**Level 4 Diploma in Strategic Human Resource Management**

The Level 4 Diploma in Strategic Human Resource Management is a 120-credit qualification. Learners must achieve 120 credits by completing all the modules listed below.

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| **Module Title** | **Level** | **Credit** | **Guided Learning Hours** |
| Strategic Organisational Human Resource Management  | **4** | 12 | **60** |
| Inclusive human resource management | **4** | 24 | **120** |
| Organisational Structures and Culture | **4** | 24 | **120** |
| Developing a High-Performance Team | **4** | 24 | **120** |
| HR Recruitment and Retention | **4** | 12 | **60** |
| Employee Performance Management | **4** | 12 | **60** |
| People Engagement | **4** | 12 | **60** |

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| Module Reference number | 1 |
| Module Title | Strategic Organisational Human Resource Management |
| Module level | 4 |
| Number of credits | 12 |
| Total qualification time | 120 |
| Guided learning hours | 60 |
| Mandatory/ Optional | Mandatory |
| Sector Subject Area | 15. |
| Module Grading Structure | Pass/ Fail |

**Module aims**: this module aims to develop knowledge and understanding of the criticality of linking human resources with the strategic goals and objectives of an organisation, enabling it to improve business performance, contribute to organisational planning and develop organisational culture, leading to innovation, flexibility, and improved business competitiveness. This module will also explore the impact of external factors including legal and regulatory considerations and internal factors that impact on employment practices and policies.

**Learning Outcomes, Assessment Criteria, and Indicative Contents**

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| **Learning Outcomes – the learner will** | **Assessment Criteria – the learner can:** | **Indicative contents**  |
| 1. Understand the role of strategic organisational human resource management.
 | * 1. Explain the role and functions of HR
	2. Explain the relationships between HRM and organisational strategy
	3. Appraise the HRM planning process
 | * The relationship between HR and organisational strategy.
* The HR Planning process
* Workforce relations
* Incentivisation and rewards
* Administering the HR process within an organisation.
 |
| 1. Be able to analyse the internal and external factors that impact on the labour market
 | * 1. Discuss the characteristics of the labour market
	2. Assess the internal factors within an organisation that influence the demand for skills.
	3. Define the principles of supply and demand and how they impact on the labour market.
	4. Identify the factors influence the supply of skills within the labour market.
 | * The definition of a labour market.
* The principles of supply and demand as they impact on an organisation’ s skills requirements.
* PESTLE
* SWOT
 |
| 1. Know how an employment relationship can come to an end.
 | * 1. Examine the range of options open to terminate an employment relationship.
	2. Explain the legal processes to affect the termination of an employment agreement.
	3. Describe the redundancy process.
	4. Discuss the impact of fair and unfair dismissal on the employment relationship.
 | * Mutual agreement
* Fair and unfair dismissal
* Capability and competency
* Misconduct
* The principles of the redundancy process.
* Retirement
* Employee representation.
* Grievance
 |
| 1. Be familiar with the different types of discrimination
 | * 1. Identify and define the protected characteristics in discrimination.
	2. Define direct and indirect discrimination highlighting the differences between the two.
 | * Protected characteristics
* Direct and indirect discrimination
* Harassment
* Bullying
* Perception
* Resolution and tribunals
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| Module Reference number | 2 |
| Module Title | Inclusive human resource management |
| Module level | 4 |
| Number of credits | 24 |
| Total qualification time | 240 |
| Guided learning hours | 120 |
| Mandatory/ Optional | Mandatory |
| Sector Subject Area | 15. |
| Module Grading Structure | Pass/ Fail |

**Module aims**: this module aims to develop an understanding of the importance of adopting and inclusive approach in human resource management. This includes people development, health and well- being, inclusive practices, stakeholder communication and engagement and personal effectiveness.

