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| 5HR01 Employment relationship management |
| *Learner Assessment Brief* |
| **Assessment ID / CIPD\_5HR01\_22\_01** |
|  |
| *Level 5 Associate Diploma in* * People Management

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| **Please write clearly in block capitals.**  |
| **Centre number:**  |   |  |  |  |
| **Centre name:** |  |
| **Learner number (1st 7 digits of CIPD Membership number):** |   |   |  |  |  |  |  |
| **Learner surname:**  |   |
| **Learner other names:**  |   |
|  |
| **Unit code:** | 5HR01 |
| **Unit title:** | Employment relationship management |
| **Assessment ID:** | CIPD\_5HR01\_22\_01 |
| **Assessment start date:** |  |
| **Assessment submission date:** |  |
| **First resubmission date for centre marking – if applicable** |  |
| **Second resubmission date for centre marking – if applicable** |  |
| **Declared word count** |  |
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| **Assessor name:** |  |
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| **IQA name (if applicable):** |  |
| **IQA signature (if applicable):** |  |

**5HR01
Employment relationship management**

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.

**CIPD’s insight**

The Professional Map – Employee Relations

Employee relations is about creating and maintaining a positive working relationship between an organisation and its people.

An important part of that relationship is the culture, and the extent to which the organisation seeks to be resolution-focused. People professionals have an important role in setting that culture through the development of policies and processes which apply the law in a practical, fair and transparent way. So, specialists in this area need a deep understanding of employment / labour law, keeping up-to-date with legislative developments in order to advise the business and line managers to create the best outcome for individuals and the organisation

[**https://peopleprofession.cipd.org/profession-map/specialist-knowledge/employee-relations**](https://peopleprofession.cipd.org/profession-map/specialist-knowledge/employee-relations)

Employee voice

Wellbeing, commitment and innovation are negatively impacted when employees feel they are without ‘voice’ in their organisation. We believe all employers should have policies and practices in place which enable employees to express themselves on matters that are important to them in their work.

Employee voice means individuals being able to safely put forward their viewpoints on their work, at work, irrespective of where, when and how they do their work. When employee voice channels work effectively, employees can feel valued, trusted and influential. In turn, this can increase their job satisfaction and performance.

For employers, effective employee voice can mean better relationships with their employees and, ultimately, improved organisational performance. Line managers, people professionals and voice champions have a responsibility to actively bring out, listen to and respond to employees’ voices. They can encourage employees to express themselves in individual and collective channels, both directly, for example to their team leader, and indirectly, for example through an employee representative.

Employee voice channels include individual self-representation, for example one-to-one meetings with a line manager and employee surveys, as well as collective representation such as trade unions and an employee representative on the company board. Employee voice platforms increasingly include digital technologies, for instance for group meetings, and protected social networking apps for more informal communication.

[**https://www.cipd.co.uk/news-views/viewpoint/employee-voice**](https://www.cipd.co.uk/news-views/viewpoint/employee-voice)

## Engagement

Employees who have good quality jobs and are managed well, will not only be happier, healthier and more fulfilled, but are also more likely to drive productivity, better products or services, and innovation. This mutual gains view of motivation and people management lies at the heart of employee engagement, a concept that’s become increasingly mainstream in management thinking over the last decade. As part of our work in this area, we sponsor[**Engage for Success**](https://engageforsuccess.org/), the voluntary UK movement promoting employee engagement.

Employment law regulates the relationship between employers and employees. It governs what employers can expect from employees, what employers can ask employees to do, and employees’ rights at work.

**Please note that the purpose of this insight is to link you to CIPD’s research and evidence within the subject area, so that you can engage with the latest thinking. It is not provided to replace the study required as part of the learning or as formative assessment material.**

## Preparation for the Tasks:

* At the start of your assignment, you are encouraged to plan your assessment work with your Assessor and where appropriate agree milestones so that they can help you monitor your progress.
* Refer to the indicative content in the unit to guide and support your evidence.
* Pay attention to how your evidence is presented, remember you are working in the People Practice Team.
* Ensure that the evidence generated for this assessment remains your own work.

## You will also benefit from:

* Completing and acting on formative feedback from your Assessor.
* Reflecting on your own experiences of learning opportunities and continuous professional development.
* Reading the CIPD Insight, Fact Sheets and related online material on these topics as well as key research authors on the subject.



