Aylott, E. (2022) *Employment relations: a practical introduction*. 3rd ed. London: Kogan Page.

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

Bridger, E. (2022) *Employee engagement: a practical introduction*. 3rd ed. London: Kogan Page.

Burchill, F. (2014) *Labour relations*. 4th ed. London: Red Globe Press.

Daniels, K. (2022) *Introduction to employment law: fundamentals for HR and business students*. 6th ed. London: CIPD Kogan Page.

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*. London: 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.

Marchington, M., Wilkinson, A., Donnelly, R. & Kynighou, A. (2021) *Human resource management at work: the definitive guide*. 7th ed. 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.

Waite, K., Beevers, K., Small, N., Tomlinson, K. and Hussain, S. (2021) *People practice: a complete guide*. 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.

Wilton, N. (2022) *An introduction to human resource management*. 4<sup>th</sup> ed. London: Sage Publications Ltd.

### Key journals

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British Journal of Industrial Relations

Available at:

[www.cipd.co.uk/knowledge/journals](http://www.cipd.co.uk/knowledge/journals)

Employee Relations European Journal of Industrial Relations

*Employment Relations Today*

Available at:

[www.cipd.co.uk/knowledge/journals](http://www.cipd.co.uk/knowledge/journals)

Human Resource Management Journal

Available at:

[www.cipd.co.uk/knowledge/journals](http://www.cipd.co.uk/knowledge/journals)

Industrial Relations Journal

Available at:

[www.cipd.co.uk/knowledge/journals](http://www.cipd.co.uk/knowledge/journals)

International Journal of Human Resource Management Available at:

[www.cipd.co.uk/knowledge/journals](http://www.cipd.co.uk/knowledge/journals)

People Management

Available at: [www.peoplemanagement.co.uk](http://www.peoplemanagement.co.uk)

*Personnel Today*



## Learning resources

Available at: [www.personneltoday.com/](http://www.personneltoday.com/)

## Online resources

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

ACAS. (2021) *The cost of conflict*. Podcast. London: Acas. Available at: <https://www.acas.org.uk/podcast/the-cost-of-conflict>

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

CIPD. (2022) *Trade union recognition and industrial action Q&As*. London: Chartered Institute of Personnel and Development. Available at: <https://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: <https://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: <https://www.gov.uk/government/publications/good-work-plan>

Department for Business, Energy and Industrial Strategy. (2022) *Trade union statistics*. Dataset. Available at: <https://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](http://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: <https://www.cipd.co.uk/news-views/nutshell/issue-84/trade-unions#gref>

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. (2022) *Labour disputes in the UK: July 2022 update and future work*. Dataset. London: ONS. Available at:

[https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/workplacedisputesandworkingconditions/articles/labourdisputesuk/july2022updateandfuturework#:~:text=Labour%20disputes%20by%20industry&text=In%20June%202022%2C%2060%2C900%20\(86.4,taking%20place%20in%20this%20industry](https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/workplacedisputesandworkingconditions/articles/labourdisputesuk/july2022updateandfuturework#:~:text=Labour%20disputes%20by%20industry&text=In%20June%202022%2C%2060%2C900%20(86.4,taking%20place%20in%20this%20industry)

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: <https://www.cipd.co.uk/knowledge/fundamentals/relations/disputes/workplace-mediation-report>

Saundry, R., Adam, G., Ashman, I., Forde, C., Wibberley, G. and Wright, S. (2016). *Managing individual conflict in the contemporary British workplace*. Report. Available at: <https://www.acas.org.uk/managing-individual-conflict>

## Learning resources

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

Suff, R. (2022) *Discipline and grievance at work*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/emp-law/tribunals/factsheet>

Suff, R. (2022) *Employee relations: an introduction*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/relations/employees/factsheet>

Suff, R. (2022) *The role of employment tribunals*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/emp-law/tribunals/factsheet>

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/the2011-workplace-employment-relationsstudy-wers](http://www.gov.uk/government/publications/the2011-workplace-employment-relationsstudy-wers)

[www.eurofound.europa.eu](http://www.eurofound.europa.eu)

Website of the European Foundation for the Improvement of Living and Working Conditions

<https://www.tuc.org.uk/>

Website of the Trades Union Congress

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## Websites

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[www.acas.org.uk](http://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.cipd.co.uk](http://www.cipd.co.uk)

Website of the Chartered Institute of Personnel and Development (CIPD)

[www.cbi.org.uk/](http://www.cbi.org.uk/)

Website of the Confederation of British Industry (CBI)

## 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 assess 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. 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

## Learning outcome, assessment criteria and indicative content

### 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.

### 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 Evaluate 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.

## Learning outcome, assessment criteria and indicative content

### **3 Understand the impact of employee turnover and the benefits of retention.**

#### **3.1 Discuss factors that influence why people choose to leave or remain in organisations.**

Differences between voluntary and involuntary turnover; differences between avoidable and unavoidable turnover; push and pull factors.

#### **3.2 Compare different approaches to retaining people.**

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 Explain the impact of 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'.

#### **4.2 Explain the benefits of effective onboarding.**

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

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Taylor, S. and Woodhams, C. (eds). (2022) *Human resource management: people and organisations*. 3rd ed. London: CIPD Kogan Page.

Armstrong, M. and Taylor, S. (2023) *Armstrong's handbook of human resource management practice*. 16th ed. London: Kogan Page.

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. (2019) *Assessment, measurement, and prediction for personnel decisions*. 2nd ed. Hove: Routledge.

Headworth, A. (2015) *Social Media Recruitment*. London: Kogan Page.

Marchington, M., Wilkinson, A., Donnelly, R. and Kynighou, A. (2020) *Human resource management at work: the definitive guide*. 7th ed. London: CIPD 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. [Forthcoming, 2nd ed., May 2023.]

Taylor, S. (2021) *Resourcing and talent management*. 8th ed. London: CIPD Kogan Page.

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

Waite, K., Beevers, K., Small, N., Tomlinson, K. and Hussain, S. (2021) *People practice: a complete guide*. London: CIPD Kogan Page.

Wilton, N. (2022) *An introduction to human resource management*. 4th ed. London: Sage Publications Ltd.

### Key journals

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Human Resource Management

Available at:

[www.cipd.co.uk/knowledge/journals](http://www.cipd.co.uk/knowledge/journals)

People Management

Available at: [www.peoplemanagement.co.uk/](http://www.peoplemanagement.co.uk/)

Personnel Today

Available at: [www.personneltoday.com/](http://www.personneltoday.com/)

TD: Talent Development

Available at:

[www.cipd.co.uk/knowledge/journals](http://www.cipd.co.uk/knowledge/journals)

### Online resources

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CIPD and Omni (2022) *Resourcing and talent planning report*. Survey report. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/strategy/resourcing/surveys>

CIPD and CIPD HR-Inform. (2022) *Preemployment checks: guidance for organisations*. Guide. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/emp-law/recruitment/pre-employment-checks-guide>

## Learning resources

Maxwell, G. (2021) *Employee turnover and retention*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/strategy/resourcing/turnover-retention-factsheet>

Maxwell, G. (2021) *Selection methods*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/people/recruitment/selection-factsheet>

Maxwell, G. (2022) *Recruitment: an introduction*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/people/recruitment/factsheet>

Quilliam, G. (2020) *Talent management: an overview*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/strategy/resourcing/talent-factsheet>

Weeks, A. (2020) *Succession planning*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: [www.cipd.co.uk/knowledge/strategy/resourcing/succession-planning-factsheet](http://www.cipd.co.uk/knowledge/strategy/resourcing/succession-planning-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/organizational-development/workforce-planning-practice](http://www.cipd.co.uk/knowledge/strategy/organizational-development/workforce-planning-practice)

## Websites

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[www.acas.org.uk](http://www.acas.org.uk)

Website of Acas (Advisory, Conciliation and Arbitration Service)

[www.cipd.co.uk/knowledge](http://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](http://www.employment-studies.co.uk)

Website of the Institute for Employment Studies

[www.gov.uk/government/organisations/education-and-skills-funding-agency](http://www.gov.uk/government/organisations/education-and-skills-funding-agency)

Website of the Education and Skills Funding Agency

[www.investorsinpeople.com](http://www.investorsinpeople.com)

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

[www.td.org/](http://www.td.org/)

Website of the Association for Talent Development (ATD), formerly ASTD, the American association concerned with developing talent in organisations.