**Learning Outcomes, Assessment Criteria, and Indicative Contents**

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| **Learning Outcomes – the learner will** | **Assessment Criteria – the learner can:** | **Indicative contents**  |
| 1. Understand ethical issues and ethical principles in decision making and the development of corporate social responsibility.
 | * 1. Discuss the role of ethics and corporate social responsibility in strategic planning and organisational decision making.
	2. Define an ethical organisation
	3. Define corporate social responsibility
	4. Assess the impact of clear codes of conduct and governance on corporate social mobility.
 | Definition of ethicsEthics, ethical values and codes of practiceDefinition of corporate social responsibilityWhat is an ethical organisation?Social and environmental principlesGovernance and managementPrinciples of Nolan and their impact on public lifePressure groupsCitizenshipTrustworthinessRespectResponsibilityCaringJustice and fairnessUtilitarianism |
| 1. Understand how organisational stakeholders take into account the laws and regulations when approaching ethical management.
 | * 1. Describe the key stakeholders within a range of organisations and the different approaches they adopt to ethical management
	2. Explain the common law of contract, tort, and the duty of care placed on organisations in respect of ethical management
	3. Explain the approaches to be taken within organisations to effectively manage employee health, wellbeing, and safety.
 | * Who is a stakeholder?
* Roles and responsibilities of stakeholders
* Stakeholder communication
* Influence and power
* Interest- influence grid
* Ethical supply chain management
* Law of contract
* Law of tort
* Duty of care
* Recruitment, selection, and onboarding of staff
* Health and safety
* Wellbeing
* Staff welfare
* Treatment of staff
 |
| 1. Understand why organisations develop their people through the identification and review of effective training and development activities
 | * 1. Evaluate the costs and benefits of embedding employee training and development within a learning organisation framework.
	2. Describe when and why organisations are most likely to develop their staff.
	3. Explain the training cycle and evaluate the impact of different training methods within an organisation
	4. Explain the organisational procedures for staff training and development
	5. Describe learning styles and how they impact on the outcome of an individual’s training needs analysis and the development of their training plan.
 | * Learning styles
* Learning organisations
* Coaching and mentoring
* Counselling
* Individual training needs analysis
* Individual training plans
* Learning objectives
* Delivery methods
* The role of e learning
* The training cycle.
* The value and impact of a trained workforce on the workplace
 |
| 1. Understand the contribution that workplace welfare and personal skills make to the effective management of people
 | 1. Assess the value and contribution of personal effectiveness, self-confidence, and employee creativity to an organisation
2. Evaluate the impact and value to an organisation of comprehensive health, wellbeing and safety policies and processes
 | * Personal goals
* Time management
* Self confidence
* Creativity
* Risk assessments
* Safeguarding
* Health and safety training
* Stress management
* Work life balance
* Harassment and bullying
* Wellbeing
* Health and safety audits
* Accident prevention
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| Module Reference number | 3 |
| Module Title | Organisational Structures and Culture |
| Module level | 4 |
| Number of credits | 24 |
| Total qualification time | 240 |
| Guided learning hours | 120 |
| Mandatory/ Optional | Mandatory |
| Sector Subject Area | 15. |
| Module Grading Structure | Pass/ Fail |

**Module aims**: this module aims to develop knowledge and understanding of the relationship between organisational structures and how they determine and impact on organisational cultures, the development of teams and the management of change. This includes the influence of different cultures, employee values, behaviours and attitude and their impact on an organisation.