# Scenario

# Do Quest is a privately owned company that has accepted union recognition for its employees. It produces high-end adventure clothing and has seen a consistent increase in growth during and post the pandemic. You have recently taken on the role of Employee Relations manager at Go Quest and at your first meeting with the Directors they explain that they are keen to draw on your knowledge and experience of working in the public sector within employment relationship management as this is an area that the company management seeks to improve. They have asked you to produce a report for senior and line managers that provides them with knowledge and understanding of approaches to employee voice and how these can be best used to foster engagement, performance and better working lives. Additionally, they need to understand the different forms of workplace conflict behaviour; disputes and sanctions; the role and main provisions of collective employment law; third party interventions; and managing discipline and grievance resolution.

To complete both sections of the report, you should provide written responses to each of the 16 points below, making appropriate use of academic theory, case and statutory law, research and good practical examples to substantiate your response and illustrate key points.

# Section One

The first section of the report should provide knowledge and awareness to Go Quest’s management on approaches that might be adopted to facilitate direct and indirect forms of employee decision-making processes and support engagement, performance and better working lives.

To assist the reader, please make use of headings and assessment criteria references to signpost the assessment criteria being addressed.

The points that need to be addressed in the first section are:

1. Review emerging developments to inform approaches to employee voice and engagement. (AC 1.1)
2. Differentiate between employee involvement and employee participation and how it builds relationships. (AC 1.2)
3. Assess **three** employee voice tools and **two** approaches that might be used to drive employee engagement. (AC 1.3)
4. Critically evaluate the interrelationships between employee voice and organisational performance. (AC 1.4)
5. Explain the concept of better working lives and how this can be designed. (AC 1.5)

**SECTION ONE**

Your evidence must consist of:

* Written responses to each of the 5 instructions above.
* Approximately 1500 words in total, refer to CIPD word count policy.

# Section Two

# This section of the report needs to provide understanding to Go Quest’s managers on the different forms of conflict behaviour and dispute resolution and how to manage performance, disciplinary and grievance matters lawfully. You need to:

1. Distinguish between organisational conflict and misbehaviour, and between informal and formal conflict. (AC 2.1)
2. Distinguish between official and unofficial employee action. (AC 2.2)
3. Assess emerging trends in the types of conflict and industrial sanctions. (AC 2.3)
4. Distinguish between third-party conciliation, mediation and arbitration. (AC 2.4)
5. Explain the principles of legislation relating to unfair dismissal in respect of capability and misconduct issues. (AC 3.1)
6. Analyse key causes of employee grievances. (AC 3.2)
7. Explain the skills required for effective grievance and discipline-handling procedures. (AC 3.3)
8. Advise on the importance of handling grievances effectively. (AC 3.4)
9. Explain the main provisions of collective employment law. (AC 4.1)
10. Compare the types of employee bodies, union and non-union forms of employee representation. (AC 4.2)
11. Evaluate the purpose of collective bargaining and how it works. (AC 4.3)

**SECTION TWO**

Your evidence must consist of:

* Written responses to each of the 11 instructions above.
* Approximately 2400 words in total, refer to CIPD word count policy.

Assessment Criteria Evidence Checklist

You may find the following checklist helpful to make sure that you have included the required evidence to meet the task. This is not a mandatory requirement as long as it is clear in your submission where the assessment criteria have been met.

| **Report - Section One** **Assessment criteria** | **EvidencedY/N** | **Evidence reference** |
| --- | --- | --- |
| 1.1 | Review emerging developments to inform approaches to employee voice and engagement.  |  |  |
| 1.2 | Differentiate between employee involvement and employee participation and how it builds relationships. |  |  |
| 1.3 | Assess a range of employee voice tools and approaches to drive employee engagement.  |  |  |
| 1.4 | Critically evaluate the interrelationships between employee voice and organisational performance. |  |  |
| 1.5 | Explain the concept of better working lives and how this can be designed.  |  |  |

| **Report – Section Two** **Assessment criteria** | **EvidencedY/N** | **Evidence reference** |
| --- | --- | --- |
| 2.1 | Distinguish between organisational conflict and misbehaviour, and between informal and formal conflict.  |  |  |
| 2.2 | Distinguish between official and unofficial employee action. |  |  |
| 2.3 | Assess emerging trends in the types of conflict and industrial sanctions.  |  |  |
| 2.4 | Distinguish between third-party conciliation, mediation and arbitration. |  |  |
| 3.1 | Explain the principles of legislation relating to unfair dismissal in respect of capability and misconduct issues. |  |  |
| 3.2 | Analyse key causes of employee grievances.  |  |  |
| 3.3 | Explain the skills required for effective grievance and discipline-handling procedures.  |  |  |
| 3.4 | Advise on the importance of handling grievances effectively.  |  |  |
| 4.1 | Explain the main provisions of collective employment law.  |  |  |
| 4.2 | Compare the types of employee bodies, union and non-union forms of employee representation |  |  |
| 4.3 | Evaluate the purpose of collective bargaining and how it works.  |  |  |