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## 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 and rewarding performance.

### What you will learn

You will learn about the principles of reward and its importance to culture and performance management and how policies and practices are implemented. You will explain how contingent rewards impact individual, team and organisation performance, and the different types of benefits and recognition schemes offered by organisations. You will evaluate the most appropriate ways in which data can be gathered and measured to develop insight from benchmarking data. Additionally, you will explain legislative requirements that impact reward practice.

## 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 Explain 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 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 Understand the importance of different components of reward.

#### 2.1 Explain differences between types of grade and pay structures.

Formal and informal structures; types of formal structures such as multi-graded structure, broad-graded, broad-banded,

job families; informal structures such as spot rates and individual job grades.

#### 2.2 Explain how contingent rewards can impact individual, team and organisational performance.

Types of contingent pay such as performance-related pay, competency-related pay, contribution-related pay, skill-based pay, service/tenure related pay. Impact on individual, team and organisational performance.

#### 2.3 Explain the merits of different types of benefits offered by organisations.

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.

#### 2.4 Explain the merits of different types of recognition schemes offered by organisations.

Differences between formal and informal recognition; day-to-day recognition; public recognition; cash awards; value of cash awards; non-cash awards such as gifts, vouchers, tickets.

## Learning outcome, assessment criteria and indicative content

### **3 Understand how to develop insight from benchmarking data to inform reward approaches.**

#### **3.1 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.

#### **3.2 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.

#### **3.3 Explain approaches to job evaluation.**

Differences between formal and informal approaches; differences between analytical and non-analytical job evaluation; point factors; job matching; levelling; use in equal pay defences.

#### **3.4 Explain the legislative requirements that impact reward practice.**

Equal pay and reward; minimum pay; itemised pay statements; income tax; reporting requirements such as gender pay gap, CEO pay ratios, annual reports.

## Learning resources

### Books

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- Taylor, S. and Woodhams, C. (eds). (2022) *Human resource management: people and organisations*. 3rd ed. London: CIPD Kogan Page.
- 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 Chapman, A. (2011) *The reward management toolkit: a step-by-step guide to designing and delivering pay and benefits*. London: Kogan Page.
- Marchington, M., Wilkinson, A., Donnelly, R. and Kynighou, A. (2020) *Human resource management at work: the definitive guide*. 7th ed. London: CIPD Kogan Page.
- Perkins, S. and Jones, S. (2020) *Reward management: alternatives, consequences and contexts*. 4th ed. London: CIPD Kogan Page.
- Rose, M. (2022) *Reward management: a practical introduction*. 3rd. London: CIPD Kogan Page.
- Waite, K., Beevers, K., Small, N., Tomlinson, K. and Hussain, S. (2021) *People practice: a complete guide*. London: CIPD Kogan Page.
- Wilton, N. (2022) *An introduction to human resource management*. 4<sup>th</sup> ed. London: Sage Publications Ltd.

### Key journals

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- Compensation and Benefits Review Employee Benefits Available at:  
[www.cipd.co.uk/knowledge/journals](http://www.cipd.co.uk/knowledge/journals)
- Human Resource Management Journal  
Available at:  
[www.cipd.co.uk/knowledge/journals](http://www.cipd.co.uk/knowledge/journals)

### Online resources

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- ACAS. (2014) *Job evaluation: considerations and risks*. Advisory booklet. London: Acas. Available at: <https://www.acas.org.uk/job-evaluation-considerations-and-risks-advice-booklet>
- ACAS. (nd) *Pay and wages*. Web resources. London: Acas. Available at: [www.acas.org.uk/pay-and-wages](http://www.acas.org.uk/pay-and-wages)
- Cotton, C. (2022) *Employee benefits: an introduction*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/people/benefits/factsheet>
- Cotton, C. (2022) *Job evaluation and market pricing*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/strategy/reward/market-pricing-factsheet>
- Cotton, C. (2022) *Pay structures and pay progression*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/people/pay/structures-factsheet>
- Cotton, C. (2022) *Reward: an introduction*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/people/pay/reward-factsheet>
- Cotton, C. (2022) *Strategic reward and total reward*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/strategy/reward/strategic-total-factsheet>
- Cotton, C. (2022) *Reward management survey: focus on employee benefits*. Survey report. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/strategy/reward/surveys>

## Learning resources

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](http://www.cipd.co.uk/knowledge/culture/behaviour/reward-report)

Office for National Statistics. (2022) Earnings and working hours. Dataset. Newport: ONS. Available at: <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours>

## Websites

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[www.acas.org.uk](http://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](http://www.bankofengland.co.uk)

Website of the Bank of England

[www.cipd.co.uk/knowledge](http://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.e-reward.co.uk](http://www.e-reward.co.uk)

Website of e-reward, provides advice, research and guidance on all aspects of reward

[www.gov.uk/government/organisations/department-for-business-energy-and-industrial-strategy](http://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](http://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](http://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](http://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

[www.ifs.org.uk/](http://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](http://www.oecd.org)

Website of the Organisation for Economic Co-operation and Development [www.ons.gov.uk](http://www.ons.gov.uk)  
Website of the Office for National Statistics

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# 50S01

## 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 and the role played by the tribunal and courts in enforcing employment law. 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.

### 2 Understand how to manage recruitment and selection activities lawfully.

#### 2.1 Explain the main 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; occupational requirements; 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 varying contracts.

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.

#### 3.2 Explain the legal requirements relating to redundancy.

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.

## Learning outcome, assessment criteria and indicative content

### 3.3 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.

caring responsibilities; reasons flexible working requests can be refused, remedies.

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

### 4.1 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; how to calculate working time for pay purposes; reference periods, provisions for night workers; sickness (short and long term); differences for young adults; remedies; relevant cases.

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

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

### 4.3 Explain 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

## Learning resources

### Books

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Taylor, S. and Woodhams, C. (eds). (2022) *Human resource management: people and organisations*. 3rd ed. London: CIPD Kogan Page.

Aylott, E. (2022) *Employment law: a practical introduction*. 3rd 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. (2022) *Introduction to employment law: fundamentals for HR and business students*. 6th ed. London: CIPD Kogan Page.

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

Lewis, D., Sargeant, M. and Schwab, B. (2023) *Employment law: the essentials*. 16th ed. London: CIPD Kogan Page.

Pitt, G. (2022) *Employment law*. 12th ed. London: Sweet and Maxwell.

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

Waite, K., Beevers, K., Small, N., Tomlinson, K. and Hussain, S. (2021) *People practice: a complete guide*. London: CIPD Kogan Page.

