



**UNIVERSITY  
CENTRE  
SOUTH DEVON**

**[ ] PART OF  
South Devon College**

# **PROGRAMME QUALITY HANDBOOK 2022-2023**

## **CIPD Level 5 Associate Diploma in People Management (Apprenticeship)**

# **CIPD**

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# 1. Welcome and Introduction to the CIPD Level 5 Associate Diploma in People Management.

## 1.1 Welcome statement

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](#). It can also be navigated by going to [www.ucsd.ac.uk](http://www.ucsd.ac.uk) and searching for student handbook.

## 1.2 Programme Management

Role	Person	Email address
Personal Tutors	Al Williams	<a href="mailto:alwilliams@southdevon.ac.uk">alwilliams@southdevon.ac.uk</a>
Programme Coordinator	Andrew Faulkner	<a href="mailto:andrewfaulkner@southdevon.ac.uk">andrewfaulkner@southdevon.ac.uk</a>
Higher Education Coordinator	Andrew Faulkner	<a href="mailto:andrewfaulkner@southdevon.ac.uk">andrewfaulkner@southdevon.ac.uk</a>
Curriculum Head	Chantelle Mashiter	<a href="mailto:chantellemashiter@southdevon.ac.uk">chantellemashiter@southdevon.ac.uk</a>
Assistant Principal	Steve Caunter	<a href="mailto:stevecaunter@southdevon.ac.uk">stevecaunter@southdevon.ac.uk</a>

## 1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

## 1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development.
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress.
3. Professional services including the Student Support Hub team, library services, employability, academic standards, and quality.

The integrated tutorial model ensures all students have a personal tutor and scheduled group and/or one-to-one Tutorials, and can access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

The tutorial and personal development curriculum is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

More information about the UCSD tutorial commitment and the Learning Outcomes covered by the tutorial and personal development curriculum at Level 4 and above are available on the UCSD website at <https://www.ucsd.ac.uk/student-life/support/tutorial/>

## 1.5 Course Contact List

Details of your module leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this link: <https://www.ucsd.ac.uk/research-and-expertise/business-law-and-professional/>

If you have questions about a module, please contact the appropriate module leader. If you have any questions about the programme or your pastoral needs, please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact [university@southdevon.ac.uk](mailto:university@southdevon.ac.uk)

Module Leader	Contact	If part time days/hours that are worked
Al Williams	<a href="mailto:alwilliams@southdevon.ac.uk">alwilliams@southdevon.ac.uk</a>	

## 1.6 Preparing for your programme

At UCSD, we understand that level 5 study is a big step up from previous studies. To help prepare you for the programme we recommend engaging with preparatory activities. Each year UCSD organise Stepping up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability, and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

## 1.7 Curriculum design principles

### Programme Rationale (summary)

South Devon College has a long history of delivery of Management programmes at Higher Education level. The college currently delivers a number of professional qualifications within the Business, Law and Professional management section and has done so successfully for a number of years. The CIPD programme aims to develop HR competence and capability based on an understanding of decision-making, management development and strategic leadership. The programme has been designed to equip students with the skills and knowledge base required to work in their chosen HR specialism. The qualification once attained will enable the student to progress with additional vocational and academic qualifications in the HR sector and to complement their apprenticeship.

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.

## 1.8 Teaching and Learning Strategy

The course will be delivered in formal teaching sessions containing a variety of tutor and learner centred methods. The subject will be delivered by tutors that have specialist knowledge in the topic. At the start of each unit the assignment will produce evidence of the learning outcomes and assessment criteria through the written assignment. Learners will be supported by the use of the college's virtual learning environment, Moodle as well as individual tutorials.

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.

The programme is delivered as a face to face of study and on-programme learning will be provided for the duration of the apprenticeship until gateway is reached. Teaching and learning activities within the programme are not just restricted to tutorials and lectures but include a wide range of strategies including seminars, professional discussions, interactive group work, independent learning, research activities, and work-based learning which are all relevant in the field of HR and within the apprentice's relevant sector.

The programme can also be delivered via a blended model, with some face to face delivery and some online learning - the proportion and delivery pattern to be agreed with the employer.

## **1.9 Resources to support outstanding teaching and learning.**

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching space in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning. Your programme has access to...

Throughout the life of this qualification, the CIPD will make available a range of materials and resources to support tutors and students in delivery and assessment. This are available once the student has registered with the CIPD.

