

5HR02

Talent Management and workforce planning

Learner assessment brief

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Level 5

Associate Diploma in People Management

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5HR02 – Talent management and workforce planning

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.

CIPD's insight factsheets:

Resource and talent planning fact sheet

This factsheet considers the changing context of 'talent' and 'talent management' and the benefits to organisations they provide. It outlines the features of a talent management strategy, including how it can align with corporate strategy, inclusive versus exclusive approaches, involving the right people and the talent management loop.

CIPD Factsheet: <https://www.cipd.co.uk/knowledge/strategy/resourcing/talent-factsheet#gref>

Employee turnover and retention fact sheet

This factsheet reviews turnover patterns in the UK and identifies when turnover can be problematic. It outlines the methods that can be used by organisations to measure turnover, as well as the cost of losing employees. The factsheet also examines why people leave organisations and recommends practices to improve staff retention, such as flexibility, fair treatment and employee wellbeing.

CIPD factsheet: <https://www.cipd.co.uk/knowledge/strategy/resourcing#gref>

CIPD Reports:

Good Work Index 2023

This report provides an overview of measures used to analyse quality of work across different occupations, industries and groups of people. It focuses on pay and benefits, employment contracts, work-life balance, job design and the nature of work, relationships at work, employee voice and health and wellbeing.

CIPD Report: <https://www.cipd.org/globalassets/media/knowledge/knowledge-hub/reports/2023-pdfs/2023-good-work-index-report-8407.pdf>

Case study

You are a member of the people practice team within “**Sun Energy**”. You have been asked to help the team understand labour market trends and the impact the changing labour market has on resourcing decisions.

We have worked to embed this sustainability commitment into our strategy, our business processes and decision-making.

We aim to provide more and cleaner energy solutions in a responsible manner – in a way that balances short and long-term interests, and that integrates economic, environmental, and social considerations.

To become more competitive in the global energy sector, “**Sun Energy**” is moving into more sustainable energy sources and therefore needs to reconsider its resource and talent planning needs.

The main objective of sustainability is to reduce environmental impact in ways that are sustainable for the Earth and for the person.

The oil and gas industry are making progress on becoming more sustainable, using innovative technologies such as wind, solar or hydrogen that will cut costs and reduce their carbon footprint.

Using “**Sun Energy**” as an example for this assignment let's assume they currently have two main people practice objectives:

- The first is to recruit staff who have the capabilities and skills to help “**Sun Energy**” move into these new areas of business.
- The second is to retain existing staff who are being poached by competitors.

Preparation for Tasks:

- Plan your assessment work with your assessor at the start of the assignment. 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 – A written response to the following questions

You will also need to carry out your own research into the changing labour market conditions across the UK and what different energy companies are doing to retain staff. To score the higher passes you must apply each answer to the case organisation and the sector it operates within.

The People Practice Manager of “**Sun Energy**” has asked you to produce written responses to the following questions:

- 1) An explanation of how **organisations** strategically position themselves in competitive labour markets. (AC1.1)
- 2) Explanation of at least **two** examples of changing labour market conditions including a discussion of tight and loose labour market conditions. (AC1.2)
- 3) An analysis of the impact of effective workforce planning in terms of how the process helps us to forecast demand and supply of labour. (AC2.1)
- 4) An evaluation of the effectiveness of **two** techniques which are used to support the process of workforce planning. (AC2.2)
- 5) An evaluation of the strengths and weaknesses of **two** different methods of recruitment and **two** different methods of selection to build effective workforces. (AC2.3)
- 6) Discuss factors that influence why people choose to leave or remain in organisations. (AC3.1)
- 7) A comparison of different approaches to retaining people. (AC3.2)
- 8) An explanation of the direct and indirect costs associated with dysfunctional employee turnover. (AC3.3)
- 9) An assessment of **two** types of contractual arrangements. (AC4.1)
- 10) An explanation of **two** benefits of effective onboarding. (AC4.2)

Your evidence must consist of:

Written responses of approximately **3900** words (+ or – 10%).
Please use the assessment criteria as your headings.

Assessment criteria checklist

Use this as a checklist to make sure that you have included the required evidence to meet the task.

	Assessment Criteria
1.1	Explain how organisations strategically position themselves in competitive labour markets.
1.2	Explain the impact of changing labour conditions on resourcing decisions.
2.1	Analyse the impact of effective workforce planning.
2.2	Evaluate the techniques used to support the process of workforce planning.
2.3	Evaluate the strengths and weaknesses of different methods of recruitment and selection to build effective workforces.
3.1	Discuss factors that influence why people choose to leave or remain in organisations.
3.2	Compare different approaches to retaining people.
3.3	Explain the impact of dysfunctional employee turnover.
4.1	Assess suitable types of contractual arrangements dependent on specific workforce need.
4.2	Explain the benefits of effective onboarding.

Assessment Criteria marking descriptors:

Assessors will mark in line with the assessment criteria (AC) and marking descriptors. They 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 the 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>The response DOES NOT demonstrate sufficient knowledge, understanding or skill (as appropriate) to meet the AC.</p> <p>Insufficient examples included where required to support answer.</p> <p>Insufficient or no evidence of the use of wider reading to help inform answer.</p> <p>Presentation or structure of response is not appropriate and does not meet the requirement of the question/assessment brief.</p>
2	Low Pass	<p>The response demonstrates an acceptable level of knowledge, understanding or skill (as appropriate) to meet the AC.</p> <p>Sufficient acceptable examples included where required to support answer.</p> <p>Sufficient evidence of appropriate wider reading to help inform answer. Satisfactory in-text referencing.</p> <p>Answer is acceptable but could be clearer in responding to the question/task and presented in a more coherent way.</p> <p>Required format adopted but some improvement required to the structure and presentation of the response.</p>
3	Pass	<p>The response demonstrates a good level of knowledge, understanding or skill (as appropriate) to meet the AC.</p> <p>Includes confident use of examples, where required to support the answer.</p> <p>Good evidence of appropriate wider reading to help inform answer. A good standard of in-text referencing.</p> <p>Answer responds clearly to the question/task and is well expressed.</p> <p>Presentation and structure of response is appropriate for the question/task.</p>
4	High Pass	<p>The response demonstrates a wide and confident level of knowledge, understanding or skill (as appropriate) to meet the AC.</p> <p>Includes strong examples that illustrate the points being made and support the answer.</p> <p>Considerable evidence of appropriate wider reading to inform answer. An excellent standard of in-text referencing.</p> <p>Answer responds clearly to the question/task and is particularly well expressed or argued.</p> <p>Presentation and structure of response is clear, coherent, and responds directly to the requirements of the question/task.</p>