### Online resources

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Acas. (nd) Employment contracts. Guide. London: Acas.  
<https://www.acas.org.uk/employment-contracts>

Bottomley, G. (2022) *'Fire and rehire' - guidance for employers*. Guide. London: Chartered Institute of Personnel and Development. Available at  
<https://www.cipd.co.uk/knowledge/fundamentals/emp-law/terms-conditions/fire-rehire-employer-guidance>

Chartered Institute of Personnel and Development. (2022) *Recent and forthcoming legislation*. Guide. London: Chartered Institute of Personnel and Development. Available at:  
<https://www.cipd.co.uk/knowledge/fundamentals/emp-law/about/legislation-updates>

Chartered Institute of Personnel and Development. (2022) *Statutory rates and compensation*. Guide. London: Chartered Institute of Personnel and Development. Available at:  
<https://www.cipd.co.uk/knowledge/fundamentals/emp-law/about/statutory-rates>

Gillen, P. (2022) *Employment law: key differences between Northern Ireland and Great Britain*. Factsheet. London: Chartered Institute of Personnel and Development. Available at:  
<https://www.cipd.co.uk/knowledge/fundamentals/emp-law/about/northern-ireland-differences-factsheet>

Suff, R. (2022) *Contracts of employment*. Factsheet. London: Chartered Institute of Personnel and Development. Available at:  
<https://www.cipd.co.uk/knowledge/fundamentals/emp-law/terms-conditions/contracts-factsheet>

Taylor, S. (2022). *Employment law in the UK: how it is made*. Factsheet. London: Chartered Institute of Personnel and Development. Available at:  
<https://www.cipd.co.uk/knowledge/fundamentals/emp-law/about/uk-emp-law-made-factsheet>

Taylor, S. (2022). *Employment law in the UK: the court system*. Factsheet. London: Chartered Institute of Personnel and Development. Available at  
<https://www.cipd.co.uk/knowledge/fundamentals/emp-law/about/uk-court-system-factsheet>

Taylor, S. (2022). *Employment law update*. London: Chartered Institute of Personnel and Development. Available at:  
<https://www.cipd.co.uk/knowledge/fundamentals/emp-law/student-tutor-update>



## Learning resources

### Websites

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[www.acas.org.uk](http://www.acas.org.uk)

Website of Acas (Advisory, Conciliation and Arbitration Service)

[www.cipd.co.uk/knowledge](http://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](http://www.equalityhumanrights.com/en) Website of the Equality and Human Rights Commission (EHRC)

[www.gov.uk/browse/employing-people](http://www.gov.uk/browse/employing-people)

Government advice on employing people

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# 50S02

## Advances in digital learning and development



### About this unit

This unit focuses on how digital technology can be used to enhance learning and development. It looks at existing and emerging learning technologies, the design of digital content and how the effective curation of resources can support learning. The unit also explores the skills of online facilitation and how these can be applied to maximise learner engagement in online learning experiences.

### What you will learn

You will learn about the impact of technological development and how digital collaboration has, and continues, to impact the design and delivery of learning and development. This will include the risks and challenges that technology-based learning and development poses for organisations and learners, as well as the impact on the L&D profession. You will consider how engaging digital learning content can be created to meet specific purposes and learning needs. Additionally, you will compare approaches for delivering online and face-to-face learning and discuss the implications of these methods for both L&D professionals and learners. Finally, you will have an opportunity to demonstrate some of the skills required to facilitate effective and engaging online learning.

# 6 credits

60 hours total unit time  
25 guided learning hours

## Level 5

## Learning outcome, assessment criteria and indicative content

### 1 Understand technological development in learning and development.

#### 1.1 Evaluate how the development of technology and digital collaboration has impacted 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, LMS and LXP systems, learning communities, discussion forums and chat rooms, webinars and web conferencing, virtual classrooms; free open resources, for example MOOCs; social media and networking; smart phones; micro-learning; virtual and augmented reality; artificial intelligence (e.g. Chat GPT).

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

- organisations
- 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, for example of learners using own technology and data, for example 'bring your own device' (BYOD). 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.

#### 1.3 Assess the impact of emerging learning technologies on the role of L&D professional.

Rapid changes in skills requirements; changes to and impact on role, stakeholder relationships including with learners, increased (remote) availability; security and wellbeing issues.

### 2 Understand how to create engaging digital learning content to meet specific purposes.

#### 2.1 Summarise 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 Discuss how the choice of digital learning content impacts the effectiveness of learning and levels of engagement.

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. 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

## Learning outcome, assessment criteria and indicative content

designed materials can exclude or alienate learners.

### 2.3 Explain key principles of curating engaging learning content to address a specific need.

Definition of curation. How to define learning and accessibility needs of learners in a given context. Strengths and weaknesses of different resources in relation to different learning and accessibility needs. Curation models (e.g. Jarche). Principles of curation and management of curated resource banks. Copyright issues. Cybersecurity issues.

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

### 3.1 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.

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

### 3.2 Assess the main skills required to facilitate online learning activities.

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.

### 3.3 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 (eg polls/surveys, breakout rooms, whiteboard, media: images and video, file/resource sharing). 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. Strategies for maintaining facilitator energy and engagement. Effective closing of session.

## Learning resources

### Books

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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.

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.

Miller, S. (2021) *Designing Accessible Learning Content: A Practical Guide to Applying best-practice Accessibility Standards to L&D Resources*. London. Kogan Page.

Monks, J. and Shupak, L. (2021) *Closer Apart: How to Design and Facilitate Brilliant Workshops Online*. Istanbul: Curve Creative.

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.

### Online resources

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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](https://www.cipd.co.uk/knowledge/fundamentals/people/development/digital-learning-factsheet)

Mohdzaini, H. (2021) *Harnessing digital learning platforms to support talent growth*. Article. London: Chartered Institute of Personnel and Development in partnership with Personio. Available at: <https://www.cipd.co.uk/knowledge/work/technology/digital-transformation-insights/learning-platforms-innovation>

Mohdzaini, H. (2021) *Technology and the future of work*. Factsheet. London: Chartered Institute of Personnel and Development. Available at:

<https://www.cipd.co.uk/knowledge/work/technology/emerging-future-work-factsheet>

Young, J., Gifford, J. and Lancaster, A. (2021) *Effective virtual classrooms: an evidence review*. London: Chartered Institute for Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/people/development/effective-virtual-classrooms>

### Journals

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*People Management*.

Available at: [www.peoplemanagement.co.uk/](http://www.peoplemanagement.co.uk/)

*TD: Talent Development*.

Available at: [www.cipd.co.uk/knowledge/journals](http://www.cipd.co.uk/knowledge/journals)

### Websites

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[www.cipd.co.uk/knowledge](http://www.cipd.co.uk/knowledge)

Website of the Chartered Institute of Personnel and Development and link to the CIPD's Knowledge Hub.

[www.td.org/](http://www.td.org/)

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

# 50S03

## Learning and development essentials



### About this unit

This unit covers essential aspects of providing and supporting learning within an organisation. It considers how learning and development connects with different areas of the organisation and how, in doing so, it drives individual and organisational performance. The unit goes on to explore the stages of learning programme design, development and facilitation as well as considering how alternative, and more informal, approaches to learning can be supported.

### What you will learn

You will begin by exploring key themes and agendas that currently shape the provision of learning and development, such as emerging technologies and changing government agendas. You will also consider different ways learning and development connects with other areas of the organisation to support achievement of business goals. You will learn about a range of learning and development methods, and different ways they can be blended to form engaging solutions which meet learning objectives. Additionally, you will explore techniques for successfully facilitating learning in groups and how the context of learning, whether in-person or online, affects the learning experience. Finally, you will assess the potential benefits and risks of informal and self-directed learning and recommend steps that learning professionals can take to encourage these methods of learning within organisations.

