



# ICM

## **ICM Level 5 Professional Diploma in Business Management with Human Resource Management Qualification Specification**

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# ICM

## ***“Providing Inclusive Education in a Changing World”***



### **Statement of Intent**

“ICM is committed to providing inclusive education in a changing world. We achieve this by responding to the needs of our Centres, Learners and other stakeholders in order to evolve our offer of fit for purpose, accessible qualifications. Taking a collaborative, open approach and to giving and receiving feedback, we are able to meet the needs of a range of employers in a range of sectors by preparing Learners for the challenges of the contemporary agile workplace.

This document is one in a series of policies, procedures and handbooks designed by ICM with consideration to equity, diversity and inclusion in the design, development, delivery and awarding of qualifications. Our continual endeavours aim to achieve accessibility in assessments (examinations for the assessment of knowledge and practical observations for the assessment of skills) and more specifically for the fair and valid assessment of Learners against educational standards.”

Adair Ford  
CEO





# ICM

***“Providing Inclusive Education  
in a Changing World”***

## Our **Mission**

To help progress people's lives through providing affordable, inclusive and high-quality education for all, including hard to reach Learners.

## Our **Vision**

We endeavour to demonstrate the provision of quality education by ensuring that we comply with all legal and regulatory requirements, our vision is twofold:

- To ensure, with professional advice as appropriate, that ICM complies with all constitutional, legal, regulatory and statutory requirements.
- To understand and comply with the constitution and rules that govern ICM, and to review the constitution regularly (at least every three years) to ensure it is fit for purpose.

## Our **Values**

- ICM value transparency in the way we operate and in our charging structure.
- We value fairness in how we assess our Learners and in how we treat people.
- We value honesty, accountability and integrity in how our charity is governed.



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## **1.0 Introduction**

This qualification specification provides details about the ICM Level 5 Professional Diploma in Business Management with Human Resource Management; it outlines the qualification's objectives and explains how the learning outcomes are assessed. This is an essential reference document for Learners, Centres and Examiners which can be used before, during and after delivery of the qualification. ICM Approved Centres will be notified of any changes to this specification. The most up-to-date version of this qualification specification can always be found on ICM's website via the Centre SharePoint at: <https://www.icm.education/centres/sharepoint> and further information on ICM and our qualifications can be found at: <https://www.icm.education/explore-our-qualifications>.

## **2.0 ICM Qualifications**

Established as a charity for global outreach in 1979, the Institute of Commercial Management (ICM) is an Awarding Organisation (AO) for commercial and business development staff. ICM provides a wide range of self-regulated qualifications in business, management and vocational areas. Our qualifications are designed to address and respond to the regional training needs, as well as the personal development of Learners, whether entering or continuing to work within the wide and varied commercial sector.

## **3.0 About this Qualification: ICM Level 5 Professional Diploma in Business Management with Human Resource Management**

The aim of the ICM Level 5 Professional Diploma in Business Management with Human Resource Management is to enable Learners to gain an understanding of business management and administrative functions. This qualification also aims to equip Learners with the ability to apply their understanding of employee management, employee relationships and employment laws within organisations to human resources management within organisations.

### **3.1 Qualification Objectives**

The objectives of the Level 5 Professional Diploma in Business Management with Human Resource Management are to:

- Provide a qualification in Business with Human Resource Management that combines subject knowledge with relevant industrial examples that are essential for Learners to initiate or advance their career in business with human resource management focus.
- Provide Learners with an understanding of management framework and functions and their interrelation for effective business management.
- Equip Learners with the skills, knowledge and understanding necessary to manage human resources effectively and maintain good employee relationships within organisations.
- Provide an applied balance between employability skills and the knowledge essential for the Learners' career initiation or advancement or academic aspirations.
- Provide opportunities for Learners to develop the skills, techniques and personal attributes essential for successful working lives within the business industry.

### **3.2 Qualification Rationale**

This qualification serves as a structured pathway for Learners to initiate or advance their careers in business with a focus on human resource management. This qualification is designed to

accommodate Learners' career advancements by offering a focused study of directly applicable topics that have a broad relevance, particularly in the roles of business executives or human resource managers.

### **3.3 Overview of Knowledge, Understanding and Skills**

On successful completion of this qualification, Learners are equipped with a range of knowledge and understanding including, but not limited to:

- Business management frameworks
- Characteristics of business organisations
- Role of business administrators
- Business functions and their interrelations
- Talent Management and Workforce Planning
- Performance Management
- Wellbeing at workplace and ethics
- Employment Law and Employee Relations

Entry requirements for Learners:

- While ICM do not set specific entry requirements for the qualification, ICM Approved Centres are required to review and make entry decisions based on learners' academic qualifications, prior knowledge and experience to ensure that learners have the ability and understanding at the right level to undertake the qualification.
- Where English is an additional language, ICM recommends Learners have a level of spoken and written English equivalent to CEFR level B2/IELTS level 6. Centres assess Learners' level of spoken and written English prior to the commencement of teaching. For more information about IELTS please go to <https://www.ielts.org/what-is-ielts/ielts-introduction>. For more information about CEFR levels please go to <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>.
- The minimum age for registration on ICM qualifications is 18 years.