**Learning Outcomes, Assessment Criteria, and Indicative Contents**

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| **Learning Outcomes – the learner will:** | **Assessment Criteria – the learner can:** | **Indicative Content** |
| Identify the factors that influence organisational design, structure and management | * 1. Analyse the factors and trends that influence the design of organisational structures
	2. Compare and contrast the strengths and weaknesses of different organisational structures
	3. Identify the most common management styles used across a range of organisational structures.
	4. Select an organisation and evaluate the relationship between its structure and its management style.
	5. Explain the move from administration and control to human relations.
 | * Organisational structures, complexity, functions and hierarchy.
* Leadership styles.
* Management Styles
* Approaches to management
* Motivation
* Contingency planning
* Maslow’s Hierarchy of need
* Role culture, task culture, power culture and person culture
* Efficiency
* Expectancy
* High performing teams
 |
| Evaluate how the business environment and strategic change influence organisational strategy and structure | * 1. Analyse the impact the business environment and strategic change has on an organisational structure.
	2. Identify how competitive strategies theories impact on organisational structure.
	3. Explain the influence of globalisation on an organisational structure.
	4. Explain how different types of organisational culture impact on the working practices of teams and groups.
 | * PESTLE
* Porter’s five forces and competitive strategies
* Operational excellence
* Mergers, acquisitions and downsizing
* Managing Growth.
* Operating in a global landscape.
 |
| Define organisational culture and explain how it influences workplace teams and groups. | * 1. Analyse the theories of organisational culture and how they affect the structure of workplace teams and groups
	2. Assess different types of organisational culture and how they are embraced across workplace teams and groups.
	3. Assess the influence of cultural values on productivity within a named organisation.
 | * Culture web
* National cultures
* Orientation, language and religion
* Impact on values
* Operational excellence
* Product leadership
* Business impact
* Leadership styles
* Organisational structures
* Scheid’s model of organisational culture
* Schnieder’s Four Cultures Model
* Value disciplines
* Team culture
* Cross cultural theories.
 |
| Identify the influence of culture on business performance and the successful implementation of culture change management. | 1. Explain what the components of a cultural change management programme are.
2. Identify the benefits and challenges to embedding a successful change management programme within an organisation.
 | * Innovation, agility and execution.
* Project work
* Purpose and characteristics of a team and group
* Evaluation and reflection
* Team development
* High performance teams
* Belbin
* Tuckman
* Dissent and creative tension.
* Effective leadership
* Empowerment
* Embedding culture
* Force Field Theory
* Theory of organisational development
* Practical implementation.
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| Module Reference number | 4 |
| Module Title | Developing a High-Performance Team |
| Module level | 4 |
| Number of credits | 24 |
| Total qualification time | 240 |
| Guided learning hours | 120 |
| Mandatory/ Optional | Mandatory |
| Sector Subject Area | 15. |
| Module Grading Structure | Pass/ Fail |

**Module aims**: this module aims to develop knowledge and understanding of building and maintaining a high performing team. This includes how to lead a team, build relationships, effective delegation, resilience, promoting interpersonal skills and motivating the team to achieve organisational objectives. Learners will develop an understanding of how good teamwork creates synergy within an organisation.