# 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; emerging technologies such as augmented and virtual reality and artificial intelligence; increased alignment with the business and organisational performance; 70:20:10 theory of workplace learning; growth of self-directed, informal and social learning; use of evidence, data and metrics; use of digital solutions; external drivers such as political and government agendas and globalisation.

### **1.2 Explain different ways learning and development connect with other areas of the organisation and support 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 different learning methods and how they can be blended to form engaging learning and development solutions.**

Range of L&D methods: for example, face-to-face, technology-based, coaching, mentoring, group activities, individual activities; social learning and communities of practice such as action-learning sets, mobile-based learning, on-job learning. 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 Explain concepts of, and strategies for, supporting the transfer of learning to the workplace.**

Concepts: thinkers and models, for example Kirkpatrick, Katzell, Brinkerhoff's Success Case Method, LTEM; the implication of learning 'for learning's

## Learning outcome, assessment criteria and indicative content

sake' and learning that improves performance, skills or behaviour. Strategies: the importance of ensuring effective learning evaluation and impact measurement in the initial design. 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, for example 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 and evaluation approaches when designing learning activities; potential benefits of including evaluation and impact measures in programme design; potential issues if not considered and included at the design stage.

## 3 Understand the importance of facilitating learning in different contexts.

### 3.1 Discuss techniques for facilitating learning in groups and how these can be used to enhance learner engagement.

Facilitation models. Spectrum of facilitation methods - moving the delivery approach from instructor/presenter to facilitator. Facilitation methods and techniques, for example formulating ways of working with learners; using appropriate initial engagement activities, for example icebreakers and warmups; sharing/inputting content; facilitating learner activities and discussions; reviewing and closing activities. Shifting the locus of control and balance of responsibility (between learners and facilitator) for learning and the learning process.

Concept of learner engagement. Techniques for enhancing learner engagement: adult learning and motivation theories, insights from psychology and neuroscience. Techniques for monitoring individual learner engagement within a group context. 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; partnership working with key stakeholders, for example IT. Facilitators: skillsets - some transferable, some different; level of proximity to learners; ability to gauge learner response and 'group atmosphere'; potentially



## Learning outcome, assessment criteria and indicative content

different energy levels; different types of collaborative activities and different approaches to managing learner dynamics; own reaction, motivation and engagement.

Learners: levels of involvement and 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 Assess 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. Potential for less monitoring of progress or advancement in learning or application of learning, lack of alignment between individual choices and organisation learning requirements.

#### **4.2 Recommend steps that learning professionals can take to encourage informal learning in organisations and support individuals to manage their own learning.**

Encouraging informal and individual learning: embracing insights from psychology and neuroscience, adult learning and motivation theory. Employing specific L&D approaches, for example curation of resources, provision of options rather than predefined solutions, financial support, promoting a learning culture, recognising and promoting the value of informal and social 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

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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.

Weinbauer-Heidel, I. and Ibeschitz-Manderbach, M. (2018) *What makes training really work: 12 levers of transfer effectiveness paperback*. Germany: Tredition

### Key journals

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#### *People Management*

Available at: [www.peoplemanagement.co.uk/](http://www.peoplemanagement.co.uk/)

#### *TD: Talent Development*

Available at:

[www.cipd.co.uk/knowledge/journals](http://www.cipd.co.uk/knowledge/journals)

### Websites

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<https://www.cipd.org/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/](http://www.td.org/)

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

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# 50S04

## People management in an international context



### About this unit

This unit is designed to provide people practitioners with the necessary knowledge and understanding to effectively manage people in an international context.

### What you will learn

You will examine contextual factors relating to managing people from an international perspective and assess the drivers and benefits of employment in an international context. You will explain how convergent and divergent approaches can shape policy and practice and learn about the factors relevant in selecting and resourcing people with a specific skillset, 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.

Understanding of operating in the international organisational context, 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 equality, diversity and inclusion; 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 Assess the factors to be considered when selecting and resourcing staff 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, awareness of EDI, 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, comparative models of HRM, strategies, policies and processes, isomorphic approaches; variations in national values, culture, belief and behavioural patterns and how these affect decisions;

## Learning outcome, assessment criteria and indicative content

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 role and function of people practice in an international context.**

#### **3.1 Explain the role and function of people practice in an international organisational context.**

Knowledge and ability to apply supporting people and business 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 how people practices and policies 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 people management 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 personality traits, family situation, 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.

## Learning outcome, assessment criteria and indicative content

### **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 and cultural readjustment 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

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Armstrong, M. Taylor, S. (2020) *Armstrong's Handbook of Human Resource Management Practice*. 15<sup>th</sup> Ed Kogan Page.

Brewster, C. Houldsworth, E, Sparrow, P and Vernon, G (2023) *International Human Resource Management*. 5<sup>th</sup> Ed Kogan Page.

Edwards, T. Rees, C. (2017) *International Human Resource Management: Globalization, National Systems & Multinational Companies*. 3<sup>rd</sup> Ed. Pearson.

Hofstede, G. (2001) *Comparing Values, Behaviours, Institutions and Organizations Across Nations*. 2<sup>nd</sup> Ed. Sage.

Perkins, S. J. Shortland, S. M. (2006) *Choices and consequences in multinational people management*. 2<sup>nd</sup> Ed Kogan Page.

### Online resources

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[www.cipd.co.uk](http://www.cipd.co.uk) Website of the Chartered Institute of Personnel and Development

Houldsworth, L. (2016) *International mobility*. Factsheet. London: Chartered Institute of Personnel and Development.

Available at:  
<https://beta.cipduat.co.uk/knowledge/fundamentals/people/development/mobility-factsheet#gref>

Houldsworth, L. (2016) *International culture*. Factsheet. London: Chartered Institute of Personnel and Development.

Available at:  
<https://beta.cipduat.co.uk/knowledge/culture/working-environment/international-culture-factsheet>

Houldsworth, L. (2016) *International resourcing and selection*. Factsheet. London: Chartered Institute of Personnel and Development.

Available at:  
<https://beta.cipduat.co.uk/knowledge/strategy/resourcing/international-factsheet>

(2016) *International talent management*. Factsheet. London: Chartered Institute of Personnel and Development.

Available at:  
<https://beta.cipduat.co.uk/knowledge/strategy/resourcing/international-talent-factsheet>

MacDonald, J. Chedeville, C (2019) *International and expatriate reward*. Factsheet. London: Chartered Institute of Personnel and Development.

Available at:  
<https://beta.cipduat.co.uk/knowledge/strategy/reward/international-factsheet>

### Websites

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People Management

Available at:  
[www.peoplemanagement.co.uk/](http://www.peoplemanagement.co.uk/)

Personnel Today

Available at:  
[www.personneltoday.com/](http://www.personneltoday.com/)

# 50S05

## Equality, 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 an equal, diverse and inclusive workforce to drive a positive culture and celebrate equality, 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 equality, diversity and inclusion has in the workplace and how an equality, diversity and inclusion strategy can support organisations. You will evaluate the contribution and challenges that equality, 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 equality, 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 equality, 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 equality, diversity and inclusion in organisations.**

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

Consideration of the moral, social and business case arguments for embracing EDI in organisations. Different ways organisations can understand and represent the communities and demographics they serve at local, regional and global level. Organisational and wider business benefits in adopting and valuing EDI.