### **3.4 Accreditation of Prior Learning (APL) and Unit Exemption**

Accreditation of Prior Learning (APL) is a process for assessing and where appropriate, recognising prior learning and/or experience or prior certificated learning for academic purposes. This recognition may give the Learner unit(s) exemption and allow the previous learning to be counted towards the completion of a qualification. If a Learner has acquired any previous qualifications and can apply for Accreditation of Prior Learning (APL), they must inform the ICM Approved Centre when registering for ICM qualifications with a proof of relevant practical experience or relevant previous academic learning. For more information on APL, see the ICM [Accreditation of Prior Learning \(APL\) Policy and Procedure](#).

### **3.5 Guided Learning Hours (GLH) and Total Qualification Time (TQT)**

A qualification is made up of Guided Learning Hours (GLH) and Non-Guided Learning Hours (NGLH). The amount of GLH allocated to each specific unit is set out in the qualification overview section.

These hours are given for guidance only and the amount of time required by individual Learners will

vary. The Total Qualification Time (TQT) is the sum of guided learning hours and independent learning hours, representing the total amount of time a Learner may take to complete each unit.

### 3.6 Credit Value

The credit value for the ICM Level 5 Professional Diploma in Business Management with Human Resource Management is 40 credits. The credit value of the qualification is based on the total notional learning hours and as a guide, 10 notional learning hours are equal to one credit.

### 3.7 Progression Opportunities

This qualification provides Learners with the knowledge, understanding and attributes required to pursue a career in the business industry with a focus on human resource management. Upon successfully completing this qualification, Learners can explore various progression opportunities, including:

- Seek employment in business and/or human resource management related roles.
- Specialise further in specific areas of business or human resources.
- Advance their academic journey by pursuing higher education in business management or human resource management.

For more information on the structure of qualification levels and ICM equivalencies, please visit <https://www.icm.education/explore-our-qualifications/relative-equivalencies>.

### 3.8 Assessment Overview

The assessment method for this qualification is via open book assignment-based assessment (set and marked by ICM). Further information about the assessment process can be found in section 5 of this document.

### 3.9 Levels of Attainment

Levels of attainment reflect the skills and knowledge set out in the level descriptors for the Regulated Qualifications Framework (RQF) below:

Level	Knowledge descriptor (the holder...)	Skills descriptor (the holder can...)
Level 4	Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine. Can analyse, interpret and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work. Has an informed awareness of different perspectives or approaches within the area of study or work.	Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined. Review the effectiveness and appropriateness of methods, actions and results.

Level 5	<p>Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.</p> <p>Can analyse, interpret and evaluate relevant information, concepts and ideas.</p> <p>Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.</p>	<p>Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>
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### 3.10 Delivery Requirements

Centres are required to have the facilities and resources to effectively deliver the qualification. A number of resources and (GLH) are listed within each unit.

### 3.11 Requirements for Centres

To offer this qualification, Centres must apply for ICM Approved Centre status. To apply please visit <https://www.icm.education/Centres/approved-Centre-application> and fill in the application form.

### 3.12 Assessment Command Words

ICM have provided a list of assessment command words which can be used when writing assessments at this level.

Level 4 Command Words	
Analyse	Break an idea down into separate parts and examine each of these; explain how main ideas are linked to practice of an idea/concept
Apply	Clearly explain how existing knowledge links to something different/new situation using relevant concepts/ideas
Assess	Use available information to make a judgement about an idea
Compare	Explain two (or more) ideas to look for similarities
Contrast	Explain two (or more) ideas to look for differences
Define	Describe the meaning of a word/term/concept
Demonstrate	Show detailed knowledge and understanding of a topic
Describe	Provide a detailed account about a topic/concept
Discuss	Give a detailed account of at least two sides of an idea
Distinguish	Explain two (or more) ideas to look for differences



Draw conclusions	Make a final decision about an argument provided in an answer
Evaluate	Examine strengths and weaknesses of an idea using a range of concepts and draw a conclusion
Explain	Show understanding of underpinning concepts and ideas
Illustrate	Give clear information about an idea with detailed descriptions
Judge	Form an opinion about an idea
Justify	Provide a clear rationale for an idea presented/argued for with an appropriate conclusion
Outline	Briefly describe an idea
Plan	Organise information in a logical manner and format
Suggest	Propose an idea or a way of doing something that is clearly based on knowledge
Summarise	Present an abstract of the main points of an idea/concept