**Learning Outcomes, Assessment Criteria, and Indicative Contents**

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| **Learning Outcomes – the learner will** | **Assessment Criteria – the learner can:** | **Indicative contents**  |
| 1. Identify the features of an effective high performing team and the role of the team leader.
 | * 1. Assess the characteristics of an effective high performing team.
	2. Identify the different team styles
	3. Identify and justify your preferred team style.
	4. Analyse the approaches needed to build a successful high performing team.
	5. Explain the role of a high performing team leader, the range of skills, styles and qualities required.
	6. Evaluate own preferred leadership style.
	7. Identify a team leader known to you and evaluate their style of team leadership.
 | * Definitions
* Qualities of a high performing team
* Team styles
* Cohesion and Unity within a high performing team.
* The role of leadership in a high performing team.
* Effective leadership qualities and skills
* Leadership and vision
* Leadership styles
 |
| 1. Explain the principles of effective delegation.
 | * 1. Define delegation and explain the “Eight Step Plan for Successful Delegation.
	2. Identify the benefits and risks of delegation to a manager and the team.
 | * Definition of delegation
* Benefits of effective delegation to a manager and the team
* Tasks suitable for delegation
* Process that leads to successful delegation.
 |
| 1. Know how to build and maintain effective colleague relationships.
 | * 1. Analyse the importance of creating effective relationships within a workplace team.
	2. Identify the characteristics of good feedback.
	3. Define workplace conflict and how if not managed if can affect the productivity and performance of the team.
 | * Characteristics and importance of effective working relationships.
* Feedback
* Causes of conflict in the workplace: signs of conflict and tactics for resolution.
 |
| 1. Identify the interpersonal skills required by leaders and managers and how they impact on the successful delivery of management tasks.
 | * 1. Explain and evaluate the different roles in an organisation
	2. Identify the interpersonal skills required for leadership and management.
 | * Define interpersonal skills
* Transactional and transformational leadership.
* Mintzberg, Luthan and Kotter.
* Credibility
* Coaching and mentoring
* Communication
* Discipline
 |
| 1. Undertake an audit and develop a plan of own interpersonal skills development identifying the contribution of learning styles and approaches to learning support the development of interpersonal skills.
 | * 1. Identify the necessary tools and techniques required to complete a skills audit.
	2. Identify the different options available to an individual for the development of interpersonal skills.
	3. Identify the content and importance of a personal development plan.
	4. Explain how the different learning styles and approaches can contribute to the creation of a personal development plan.
	5. Identify the differentiated learning strategies and methods of effective study that lead to self-improvement.
 | * Transferrable skills
* Personal Reflection
* 360-degree reviews
* Personal Development Plans
* Audit
* Work focus
* Kolb’s learning cycle and styles
* Differentiated learning: Honey and Mumford and VARK
* Planning study.
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| Module Reference number | 5 |
| Module Title | HR Recruitment and Retention |
| Module level | 4 |
| Number of credits | 12 |
| Total qualification time | 120 |
| Guided learning hours | 60 |
| Mandatory/ Optional | Mandatory |
| Sector Subject Area | 15. |
| Module Grading Structure | Pass/ Fail |

**Module aims**: this module aims to develop knowledge and understanding of how to recruit and retain people within an organisation. This includes the different reasons and options for recruiting and retaining individuals, the legal requirements, industry regulations, organisational policies, and professional codes.

**Learning Outcomes, Assessment Criteria, and Indicative Contents**

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| **Learning Outcomes – the learner will** | **Assessment Criteria – the learner can:** | **Indicative contents**  |
| 1. Explain the approaches that an organisation uses to identify its requirements for recruitment
 | * 1. Describe the process of job analysis.
	2. Explain the use and impact of job descriptions and person specifications in the recruitment process.
	3. Select a specified role and recommend the essential and desirable criteria.
 | * Job analysis
* Reference to process documentation
* Rodger’s 7-point plan
* Preparing a job description
* Preparing a person specification
 |
| 1. Explain the approaches that organisations adopt in a candidate attraction and selection process.
 | * 1. Explain the approach to candidate attraction and the selection process.
	2. Explain the different techniques an organisation can use as part of the recruitment interview.
 | * Advertising
* Advantages and disadvantages of different media channels
* Recruitment agencies
* Headhunting
* Media targeting
* The selection processes
* Interview
 |
| 1. Identify the requirements of a contract of employment.
 | * 1. Identify the labour laws that impact on the drafting of a contract of employment
	2. Explain the different sections commonly found in a contract of employment
	3. Identify the employer and employee contractual obligations
 | * Legal requirements
* Probationary period
* Benefits
* Confidentiality
* Employer and employee duties.
 |
| 1. Evaluate the importance of personal development.
 | * 1. Analyse the impact of personal development on individuals and the organisation.
	2. Identify the requirements of a new staff induction programme.
	3. Identify the benefits to an employer for supporting continuing professional development
 | * Employee retention
* Induction
* Training Needs Analysis
* Continuing Professional Development
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| Module Reference number | 6 |
| Module Title | Employee Performance Management |
| Module level | 4 |
| Number of credits | 12 |
| Total qualification time | 120 |
| Guided learning hours | 60 |
| Mandatory/ Optional | Mandatory |
| Sector Subject Area | 15. |
| Module Grading Structure | Pass/ Fail |

**Module aims**: this module aims to develop knowledge and understanding of employee performance management techniques, the use of data and information to measure, reward and maintain employee performance.