#### **1.2 Explain the key aspects of anti-discrimination legislation and regulation associated with equality, diversity and inclusion.**

Overview of equality, diversity and inclusion legislation; the Equality Act 2010, protected characteristics, Equality Impact Assessment (EqIA) requirements; ethnicity, gender and pay gap data and reporting. Workplace discrimination and how legislation can protect groups and individuals from unlawful direct or indirect discrimination, harassment, victimisation, stereotyping and prejudicial attitudes. Review of key precedent employment cases to highlight the consequences of non-compliance and demonstrate regulation in action. Advising others on the application of EDI legislation and ensuring accountability.

#### **1.3 Identify the barriers to achieving equality, diversity and inclusion in organisations.**

Key EDI issues in organisations and how to raise awareness of these. For example, weaknesses in senior leadership and line management's commitment/lack of

willingness/shared vision to embrace EDI. Difficulties in attracting a diverse workforce, static culture, costs, creating positive role models, managing change, overcoming individual and group resistance/conflict, teamworking dynamics, cultural differences, misinformation and information gaps, deficiencies in learning and development.

### **2 Be able to ensure equality, diversity and inclusion is reflected and promoted in the organisation.**

#### **2.1 Conduct an organisational review to improve equality, diversity and inclusion in an organisational context.**

Examination of a range of organisational policies and practices, including but not limited to flexible working policy, recruitment and selection, talent acquisition and talent management, promotion, learning 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 context in which the policies and practices operate; learning and development for employees on understanding unconscious bias and forms of direct and indirect discrimination, harassment, stereotyping and victimisation; developing and promoting awareness among employees of the value of equality, diversity and inclusion at work - approaches may include coaching, mentoring and sponsorship, and access to development opportunities.

## Learning outcome, assessment criteria and indicative content

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

Carry out an EqIA to review the organisation's or an organisation's current position to identify and remove barriers or disproportionate impacts on individuals and groups.

### 2.3 Recommend approaches to strengthen and measure equality, diversity and inclusion within organisational policies and practices.

Guidance documents and procedures to support policy and procedure, development and policy review adapting people policies and practices to reflect changing communities the organisation operates within; learning 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 facilities to meet EDI, ensuring processes and practices are in place to allow people to speak up and feel safe at work and how to advocate for others. Compliance on EDI reporting requirements.

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

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

Building capability by educating and supporting line managers and leaders to create inclusive teams and achieve a positive culture in which EDI is fully embraced and enabled. Building managers' competence to ensure that

they can effectively manage issues in relation to EDI.

### 3.2 Recommend approaches that organisations can take to celebrate difference and engender a culture of equality, 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 equality, 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 an equality diversity and inclusion organisational culture.

How to identify and monitor bias and equality through data and qualitative information. 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 EDI professional bodies, reputational feedback and media reporting results/relationship.

## Learning resources

### Books

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Dobbin, F, Kalev, A. (2022) *Getting to Diversity: What Works and What Doesn't*. Belknap Press.

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

Frost, S. (2022) *The Key to Inclusion: A Practical Guide to Diversity, Equality and Belonging for You, Your Team and Your Organization*. Kogan Page.

Frost, S. Alidina, R, K. (2019) *Building an Inclusive Organization: Leverage the power of a diverse workforce*. 1<sup>st</sup> Ed. Kogan Page.

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

### Key resources

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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.

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.

### Other resources

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Ali, L. (2022) *Equality, diversity and inclusion (EDI) in the workplace*. <https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/factsheet>

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](https://archive.acas.org.uk/media/4402/Prevent-discrimination-support-equality/pdf/Prevent%20discrimination%20June%202018.pdf).

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](http://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](http://www.peoplemanagement.co.uk/long-reads/articles/beyond-bias).

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](http://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/management-recommendations).

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

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](http://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](http://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/international-management).

## Learning resources

### Websites

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[www.acas.org.uk/discrimination-bullying-and-harassment](http://www.acas.org.uk/discrimination-bullying-and-harassment)

Website of ACAS, section for equality, diversity and inclusion

[www.blackhistorymonth.org.uk/](http://www.blackhistorymonth.org.uk/)

Website of the Black History Month

[www.cipd.co.uk/knowledge/fundamentals/relations/diversity](http://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/](http://www.enei.org.uk/)

Website of the Employer's Network for Equality and Inclusion

[www.equalityhumanrights.com/en](http://www.equalityhumanrights.com/en)

Website of the Equality and Human Rights Commission

[www.equallyours.org.uk/](http://www.equallyours.org.uk/)

Website of Equally Ours, previously the Equality and Diversity Forum

[www.gov.uk/employer-preventing-discrimination](http://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](http://www.gov.uk/government/organisations/government-equalities-office)

Website of the Government Equalities Office

# 50S06

## Leadership and management development



### About this unit

This unit builds on the fundamentals of learning and development. It focuses on developing leaders and managers to ensure that they have the necessary knowledge, skills and experience to drive a working environment which is cohesive, diverse, innovative and high-performing. It builds awareness of the right tools and approaches to facilitate development which will ultimately impact organisational effectiveness.

### What you will learn

You will develop understanding of the factors that drive the need for leadership and management development within the organisation and examine the distinctive and interdependent nature of leadership and management. You will identify the roles, function and styles in which leaders and managers perform in different contexts and assess the skills and competencies required. Additionally, you will explore the role learning and development professionals have in supporting leadership and management development and the importance of ensuring that equality, 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

## Learning outcome, assessment criteria and indicative content

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

#### **1.1 Explain the external factors that drive the need for leadership and management within the organisation.**

The impact of external pressures, frequency of change, increased competition and customer choice, political interventions, changes to working methods and EDI. Stages and maturity of organisational development.

#### **1.2 Explain the meanings of leadership and management and the interdependent nature of their functions.**

Distinction between leadership and management function and relationship with others; differing and contrasting roles and functions of leadership and management in relation to power, authority and control.

#### **1.3 Explain the contrasting styles and characteristics of leaders and managers.**

Approaches to leadership and management: autocratic, democratic, laissez-faire; mainstream leadership and management behavioural theories, for example traits, situational, contingent, path-goal, transformational, transactional, participative, charismatic.

#### **1.4 Compare the different knowledge, skills and behaviours required for leadership and management in organisations.**

Soft and hard approaches in context, emotional intelligence and resilience, sensitivity to events, relevant professional knowledge and competencies, analytical, problem-solving and decision-making skills, attribution theory and cognitive biases, ability to lead and manage people. Drive positive EDI agendas. Ethical, moral and value-driven governance, awareness and promotion of wellbeing approaches.

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

#### **2.1 Identify the role people professionals and learning development specialists have in supporting leadership and management development initiatives.**

The role people professionals and learning and development specialists have in supporting and developing leadership and management development initiatives, for example, establishing learning and development needs; training needs analysis, gap analysis, 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 a range of approaches that are available for effective leadership and management development.**

Key approaches used for leadership and management learning, formal vs informal approaches; for example educational-based programmes, secondments, work-based projects, on- and off-the-job

## Learning outcome, assessment criteria and indicative content

learning, job rotation, shadow boards, coaching and mentoring, knowledge conversation, cognitive vs practical, collaborative vs individual; peer learning, learning sets, action learning; 360 feedback, critical incident techniques, 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 equality, diversity and inclusion should be an integral component of leadership and management development initiatives.

Development of leaders' and managers' awareness of community and cultural change, workforce representation, approaches to recognise and identify bias and equity. Aspects of development that should include equality, diversity & inclusion; barriers to ED&I initiatives; areas for attention (such as use of language, awareness of unconscious bias 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). Corporate social responsibilities.