**All provided through [CIPD The Professional Body for Human Resources and People Development](#)**

A range of newly published text have also been produced to support students during their study:

- **Studying Human Resource Management - A Guide to the Study, Context and Practice of HR**
  - Stephen Taylor and Carol Woodhams
  - Imprint: CIPD - Kogan Page
  - EAN: 9781398606890
  - Edition: 3
  - Published: 3rd September 2022

- **Human Resource Management - People and Organisations**
  - Stephen Taylor and Carol Woodhams
  - Imprint: CIPD - Kogan Page
  - EAN: 9781398606937
  - Edition: 3
  - Published: 3rd September 2022
  
- **Introduction to Employment Law - Fundamentals for HR and Business Students**
  - Kathy Daniels
  - Imprint: CIPD - Kogan Page
  - EAN: 9781398603783
  - Edition: 6
  - Published: 3rd January 2022

### 1.10 Knowledge, skills and behaviours developed on the programme.

Knowledge, skills and behaviours are the backbone of any apprenticeship occupational standard <https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-occupational-standards/> They set out the competencies a student needs to demonstrate to be awarded their technical qualification and apprenticeship standard.

- **Knowledge** - the information, technical detail, and ‘know-how’ that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on- and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Further details on this can found here: [HR consultant partner / Institute for Apprenticeships and Technical Education](#)

The table below indicates where the **knowledge criteria** of the Level 5 HR Consultant/Partner 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.

Knowledge	What is required	Components	Mapping
HR technical expertise	Good understanding across all HR disciplines, HR legislation and an excellent working knowledge of the organisation's HR policies and procedures. Sound understanding of HR in their sector and any unique features. Up to date with best practice and emerging thinking – able to use this in their dealings with the business.	Good understanding across all HR disciplines, HR legislation and an excellent working knowledge of the organisation's HR policies and procedures.	●
		Sound understanding of HR in their sector and any unique features.	○
		Up to date with best practice and emerging thinking – able to use this in their dealings with the business.	●
Business understanding	Understands what the organisation does, the external market and sector it operates in, its challenges and issues. Understands business and HR KPIs and metrics, building a clear picture of how the business is performing. Understands the impact of this on their role.	Understands what the organisation does, the external market and sector it operates in, its challenges and issues.	●
		Understands business and HR KPIs and metrics, building a clear picture of how the business is performing. Understands the impact of this on their role.	●
HR function	Understands the structure and responsibilities of the HR function, policies and processes, and where to source HR specialist expertise.	Understands the structure and responsibilities of the HR function, policies and processes, and where to source HR specialist expertise.	○
MI and technology	Understands HR systems and where to find HR and management data, both internally and externally, including benchmarking. Knows how technology, including social media, is impacting the business and HR.	Understands HR systems and where to find HR and management data, both internally and externally, including benchmarking.	●
		Knows how technology, including social media, is impacting the business and HR.	●

Key ● full map ○ partial map × insufficient map

## 1.11 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student->

[life/support/assessment-guidance/](#) and receive one-to-one support from the HE Study team by contacting [HEstudy@southdevon.ac.uk](mailto:HEstudy@southdevon.ac.uk)

Your assessment timetable will be available on Moodle at the start of your course.

Formative assessment (informal assessment of learning in the classroom) group activities vary in the way activity feedback is delivered by students and assessed by tutors, according to class situation and group skills development needs. If IT available PowerPoint may be used and uploaded to Moodle forums. Informal feedback can be via flip chart, formal by presentation. Other methods used are role play scenarios and round table board room discussions, or simple debates.

Assessment is the process of evaluating an individual's attainment of knowledge, understanding and skills. The CIPD will set assignments for all core units. For the specialist and optional units, centres will be required to set their own assignments, based on guidance provided by the CIPD. Centres will be required to mark the assignments 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 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.

## **1.12 Student engagement in ongoing programme development**

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole UCSD student body, chairs the Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your

views in South Devon College's governance structures. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

### 1.13 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but it is better to contact us to discuss what we can support, rather than make that decision yourself. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas, so that you can be supported to thrive:

- **HE Study Team**

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge and for some it will be more challenging we are here to support everyone. The team are here to support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better and those for whom learning is more challenging. There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing [HEstudy@southdevon.ac.uk](mailto:HEstudy@southdevon.ac.uk) sessions can be held face to face or on MS Teams.

- **HE Disability Team**

If you have a disability or difficulty, whether that is physical, mental health or a learning difficulty, rest assured you will receive the support and assistance you need to study. You can contact us even if you are unsure that you might have a disability or difficulty as we are happy to have a chat about how you feel. Our team will guide and assist you from the initial

enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Find out more information on our website <https://www.ucsd.ac.uk/student-life/support/disability-support/> or visit the Government's website about Disabled Students' Allowance <https://www.gov.uk/disabled-students-allowance-dsa> If you are an apprentice student, you are entitled to the same support, but the application process is slightly different. The earlier you contact the team, the quicker the support can be in place, please contact [HEdisability@southdevon.ac.uk](mailto:HEdisability@southdevon.ac.uk)

- **HE Wellbeing Team**

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact [HEwellbeing@southdevon.ac.uk](mailto:HEwellbeing@southdevon.ac.uk)

