

5HR01

Employment relationship management

Learner Assessment Brief V3

Assessment ID / CIPD_5HR01_24_01

Level 5 Associate Diploma in

. People Management

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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 the Tasks:

- At the start of your assessment, you are encouraged to plan your work and map out milestones to 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.
- Ensure that the evidence generated for this assessment remains your own work.

You will also benefit from:

- Completing and acting on Draft Assessment 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

The public sector organisation that you work for has recently undergone a merger with another similar public sector organisation that has had significant staff changes across key departments.

The incoming leadership, management and people practice teams are relatively new to their posts and have limited awareness of managing employee relations in the public sector as many of them have been recruited from the private sector.

There are concerns that this could affect commitment to existing employee relations practices. With this in mind, your people practice director has asked you to write a briefing paper. You need to provide the teams with knowledge and understanding about:

- a) the various forms of representation that can be employed at work and how these are used to support workplace harmony, **and**
- b) the different forms of conflict and dispute resolution and how to manage performance, disciplinary and grievance matters lawfully.

To complete the Briefing paper, you should include written responses to each of the 10 points below, making appropriate use of academic literature, case and statutory law, codes of practice, research, and good practical examples to substantiate your response and illustrate key points. Please ensure that you use reputable sources as indicated on the unit reading list and that all cited sources are correctly acknowledged and presented in full Reference List (and Bibliography where appropriate) at the end of your Briefing paper.

Briefing paper

Referring to the above scenario:

- 1) Differentiate between employee involvement and employee participation **and** how they build relationships. (AC 1.1)
- 2) Compare forms of union **and** non-union employee representation. (AC 1.2)
- 3) Evaluate the relationship between employee voice **and** organisational performance. (AC 1.3)
- 4) Explain the concept of better working lives **and** how this can be designed. (AC 1.4)
- 5) Distinguish between organisational conflict and misbehaviour. (AC 2.1)
- 6) Assess emerging trends in the types of conflict and industrial sanctions. (AC 2.2)
- 7) Distinguish between third-party conciliation, mediation, and arbitration. (AC 2.3)

- 8) Explain the principles of legislation relating to unfair dismissal in respect of capability and misconduct issues. (AC 3.1)
- 9) Analyse **three** key causes of employee grievances. (AC 3.2)
- 10) Advise on the importance of handling grievances effectively. (AC 3.3)

Your evidence must consist of:

- A Briefing paper setting out written responses to each of the 10 Instructions.
- Assessment Criteria numbers as headings for each answer.
- Professionally presented answers, with in-text Harvard Referencing to support them.
- End Reference List.
- Approximately 3,900 words, refer to CIPD wordcount policy (+/-10%).

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.

Briefing paper		Evidenced Y/N	Evidence reference
Assessment criteria			
1.1	Differentiate between employee involvement and employee participation and how they build relationships.		
1.2	Compare forms of union and non-union employee representation.		
1.3	Evaluate the relationship 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.		

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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 19	Fail
20 to 25	Low Pass
26 to 32	Pass
33 to 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.</p> <p>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.</p> <p>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.</p> <p>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>