## 3 Understand the effectiveness of leadership and management development initiatives.

### 3.1 Identify the range of stakeholders and the involvement they have in leadership and management development initiatives.

Identifying key partnership 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.

### 3.2 Evaluate the indicators of successful leadership and management development initiatives.

Evaluation processes and methods, 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.

### 3.3 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

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Gold, J., Thorpe, R., and Mumford, A. (2010) *Leadership and management development*. 5<sup>th</sup> Ed. Kogan Page.

Adair, J. (2022) *Develop your leadership skills: fast effective ways to become a leader people want to follow*. 5th ed. London: Kogan Page.

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

Linstead, S. Fulop, L. and Lilley, S. (2009) *Management & Organization: A Critical Text*. 2<sup>nd</sup> Ed. Palgrave Macmillan

### Online resources

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Howlett, E. (2020) [The new face of leadership development](#). People Management (online). 20 August.

Quilliam, G,C. (2022) Management development . Factsheet. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/strategy/development/management-factsheet#7687>

Quilliam, G,C. (2022) *Leadership in the workplace*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: [www.cipd.co.uk/knowledge/strategy/leadership/factsheet](http://www.cipd.co.uk/knowledge/strategy/leadership/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](http://www.cipd.co.uk/news-views/nutshell/issue-62/leadership-learning-held-back)

### Websites

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Website for the Academy of Human Resource Development. [www.ahrd.org/](http://www.ahrd.org/)

Website for the Chartered Institute of Personnel Development. [www.cipd.co.uk](http://www.cipd.co.uk)

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# 50S07

## Wellbeing at work



### About this unit

This unit explores the importance of wellbeing in the workplace and the relationship with people practices and organisation strategy. The design and development of effective wellbeing programmes is examined to meet people and organisational requirements.

### What you will learn

You will develop an understanding of key factors impacting wellbeing at work and how organisational goals can be better supported. You will identify how stakeholders and the role of the organisation support and maintain wellbeing initiatives at work. You will apply your learning and design, develop, implement and evaluate a plan for a wellbeing programme for your organisation.

# 6 credits

60 hours total unit time  
25 guided learning hours

## Level 5

## **1 Understand wellbeing and its relevance to workplaces.**

### **1.1 Explain issues and key theories in wellbeing at work.**

Contemporary issues involving the changing nature of work, leadership styles, workers and workplaces: work patterns, culture and change, job demands; workplaces relationships, 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, hybrid work arrangements; theories relating to wellbeing such as positive psychology.

### **1.2 Discuss 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, counselling, nurturing the employee voice to show how the management of wellbeing can support organisational goals.

### **1.3 Assess the benefits of adopting wellbeing practices in organisations.**

Preventing stress, creating positive environments, driving high performance and motivation, productivity and improving working lives, employee engagement and retention; ultimately making the workplace more attractive and a corporately responsible place to work; improved workplace relationships, visible mental health programmes, leadership sponsoring the importance for broader organisational health and sustainability.

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

### **2.1 Evaluate key stakeholders' contribution to improving wellbeing at work.**

Successful implementation depends on stakeholder responsibilities and commitment, including people practice function; leadership and management, including training of line managers in recognising and responding to issues; mental health first aiders, wellbeing champions; trade unions and health and safety representatives; government agendas.

### **2.2 Discuss 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, work practices, health and safety, diversity, reward and recognition, engagement and communication, learning and development, organisation design 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. Wellbeing approach linked to organisation culture and people strategy and needs of workers, size of organisation, sector, composition of workforce, etc.

## Learning outcome, assessment criteria and indicative content

### **3 Be able to design, develop and implement a wellbeing programme.**

#### **3.1 Identify wellbeing initiatives in relation to an organisation's needs.**

Wellbeing initiatives such as health promotions and facilities, health checks/insurance, private medical insurance; wellbeing benefits, such as cycle to work schemes, flexible hours, healthy eating and dietary advice, workplace gyms, financial health checks and debt advice, counselling, workplace risk assessment, emotional and relationship support through specialist service providers 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

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

Armstrong, M. and Taylor, S. (2023) *Armstrong's handbook of human resource management practice*. 16th ed. London: Kogan Page.

Cooper, C. and Hesketh, I. (2022) *Managing workplace health and wellbeing during a crisis*. London: CIPD Kogan Page.

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

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

Taylor, S. and Perkins, G. (2021) *Work and Employment in a Changing Business Environment*. London: CIPD Kogan Page.

Taylor, S. and Woodhams, C. (Eds). (2022) *Studying human resource management*. 3rd ed. London: CIPD Kogan Page.

### Online Resources

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CIPD and Mind. (2022) Supporting mental health at work: guide for people managers. Guide. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/culture/well-being/mental-health-support-report>

CIPD and Simplyhealth. (2022) Health and wellbeing at work. Survey report. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/culture/well-being/health-well-being-work>

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

Available at: <https://onlinelibrary.wiley.com/doi/abs/10.1111/1748-8583.12139>.

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](http://www.hrmagazine.co.uk/article-details/the-line-managers-role-in-mental-wellbeing)

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.

Available at: <https://www.emerald.com/insight/content/doi/10.1108/JOEPP-07-2016-0042/full/html>

Office for National Statistics. (2019) Sick leave in the UK labour market: 2021. Available at: <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/labourproductivity/articles/sicknessabsenceinthelabourmarket/2021>

Suff, R. (2022) Wellbeing at work. Factsheet. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/knowledge/culture/well-being/factsheet>

### Journals

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Human Resources

Available at: [www.hrmagazine.co.uk/](http://www.hrmagazine.co.uk/)

People Management

Available at: [www.peoplemanagement.co.uk/](http://www.peoplemanagement.co.uk/)

European Journal of Work and Organizational Psychology

Available at: <http://www.eawop.org/ejwop-editor-s-statement>

### Websites

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[www.acas.org.uk/health-and-wellbeing](http://www.acas.org.uk/health-and-wellbeing)

Website of ACAS, section on health and wellbeing

[www.cipd.co.uk](http://www.cipd.co.uk)

## Learning resources

Website for the Chartered Institute of Personnel and Development (CIPD)

<https://peopleprofession.cipd.org/profession-map/specialist-knowledge/wellbeing>

Website link to the CIPD's New Profession Map standards for wellbeing

[www.cipd.co.uk/knowledge/culture/well-being](http://www.cipd.co.uk/knowledge/culture/well-being)

Website link to the Knowledge Hub section on wellbeing.