Declaration of Authentication

## Declaration by learner

|  |
| --- |
| **I can confirm that this assessment is all my own work and where I have used materials from other sources, they have been properly acknowledged.**  |
| **Learner name:** |  |
| **Learner signature:** |  |
| **Date\*****\*This should be the date on which you submit your assessment** |  |

## Declaration by Assessor

|  |
| --- |
| **I confirm that I am satisfied that to the best of my knowledge, the work produced is solely that of the learner.** |
| **Assessor name:** |  |
| **Assessor signature:** |  |
| **Date:** |  |

5HR01

Employment relationship management

# Assessment Criteria marking descriptors.

Assessors will mark in line with the following assessment criteria (AC) marking descriptors, and will indicate where the learner sits within the marking band range **for each AC**.

Assessors must provide a mark from 1 to 4 for each assessment criteria within the unit. Assessors should use the mark descriptor grid as guidance so they can provide comprehensive feedback that is developmental for learners. Please be aware that not all the mark descriptors will be present in **every** assessment criterion, so assessors must use their discretion in making grading decisions.

The grid below shows the range for each unit assessment result based on total number of marks awarded across all assessment criteria.

**To pass the unit assessment learners must achieve a 2 (Low Pass) or above for each of the assessment criteria.**

The overall result achieved will dictate the outcome the learner receives for the unit, provided **NONE** of the assessment criteria have been failed or referred.

Please note that learners will receive a **Pass or Fail** result from the CIPD at unit level. **Referral** grades can be used internally by the centre.

|  |  |
| --- | --- |
| **Overall mark** | **Unit result** |
| **0 to 31** | **Fail** |
| **32 to 41**  | **Low Pass** |
| **42 to 52** | **Pass** |
| **53 to 64** | **High Pass** |

# Marking Descriptors

| **Mark** | **Range** | **Descriptor** |
| --- | --- | --- |
| **1** |  **Fail**  | Insufficient demonstration of knowledge, understanding or skills (as appropriate) required to meet the AC.Insufficient examples included, where required, to support answers.Presentation and structure of assignment is not appropriate and does not meet the assessment brief.Insufficient or no evidence of the use of references to wider reading to help inform answer. |
| **2** | **Low Pass** | Demonstrates an acceptable level of knowledge, understanding or skills (as appropriate) required to meet the AC. Sufficient and acceptable examples included, where required, to support answers.Required format adopted but some improvement required to the structure and presentation of the assignment.Answers are acceptable but could be clearer in responding to the task and presented in a more coherent way.Sufficient evidence of the use of references to wider reading to help inform answer. |
| **3** | **Pass** | Demonstrates good knowledge, understanding or skills (as appropriate) required to meet the AC.Includes confident use of examples, where required, to support each answer.Presentation and structure of assignment is appropriate for the assessment brief.Answers are clear and well expressed.Good evidence of the use of references to wider reading to help inform answer. |
| **4** | **High Pass** | Demonstrates a wide range and confident level of knowledge, understanding or skill (as appropriate).Includes strong examples that illustrate the point being made, that link and support the answer well.Answers are applied to the case organisation or an alternative organisation.Answers are clear, concise and well argued, directly respond to what has been asked.The presentation of the assignment is well structured, coherent and focusses on the need of the questions.Considerable evidence of the use of references to wider reading to inform answer.  |

# Marking grid and feedback for learner

|  |
| --- |
| **Unit 5HR01: Assessor Feedback to Learner** |
| **Centre number** | *Please enter your centre number here* |
| **Centre name** | *Please enter your centre name here* |
| **Learner number (1st 7 digits of CIPD Membership number)** | *Please enter the learner number here. Must be 1st 7 digits of CIPD membership number* |
| **Learner surname** | *Please enter learner surname here* |
| **Learner other names** | *Please enter learner other names here e.g., first name and middle name(s)* |