**Learning Outcomes, Assessment Criteria, and Indicative Contents**

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| **Learning Outcomes – the learner will** | **Assessment Criteria – the learner can:** | **Indicative contents**  |
| 1. Explain the concept of performance management
 | * 1. Identify the purpose and value of performance management to an organisation.
	2. List the benefits of performance management to an individual.
	3. Explain the cycle of performance management.
 | * Aims of performance management
* Planning, implementation, review and revision
 |
| 1. Conduct an effective appraisal interview
 | * 1. Explain the rationale of performance review.
	2. Identify the different approaches an organisation can adopt to conducting appraisal interviews.
	3. Identify the different elements of an appraisal interview.
	4. Evaluate the impact of setting objectives in an appraisal interview.
 | * Benefits for individuals and organisations
* Approaches to appraisal
* Establishing rapport
* Questioning and listening
* Use of praise
* Focus
* Setting objectives
 |
| 1. Analyse the nature of disciplinary issues
 | * 1. Identify the range of disciplinary issues.
	2. Identify the legislation that informs the treatment of disciplinary issues.
	3. Explain the procedures an employer should adopt when issuing warnings or dismissing employees.
 | * Application of legislation
* Employment Tribunals
* Uses of written and verbal warnings
* Dismissal
 |
| 1. Evaluate the relationship between performance and reward.
 | * 1. Identify how to measure employee performance.
	2. Evaluate pay related reward options.
	3. Analyse the impact of incentives and rewards on employee performance.
	4. Identify the theories of motivation and their link to rewards.
 | * Measuring performance
* Types of benefit
* Benefits
* Pay related benefits
* Motivation theories- Maslow, Adams, Vroom, Latham and Locke.
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| Module Reference number | 7 |
| Module Title | People Engagement |
| Module level | 4 |
| Number of credits | 12 |
| Total qualification time | 120 |
| Guided learning hours | 60 |
| Mandatory/ Optional | Mandatory |
| Sector Subject Area | 15 |
| Module Grading Structure | Pass/ Fail |

**Module aims**: this module aims to develop knowledge and understanding of people engagement and influence within organisations. This includes understanding the factor that motivate people, impact on organisational planning and teamwork or working with other stakeholders.

**Learning Outcomes, Assessment Criteria, and Indicative Contents**

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| **Learning Outcomes – the learner will** | **Assessment Criteria – the learner can:** | **Indicative contents**  |
| 1. Know how to motivate individuals
 | * 1. Explain the common considerations taken into account when motivating individuals
	2. Evaluate the relationship between performance and motivation.
	3. Evaluate individual responses to levels of motivation
	4. Recommend strategies for motivating different individuals
 | * Needs, motives, drives and incentives
* The process of motivation
* Performance and ability
* Internal and external motivation
* Maslow’s theories of need
* Herzberg two- factor theory
* McClelland’s achievement theory
 |
| 1. Know how to motivate teams
 | * 1. Explain the common considerations taken into account when motivating teams.
	2. Evaluate the relationship between individual motivation and team motivation.
	3. Recommend strategies for motivating a team.
	4. Evaluate the importance of setting appropriate goals.
 | * Theory of expectancy
* Valence and expectations
* Goal setting
* Goal conflict
* Risk
* Theory of equity
* Approaches to work- job enlargement, enhancement and rotation
 |
| 1. Explain how an organisation influences teams and individuals
 | * 1. Assess the nature of power and influence.
	2. Identify the effective use of rewards to support motivation
	3. Evaluate how organisational culture impact on individual and team motivation.
 | * Power and influence
* Rewards
* Tactics
* Ciardini’s principles of persuasion
* Influence and management
* Organisational culture
* Recruiting and Team
* Psychological contract
 |
| 1. Know how to improve own performance in motivating and influencing others.
 | * 1. Explain own approach to motivating others.
	2. Analyse own position of power and influence.
	3. Recommend improvements to own approach to motivation.
 | * Successful motivation
* Influencing people
* Transactional and transformational leadership
* Planning
* Making improvements
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