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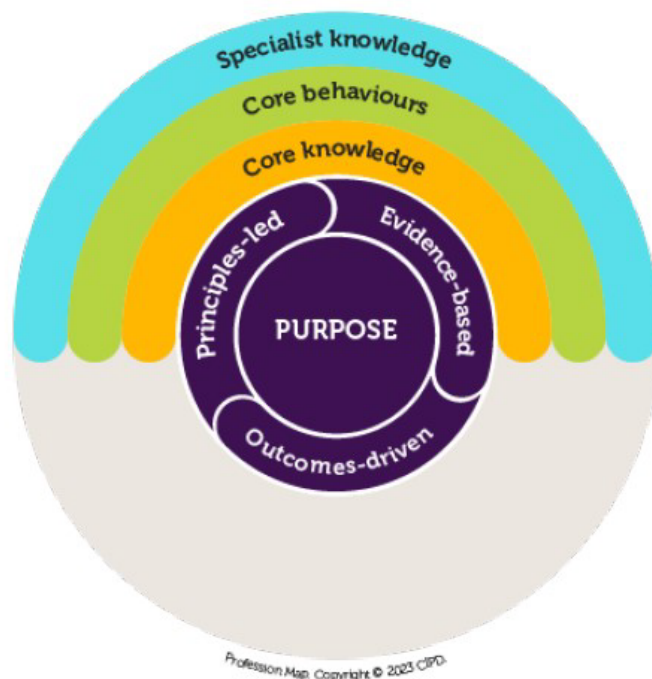
# Appendix

## 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
<b>5C001 Organisational performance and culture in practice</b>	<ul style="list-style-type: none"><li>• People practice</li><li>• Culture and behaviour</li><li>• Business acumen</li><li>• Analytics and creating value</li><li>• Digital working</li><li>• Change</li><li>• Valuing people</li><li>• Commercial drive</li></ul>
<b>5C002 Evidence-based practice</b>	<ul style="list-style-type: none"><li>• Culture and behaviour</li><li>• Business acumen</li><li>• Analytics and creating value</li><li>• Ethical practice</li><li>• Professional courage and influence</li><li>• Insights focused</li><li>• Situational decision-making</li><li>• Commercial drive</li></ul>
<b>5C003 Professional behaviours and valuing people</b>	<ul style="list-style-type: none"><li>• Ethical practice</li><li>• Culture and behaviour</li><li>• Professional courage and influence</li><li>• Valuing people</li><li>• Working inclusively</li><li>• Passion for learning</li><li>• Insights focused</li><li>• Situational decision-making</li></ul>

## The CIPD Profession Map



### Core behaviours

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

### Core knowledge

- People practice
- Culture and behaviour
- Business acumen
- Evidence-based practice
- Technology and people
- Change

### Specialist knowledge

- Employee experience
- Employee relations
- Equality, diversity and inclusion
- Learning and development
- Organisational design and development
- People analytics
- Resourcing
- Reward
- Talent management
- Wellbeing

## Appendix B - Exemption mapping

### Agreed transition exemptions

Units		Transition arrangements
5C001	Organisational performance and culture in practice	n/a
5C002	Evidence-based practice	n/a
5C003	Professional behaviours and valuing people	n/a
5HR01	Employment relationship management	Completion of <b>5DER/5CER</b> Contemporary Developments in Employment Relations
5HR02	Talent management and workforce planning	Completion of <b>5RST/5RTP</b> Resourcing and Talent Planning, Completion of <b>5KRTP</b> Understanding Resourcing and Talent Planning
5HR03	Reward for performance and contribution	Completion of <b>5RMT/5RWM</b> Reward Management, Completion of <b>5KRWM</b> Understanding Reward Management
5OS01	Specialist employment law	Completion of <b>5EML/5ELW</b> Employment Law, Completion of <b>5CELW</b> Understanding Employment Law
5OS02	Advances in digital learning and development	Completion of <b>5DBS</b> 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	Equality, 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 People Professional 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.

### People Professional - Level 5

Theme	What is required	Knowledge	Mapping
Analytics & creating value	Applies data analysis techniques with internal and external sources of data for people management to benchmark improvement in people policies, procedures of people imitative Manages workload to meet objectives, by applying prioritisation tools and techniques.	K1 internal and external sources of data for people management K15 prioritisation tools and techniques eg priority matrix K16 internal and external sources of data for benchmarking K21 Data analysis techniques	Full mapping to Evidence Based Practice
Evidence Based Practice	Outlines how people systems are used for business value. Interprets people and management data using problem solving and decision-making techniques to reach conclusions and present recommendations which mitigate risk or highlight opportunities	K2 people systems and how they are utilised for business value K10 problem solving and decision making techniques	Full mapping to Evidence Based Practice
Insights Focused	Explains project management practices they used to plan or deliver people-related change and how they have managed challenging situations. Communicates information through appropriate channels working collaboratively and using a range of techniques to present information which enable stakeholders to understand what is required	K11 Project management practices, and techniques K18 Communication techniques for interacting with stakeholders including appropriate presentation techniques	Part mapping to Organisational Performance and Culture in Practice
Business Acumen	Describes the functions within the people profession and how each deliver people solutions for the business in the context of different people operating models and theories. Explains how they adapted to changing circumstances when managing and delivering people	K3 people operating models and theories for different business types K4 functions within the people profession and how each deliver for the business K5 Business aims and objectives and how their work contributes to them	Full mapping to Organisational Performance and Culture in Practice

	related projects to meet business aims and objectives.		
Commercial Drive	Applies current sustainable working practices taking personal responsibility for sustainability in their own work and staying up to date with developments in the sector	K13 commercial and budgetary implications of people management K14 commercial awareness of the business and the external environment which it operates within	Full mapping to Organisational Performance and Culture in Practice
Digital Working	Explains their use of technology and innovation to support the delivery of people strategies in line with regulations and policies, including how emerging digital trends can be embedded in their practice.	K12 emerging digital trends, and how these can be embedded in people practice K8 regulatory requirements such as data protection, confidentiality, data management, for the handling and processing of data and its application	Full mapping to Organisational Performance and Culture in Practice

# Summary of Changes

Summary of changes to updated Associate qualification specifications (v2.2 - People Management, January 2024)

## Unit 5HR01 - Employment relationship management

What has been updated	Details of Update
Number of assessment criteria	Reduced from 16 to 10
LO1	Removed reference to 'engagement'
Previous AC1.1	Deleted
New AC1.1	Previously AC1.2
New AC1.1 - indicative content	'and engagement' added at end.
New AC1.2	Previously AC4.2 - removed reference to 'types of employee bodies'
Previous AC1.3	Deleted
New AC1.3	Previously AC1.4 - Command verb changed from 'Critically evaluate' to 'Evaluate'
New AC1.4	Previously AC1.5
AC2.1	Removed reference to 'informal and formal conflict.'
Previous AC2.2	Deleted
New AC2.2	Previously AC2.3
New AC2.3	Previously AC2.4
Previous AC3.3	Deleted
Previous AC4.1	Deleted
Previous AC4.2	Deleted
Previous AC4.3	Deleted
Unit resources	Updated

## Unit 5HR02 - Talent Management and workforce planning

What has been updated	Details of Update
Number of assessment criteria	Reduced from 15 to 10
Previous AC1.3	Deleted
Previous AC2.3	Deleted
AC3.1	Command verb changed from 'Examine' to 'Discuss'. Removed reference to 'turnover and retention trends'
AC3.2	Changed from 'Compare different approaches to developing and retaining talent on an individual and group level' to 'Compare different approaches to retaining people.'
Previous AC3.3	Deleted
Previous AC3.4	Deleted
Previous AC3.5	Now AC3.3
Previous AC4.2	Deleted

Previous AC4.3	Now AC4.2
Unit resources	Updated

### Unit 5HR03 - Reward for performance and contribution

What has been updated	Details of Update
Number of assessment criteria	Reduced from 12 to 10
'What you will learn'	Removed final sentence, 'Finally, .....agreed approaches.'
AC1.1	Command verb changed from 'Evaluate' to 'Explain'
Previous AC1.2	Deleted
Previous AC1.3	Deleted
Previous AC1.4	Now AC2.3. Changed from 'Compare the different types of benefits offered by organisations and the merits of each' to 'Explain the merits of different types of benefits offered by organisations.'
Previous AC1.5	Now AC1.2
LO2	Changed to 'Understand the importance of different components of reward'.
Previous AC2.1	Now AC3.1
Previous AC2.2	Now AC3.2
Previous AC2.3	Deleted
Previous AC2.4	Now AC3.4
New AC2.1	New AC and IC
New AC2.2	New AC and IC
New AC2.3	Previously AC1.4
New LO3	Previously LO2
New LO3	Changed from 'Be able to' to 'Understand how to'
New AC3.1	Previously AC2.1
New AC3.2	Previously AC2.2
New AC3.3 and IC	Changed to, 'Explain approaches to job evaluation.' IC updated to reflect new AC.
Previous LO3	Deleted
Previous AC3.1	Deleted
Previous AC3.2	Deleted
Previous AC3.3	Deleted
Unit resources	Updated

### Unit 5OS01 Specialist employment law

What has been updated	Details of Update
Assessment criteria	Reduced from 11 to 10
'What you will learn'	Removed reference to 'how cases are settled before and after legal proceedings'.