- **HE Employability**

The Employability team are available to support you as your career plans develop. They can offer placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see <https://www.ucsd.ac.uk/employability-and-next-steps/> or contact [HEemploy@southdevon.ac.uk](mailto:HEemploy@southdevon.ac.uk)

Before you start your programme, you should engage with the Stepping up to Higher Education resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

## **1.14 Becoming a South Devon Graduate**

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit <https://www.ucsd.ac.uk/south-devon-graduate/>

## **Higher-level academic skills**

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

## **Positive personal attributes for your future**

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment through initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

## **Work-ready**

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready through work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

### **1.15 Preparation for Employment, further academic study and personal development**

The curriculum is designed to prepare students who wish to progress to level 7 to be able to cope with the jump to a postgraduate level qualification. Students are set the bar of 'what would happen' or 'how would this be carried out' at HR Manager level. Reports, presentations etc are expected to be at the standard expected in business environment. Written feedback always includes a minimum of two ways in which the student can further develop for future assignments/ units/ or in the work place.

## 2. Programme Specification

### 2.1 Programme Details

**Final award title:** Level 5 Associate Diploma in People Management

**Awarding organisation or Institution:** CIPD

**Delivery institution(s):** UCSD

**Accrediting or regulating body:** CIPD

**Exception to regulations:** None

### 2.2 Programme Intended Learning Outcomes (ILO)

Qualification Number: **603/5959/6**

By the end of this programme the student will be able to:

#### **5CO01 Organisational performance and culture in practice**

1. Understand the connections between organisational structure, strategy, and the business operating environment.
2. Understand organisational culture and theoretical perspectives on how people behave at work.
3. Understand how people practice supports the achievement of business goals and objectives.

#### **5CO02 Evidence-based practice**

1. Understand strategies for effective critical thinking and decision-making.
2. Understand the importance of decision-making strategies to solve people practice issues.
3. Be able to measure the impact and value of people practice to the organisation.

#### **5CO03 Professional behaviours and valuing people**

1. Be able to demonstrate professional and ethical behaviours, in the context of people practice.
2. Be able to champion inclusive and collaborative strategies for building positive working relationships.
3. Be able to demonstrate personal commitment to learning, professional development and performance improvement.

#### **5HR01 Employment relationship management**

1. Understand employee voice, engagement, and practices to support better working lives.
2. Understand different forms of conflict behaviour and dispute resolution.
3. Understand how to manage performance, disciplinary and grievance matters lawfully.

4. Understand the role of employee bodies in employment relations.

### **5HR02Talent management and workforce planning**

1. Understand key contemporary labour market trends and their significance for workforce planning.
2. Understand the purpose and importance of workforce planning.
3. Understand the purpose and impact of effective talent management.
4. Understand the importance of managing contractual arrangements and effective onboarding.

### **5HR03Reward for performance and contribution**

1. Understand the impact of reward approaches and packages.
2. Be able to develop insight from benchmarking data to inform reward approaches.
3. Understand the role of people professionals in supporting line managers to make reward decisions.

### **5OS01Specialist employment law**

1. Understand the purpose of employment regulation and the way it is enforced in practice.
2. Understand how to manage recruitment and selection activities lawfully.
3. Understand how to manage change and reorganisation lawfully.
4. Understand how to manage issues relating to pay and working time lawfully.

## **2.3 Progression Route(s) – what can you do next**

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.

## **2.4 End Point Assessment arrangements**

The End Point Assessment for this apprenticeship will consist of two parts, which must be achieved within a 12-month period:

- a Consultative Project
- a Professional Discussion.

Through the Consultative Project and the Professional Discussion, an apprentice will be assessed against the knowledge, skills and behaviours required for Level 5.

Both types of assessment are assessed by an experienced Assessor from the CIPD, as the independent end-point assessment organisation.

All of the CIPD Assessors are Chartered Members or Chartered Fellows, have a strong background in HR, and have been assessing against HR standards for at least five years.

## 2.5 Admissions Criteria

The CIPD does not set any prerequisites for the study of this qualification. Employers will typically set the minimum entry requirements for this apprenticeship at two or more 'A' levels, or an occupationally suitable Level 3 or 4 apprenticeship. However, admission on to the programme will be dependent on mix of HR experience and academic qualifications.

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.

Applicants must complete a Pre course questionnaire followed by phone interview from a member of the programme team. CIPD encourages the recognition of previous achievements of candidates. Credit transfer, exemptions, and recognition of prior learning play an important part in this by supporting candidate progression. During the initial diagnostic interview with candidates any credit transfer, exemption and RPL opportunities should be discussed, and the appropriate evidence collected.