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| **Report Section One.** |
| **AC Number** | **Assessment Criteria** | **Mark** **1-4** |
| 1.1 | Review emerging developments to inform approaches to employee voice and engagement.  |  |
| *Please enter your Assessor feedback here* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 1 (if applicable)* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 2 (if applicable)* | *Enter mark here* |
| 1.2 | Differentiate between employee involvement and employee participation and how it builds relationships. |  |
| *Please enter your Assessor feedback here* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 1 (if applicable)* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 2 (if applicable)* | *Enter mark here* |
| 1.3 | Assess a range of employee voice tools and approaches to drive employee engagement.  |  |
| *Please enter your Assessor feedback here* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 1 (if applicable)* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 2 (if applicable)* | *Enter mark here* |
| 1.4 | Critically evaluate the interrelationships between employee voice and organisational performance. |  |
| *Please enter your Assessor feedback here* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 1 (if applicable)* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 2 (if applicable)* | *Enter mark here* |
| 1.5 | Explain the concept of better working lives and how this can be designed.  |  |
| *Please enter your Assessor feedback here* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 1 (if applicable)* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 2 (if applicable)* | *Enter mark here* |
| **Total marks for TASK 1** | *Enter total marks here* |
| **Total marks for TASK 1 (resubmission 1 if applicable)** | *Enter total marks here* |
| **Total marks for TASK 1 (resubmission 2 if applicable)** | *Enter total marks here* |

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| --- |
| **Report Section Two** |
| **AC Number** | **Assessment Criteria** | **Mark** **1-4** |
| 2.1 | Distinguish between organisational conflict and misbehaviour, and between informal and formal conflict  |  |
| *Please enter your Assessor feedback here* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 1 (if applicable)* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 2 (if applicable)* | *Enter mark here* |
| 2.2 | Distinguish between official and unofficial employee action. |  |
| *Please enter your Assessor feedback here* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 1 (if applicable)* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 2 (if applicable)* | *Enter mark here* |
| 2.3 | Assess emerging trends in the types of conflict and industrial sanctions. |  |
| *Please enter your Assessor feedback here* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 1 (if applicable)* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 2 (if applicable)* | *Enter mark here* |
| 2.4 | Distinguish between third-party conciliation, mediation and arbitration. |  |
| *Please enter your Assessor feedback here* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 1 (if applicable)* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 2 (if applicable)* | *Enter mark here* |
| 3.1 | Explain the principles of legislation relating to unfair dismissal in respect of capability and misconduct issues. |  |
| *Please enter your Assessor feedback here* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 1 (if applicable)* | *Enter* *mark here* |
| *Please enter your Assessor feedback here for resubmission 2 (if applicable)* | *Enter mark here* |
| 3.2 | Analyse key causes of employee grievances. |  |
| *Please enter your Assessor feedback here* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 1 (if applicable)* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 2 (if applicable)* | *Enter mark here* |
| 3.3 | Explain the skills required for effective grievance and discipline-handling procedures. |  |
| *Please enter your Assessor feedback here* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 1 (if applicable)* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 2 (if applicable)* | *Enter mark here* |
| 3.4 | Advise on the importance of handling grievances effectively. |  |
| *Please enter your Assessor feedback here* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 1 (if applicable)* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 2 (if applicable)* | *Enter mark here* |
| 4.1 | Explain the main provisions of collective employment law. |  |
| *Please enter your Assessor feedback here* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 1 (if applicable)* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 2 (if applicable)* | *Enter mark here* |
| 4.2 | Compare the types of employee bodies, union and non-union forms of employee representation.  |  |
| *Please enter your Assessor feedback here* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 1 (if applicable)* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 2 (if applicable)* | *Enter mark here* |
| 4.3 | Evaluate the purpose of collective bargaining and how it works.  |  |
| *Please enter your Assessor feedback here* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 1 (if applicable)* | *Enter mark here* |
| *Please enter your Assessor feedback here for resubmission 2 (if applicable)* | *Enter mark here* |
| **Total marks for TASK 2** | *Enter total marks here* |
| **Total marks for TASK 2 (resubmission 1 if applicable)** | *Enter total marks here* |
| **Total marks for TASK 2 (resubmission 2 if applicable)** | *Enter total marks here* |

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| **Total marks for UNIT** | *Enter total unit marks here* | **Grade** | *Enter grade here* |
| **Total marks for UNIT (resubmission 1 if applicable)** | *Enter total unit marks here* | **Grade (resubmission 1 if applicable)** | *Enter grade here* |
| **Total marks for UNIT (resubmission 2 if applicable)** | *Enter total unit marks here* | **Grade (resubmission 2 if applicable)** | *Enter grade here* |
| **Assessor Feedback Summary***Please enter your summary and developmental points for the learner here. Please use a different font colour for any resubmission comments.*  |
| **Assessor signature** | *Please enter your Assessor signature here* |
| **Date** | *Please enter date here* |