Previous AC1.3	Deleted
AC2.1	Command verb changed from 'Evaluate' to 'Explain'
AC3.1	AC changed from 'Discuss the legal implications of managing change' to 'Discuss the legal implications of varying contracts.'
Previous AC4.1	Deleted
New AC4.1	Previously AC4.2. IC updated to include reference to 'how to calculate working time for pay purposes'.
New AC4.2	Previously AC4.3. IC re-ordered.
New AC4.3	Previously AC 4.4. 'other' deleted
Unit resources	Updated

### Unit 50S02 Advances in digital learning and development

What has been updated	Details of Update
'About this unit'	Content reworded.
AC1.1 IC	Reference to 'Chat GBT' added
AC1.2	Removed reference to 'learning and development professionals'
AC1.2 IC	Reworded to reflect amended AC
New AC1.3	New AC and IC added addressing impact of emerging learning technologies
LO2	Changed from 'Be able to' to 'Understand how to'.
AC2.1	Command verb changed from, 'Assess' to 'Summarise'.
AC2.2	Command verb changed from 'Evaluate' to 'Discuss'. Removed reference to 'meets identified needs.'
AC2.2 IC	Removed reference to 'methods of measuring impact'. Included reference to 'bias'.
AC2.3	Changed from 'Develop engaging learning content to address a specific need' to 'Explain key principles of curating engaging learning content to address a specific need.'
AC2.3 IC	Reworded to reflect new AC
Previous AC3.1	Deleted
New AC3.1	Previously AC3.2. Removed reference to 'learning administration'. IC reworded to reflect amended AC.
New AC3.2	Previously AC3.3. Removed reference to 'your own development plan'
Unit resources	Updated.

### Unit 5OS03 Learning and development essentials

What has been updated	Details of Update
'About this unit'	Reworded to reflect amended unit content
'What you will learn'	Reworded to reflect amended unit content
AC1.1 IC	Content updated
AC1.2	Command verb changed from 'Compare' to 'Explain'.
AC2.1	AC changed from 'Discuss how different learning methods can be blended to form engaging learning and development solutions' to ' Discuss different learning methods and how they can be blended to form engaging learning and development solutions.'
AC2.1 IC	Reworded to include reference to 'group activities', 'action learning sets' and 'on-the-job' learning.
AC2.2	AC changed from 'Evaluate the concepts and strategies for supporting the transfer of learning to the workplace including consideration at initial design' to 'Explain concepts of, and strategies for, supporting the transfer of learning to the workplace'.
AC2.2 IC	Removed reference to 'measuring impact'
AC2.3 IC	IC clarified
AC3.1	Command verb changed from 'Evaluate ways' to 'Discuss techniques'
AC3.1 IC	Reworded to reflect different requirements of AC.
AC3.2 IC	Reworded
AC4.1	Command verb changed from 'Evaluate' to 'Assess'
AC4.2	Command verb changed from 'Assess' to 'Recommend'.

### Unit 5OS04 People management in an international context

What has been updated	Details of Update
'About this unit'	Reworded to reflect amended unit content
'What you will learn'	Reworded to reflect amended unit content
AC1.1 IC	Removed reference to 'definition of an international organisation; understanding of organisational structure, type, size,'

AC2.1	Command verb changed from 'Evaluate' to 'Assess'
LO3	'Importance' changed to 'role and function'
AC3.1	Command verb changed from 'Evaluate' to 'Explain'. Reference to 'role' added.
AC3.2	AC changed from 'Consider the practices and policies that are shaped by the international context' to 'Consider how people practices and policies are shaped by the international context.'
Unit resources	Updated

### Unit 50S05 Equality, diversity and inclusion

What has been updated	Details of Update
Throughout unit	'Diversity and inclusion' changed to 'Equality, diversity and inclusion.'
AC1.1 IC	Amended
AC1.2	AC changed from 'Explain the key elements of the legal framework surrounding diversity and inclusion' to 'Explain the key aspects of anti-discrimination legislation and regulation associated with equality, diversity and inclusion.'
AC1.2 IC	IC reworded to reflect amended AC
AC1.3 IC	IC reworded to reflect amended AC
AC2.2 IC	IC changed to better reflect AC requirements.
AC2.3	Command verb changed from 'Develop' to 'Recommend'. Added reference to 'measure'
AC2.3 IC	IC reworded to reflect amended AC
AC3.1 IC	IC changed to better reflect AC requirements.
AC3.3 IC	IC reworded to include reference to identifying and monitoring bias and equality through data and qualitative information.

### Unit 50S06 Leadership and management development

What has been updated	Details of Update
AC1.1	Command verb changed from 'Analyse' to 'Explain'.
AC1.1 IC	IC reworded to better reflect the ACs requirements.

AC1.2	AC changed from 'Explain the key differences between leadership and management roles and styles and the implications of each for organisational effectiveness' to 'Explain the meanings of leadership and management and the interdependent nature of their functions'
AC1.2 IC	IC reworded to reflect amended AC
AC 1.3	AC changed from 'Compare the different knowledge, skills and behaviours required for leadership and management in organisations' to 'Explain the contrasting styles and characteristics of leaders and managers'
AC1.3 IC	IC reworded to reflect amended AC
AC2.1	Command verb changed from 'Discuss' to 'Identify'
AC2.2	Removed reference to 'different concepts'.
AC2.2 IC	IC reworded to reflect amended AC
AC2.3 IC	IC reworded to include 'Development of leaders and managers awareness of community and cultural change, workforce representation, approaches to recognise and identify bias and equity'; 'Equality'; 'unconscious bias'; and 'corporate social responsibility'
AC3.1 IC	IC reworded to include reference to 'Evaluation processes and methods'
AC3.2	Command verb changed from 'Explain' to 'Identify'.
Unit resources	Updated

### Unit 50S07 Wellbeing at work

What has been updated	Details of Update
'About this unit'	Updated
'What you will learn'	Updated
AC1.1	Command verb changed from 'Evaluate' to 'Explain'
AC1.1 IC	Amended
AC1.2	Command verb changed from 'Explain' to 'Discuss'
AC1.3	'Assess the value...' changed to 'Assess the benefits....'
AC2.1	AC changed from 'Identify how key stakeholders can contribute to improvements in wellbeing at work' to



	'Evaluate key stakeholders' contribution to improving wellbeing at work.'
AC2.2	Command verb changed from 'Explain' to 'Discuss'
LO3	Changed from, 'Be able to develop a wellbeing programme' to 'Be able to design, develop and implement a wellbeing programme'
AC3.1	Command verb changed from, 'Explore' to 'Identify'
AC3.1 IC	Additional information added
Unit resources	Updated

#### 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

CIPD Associate Diploma in People Management

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# CIPD

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](mailto:cipd@cipd.co.uk) W [cipd.co.uk](http://cipd.co.uk)

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