

5HR01

Employment relationship management

Learner assessment brief

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Level 5

Associate Diploma in People Management

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>

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>

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**, 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 Tasks:

- At the start of the assignment, you are encouraged to plan your assessment work with your assessor and, where appropriate, agree milestones so they can help you monitor your progress.
- Refer to the indicative content in the unit guide and support your evidence.
- Pay attention to how your evidence is presented. Remember, you are working in the people development team for this task.
- Ensure that the evidence generated for this assessment remains your own work.

You will also benefit from:

- Acting on formative feedback from your assessor.
- Reflecting on your own experiences of learning opportunities, training and continuing professional development.
- Taking advantage of the CIPD factsheets, reports and podcasts, and any other online material on these topics.

Task – Written answers to the following:

You have been asked to produce written responses to the following questions:

1. A discussion of the differences between employee involvement and employee participation and how they can help build effective employment relationships. (AC1.1)
2. A comparison of union and non-union forms of employee representation. (AC1.2)
3. An evaluation of the relationship between employee voice and organisational performance. (AC1.3)
4. Explain the concept of better working lives and how this can be designed. (AC1.4)
5. An explanation of the differences between organisational conflict and misbehaviour. (AC2.1)
6. An assessment of emerging trends in the types of conflicts and industrial sanctions. (AC2.2)
7. Describe, and differentiate between, third-party conciliation, mediation, and arbitration as methods to resolve conflict before it escalates to an employment tribunal. (AC2.3)
8. An explanation of the principles of legislation relating to unfair dismissal and the procedure an employer should follow to manage capability and misconduct issues. (AC3.1)
9. An analysis of the key causes of employee grievances. (AC3.2)
10. An explanation of the importance of handling grievances effectively. (AC3.3)

Your evidence must consist of:

Written responses of approximately **3900** words (+ or – 10%).

Please use the assessment criteria as your headings.

References must be included in the reference list along with a corresponding in-text citation within each assessment criteria answer.

Assessment criteria checklist

Use this as a checklist to make sure that you have addressed each AC.

	Assessment Criteria
1.1	Differentiate between employee involvement and employee participation and how it builds relationships.
1.2	Compare forms, of union, and non-union employee representation.
1.3	Evaluate the relationships between employee voice and organisational performance.
1.4	Explain the concept of better working lives and how this can be designed.
2.1	Distinguish between organisational conflict and misbehaviour.
2.2	Assess emerging trends in the types of conflict and industrial sanctions.
2.3	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	Advise on the importance of handling grievances effectively.

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 to learners. Please be aware that not all the mark descriptors will be present in **every** assessment criterion, so assessor must use their discretion in marking grading decisions.

The grid below shows the range for each unit assessment results 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
0-19	Fail
20-25	Low Pass
26-32	Pass
33-40	High Pass

Marking descriptors

Mark	Range	Descriptor
1	Fail	<p>Insufficient demonstration of knowledge, understanding or skills (as appropriate) required to meet the AC.</p> <p>Insufficient examples included, where required, to support answers.</p> <p>Presentation and structure of assignment is not appropriate and does not meet the assessment brief.</p>
2	Low Pass	<p>Demonstrate an acceptable level of knowledge, understanding or skills (as appropriate) required to meet the AC.</p> <p>Sufficient and acceptable examples included, where required, to support answers.</p> <p>Required format adopted but some improvement required to the structure and presentation of the assignment.</p> <p>Answers are acceptable but could be clearer in responding to the task and presented in a more coherent way.</p>
3	Pass	<p>Demonstrates good knowledge, understanding or skills (as appropriate) required to meet the AC.</p> <p>Includes confident use of examples, where required, to support each answer.</p> <p>Presentation and structure of assignment is appropriate for the assessment brief.</p> <p>Answers are clear and well expressed.</p>
4	High Pass	<p>Demonstrates a wide range of confident level of knowledge, understanding or skill (as appropriate).</p> <p>Includes strong examples that illustrate the point being made, that link and support the answer well.</p> <p>Answers are applied to the case organisation or an alternative organisation.</p> <p>Answers are clear, concise, and well argued, directly respond to what has been asked.</p> <p>The presentation of the assignment is well structured, coherent and focusses on the need of the questions.</p> <p>Includes clear evidence of the use of references to wider reading to help inform answer.</p>