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>

<b>Entry Requirements for CIPD Level 5 Associate Diploma in People Management</b>	
A-level/AS-level	N/A
BTEC National Diploma/QCF Extended Diploma	N/A
Access to Higher Education at level 3	N/A
Welsh Baccaulaureate	N/A
Scottish Qualifications Authority	N/A
Irish Leaving Certificate	N/A
International Baccaulaureate	N/A
Work Experience	CIPD Centres must ensure Learners are recruited with integrity onto appropriate qualifications that will: <ul style="list-style-type: none"><li>• meet their needs</li><li>• enable and facilitate learning and achievement</li></ul>

	<ul style="list-style-type: none"> <li>• enable progression</li> </ul>
Recognition of prior learning (RPL)	<p>CIPD encourages the recognition of previous achievements of candidates. Credit transfer, exemptions, and recognition of prior learning play an important part in this by supporting candidate progression.</p> <p>During the initial diagnostic interview with candidates any credit transfer, exemption and RPL opportunities should be discussed and the appropriate evidence collected.</p>
Interviews	<p>All applicants will be interviewed by the CIPD teaching team (Face-to-face or over the telephone). Applicants are required to demonstrate the necessary motivation, potential, experience and/or knowledge to follow their chosen programme successfully.</p> <p>All Higher Apprentices will be interviewed, assessed and offered a position by an employer before being admitted to the course.</p>
Admissions Criteria for Higher Level Apprentices if applicable (including skills scan requirements)	<p>Pre course questionnaire followed by phone interview</p>

## 2.6 Applicable Policy, Procedures and Regulations

Policy/Procedure/Regulation	Provision	Comments
Regulations	CIPD/UCSD	CIPD awarding body
Terms and Conditions	CIPD/UCSD	
Fee Policy	CIPD/UCSD	
Admission Policy	CIPD/UCSD	
Academic Complaints Policy	CIPD/UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	CIPD/UCSD	
Extenuating Circumstances Policy	CIPD/UCSD	
Academic Appeals	CIPD/UCSD	
Assessment Policy	CIPD/UCSD	
Other – please stipulate		

## 2.7 Programme Structure

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
5CO01	Organisational performance and culture in practice	5	7	70	30
5CO02	Evidence-based practice	5	6	60	25
5CO03	Professional behaviours and valuing people	5	5	50	20

### Plus three specialist 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 additional specialist unit to choose from a variety of options

Ref	Unit title	RQF	Credit	TUT	GLH
5OS01	Specialist employment law	5	6	60	25

### 3. Units

## 5CO01

# 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 commercial 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. In addition, you will examine how to build diversity and inclusion that aims to promote a positive culture. Finally, you will evaluate the relationship between the employee lifecycle and your work and how people practice connects and supports wider people and organisational strategies, focusing 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

# 5CO02

## Evidence-based practice

### About this unit

This unit addresses the significance of capturing robust quantitative and qualitative evidence to inform meaningful insight to 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 evaluate the benefits, risks and financial implications of solutions aimed at improving people practice issues. Finally, you will measure the impact and value people practice contributions make to organisations, through collation of key findings and scrutiny of key systems and data.

**Level 5**

**6 credits**

60 hours total unit time  
25 guided learning hours

# 5CO03

## 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, 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.

**Level 5**

**5 credits**

50 hours total unit time  
20 guided learning hours

# 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 as well as reviewing emerging developments to inform approaches to employee voice and engagement. You will learn about conflict and misbehaviour, assessing emerging trends in conflict and industrial sanctions, third-party conciliation, mediation and arbitration. You will also learn about performance, disciplinary and grievance matters and explain the skills required for effective grievance and discipline-handling procedures. Finally, you will learn about the main provisions of collective employment law and the types of employee representation.

**Level 5**

**6 credits**

60 hours total unit time  
25 guided learning hours

# 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 explain approaches to succession and contingency planning, assessing 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, looking at how organisations build talent pools. Finally, you will learn about the importance of managing contractual arrangements and onboarding.

**Level 5**

**6 credits**

60 hours total unit time  
25 guided learning hours

# 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. It considers the importance of the role of people practice in supporting managers to make robust and professional reward judgements and the impact of rewarding performance.

### What you will learn

You will evaluate the principles of reward and its importance to culture and performance management and how policies and practices are implemented. You will explain how people and organisational performance impacts approaches to reward and the different types of benefits offered by organisations. You will evaluate the most appropriate ways in which data can be gathered and measured and develop insight from benchmarking data. Additionally, you will develop reward packages and explain legislative requirements that impact reward practice. Finally, you will review the role of people practice in supporting managers to make consistent and appropriate reward judgements aligned to agreed approaches.

**Level 5**

**6 credits**

60 hours total unit time  
25 guided learning hours

# 5OS01

## 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, the role played by the tribunal and courts in enforcing employment law and how cases are settled before and after legal procedures. 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.

**Level 5**

**6 credits**

60 hours total unit time  
25 guided learning hours