Level 5 Command Words	
Analyse	Break an idea down into separate parts and examine each of these; explain how contemporary ideas are linked to practice of an idea/concept
Apply	Clearly explain how existing knowledge links to something different/new situation using relevant concepts/ideas using practices and standards
Assess	Use available information to make a judgement about an idea
Compare	Examine in detail two (or more) ideas and look for similarities
Contrast	Examine in detail two (or more) ideas and look for differences
Define	Describe the meaning of a word/term/concept
Demonstrate	Show detailed knowledge and understanding of a topic
Describe	Provide an extended account of a topic/concept in a logical manner
Discuss	Give a detailed account including a range of views about a particular concept with a brief conclusion
Draw conclusions	Make a final, clear decision about an argument provided in an answer
Evaluate	Examine strengths and weaknesses of an idea using a range of concepts and draw one or more conclusions
Explain	Show understanding of underpinning concepts and ideas using examples
Illustrate	Give clear information about an idea with detailed descriptions to highlight an argument
Judge	Form an opinion about an idea that is logical and based on knowledge
Justify	Provide a comprehensive explanation/rationale for an idea presented/argued with a logical conclusion

Suggest	Form an opinion about an idea that is logical and based on knowledge and justified
Summarise	Select and then present the main ideas or arguments about a concept in a concise way

### 3.13 Guide to the Units

The qualifications are split into units specifying the knowledge and skills a Learner must demonstrate in their assessments.

<b>Unit Title</b>	<b>Title of Unit</b>
<b>Unit Level</b>	The RQF level of demand placed upon Learners in line with the RQF Level Descriptors.
<b>Unit Code</b>	A unique code assigned to a unit.
<b>Credit Value</b>	The credit value of the qualification based on the total notional learning hours and, as a guide, 10 notional learning hours equate to one credit.
<b>Unit Aims</b>	The unit aims help to define the scope, style and depth of learning of the unit.
<b>Learning Outcomes</b>	Sets out what is expected of the Learner and defines the knowledge, understanding and/or skills they will acquire on completion of the unit.
<b>Indicative Teaching Content</b>	Facts, concepts, theories, and principles that are taught and learned for a specific unit.
<b>Assessment Method</b>	Defines the type of assessment and the way it will be used to assess achievement.
<b>Teaching and Learning Resources</b>	Resources that support the learner in understanding the content of the unit being taught
<b>Total Qualification Time (TQT)</b>	Total hours required to complete the unit, including independent study and assessment.
<b>Guided Learning Hours (GLH)</b>	This indicates the number of teaching hours required.
<b>Non-Guided Learning Hours (NGLH)</b>	Recommended hours of independent study.

## 4.0 Qualification Overview

### 4.1 Unit List

Qualification Title: **ICM Level 5 Professional Diploma in Business Management with Human Resource Management**

Total Credit Value: **40**

Total Guided Learning Hours (GLH): **270**

Total Qualification Time (TQT): **400**

ICM Unit Code	Unit title	GLH	TQT	Credits	Assessment Method
PDMF04	Management Frameworks	75	100	10	Open book Assignment
PDBF04	Business Functions	75	100	10	Open book Assignment
PDEM05	Employee Management	60	100	10	Open book Assignment
PDER05	Employment Relations	60	100	10	Open book Assignment

## 4.2 Unit Descriptors

<b>Unit Title</b>	<b>Management Frameworks</b>
<b>Level</b>	<b>4</b>
<b>Unit Code</b>	<b>PDMF04</b>
<b>Credit Value</b>	<b>10</b>
<b>Unit Aim</b>	
Management Frameworks aims to equip Learners with an understanding of management frameworks as these apply to business administration.	
<b>Learning Outcomes</b>	
<b>On completion of this unit the Learner will know and understand:</b> <ul style="list-style-type: none"> <li>A. The frameworks in organisational management</li> <li>B. Managerial models and options for evolving organisations</li> <li>C. Managerial ethics for evolving organisations</li> <li>D. Role of the business administrator in organisational management</li> </ul>	
<b>Indicative Teaching Content</b>	
<b>1. The Management Framework to Business Administration</b> <ul style="list-style-type: none"> <li>1.1. What are business administration and management?</li> <li>1.2. The board of directors</li> <li>1.3. Organisational values, vision, mission and strategy</li> <li>1.4. Functions within an organisation</li> <li>1.5. The 'systems' approach to organisation</li> <li>1.6. Planning-control feedback cycles</li> <li>1.7. Management and Organisations</li> <li>1.8. Understanding Management's Context: Constraint and Challenges</li> </ul> <b>2. Characteristic Features of Organisations</b> <ul style="list-style-type: none"> <li>2.1. The structure of organisations and the need for authority</li> <li>2.2. The features of bureaucratic and non-bureaucratic organisations</li> <li>2.3. Traditional principles and types of organisation</li> <li>2.4. More about systems and subsystems</li> </ul> <b>3. The Structure of Business</b> <ul style="list-style-type: none"> <li>3.1. Organisational Design</li> <li>3.2. The pattern of organisations</li> <li>3.3. Business types including; sole-trader enterprises, partnerships, limited partnerships, the limited liability company, non-profit-making units (clubs &amp; societies), public enterprises</li> <li>3.4. Public sector organisations; autonomous public corporations, nationalised industries, local government institutions, central government departments</li> <li>3.5. Managing Social Responsibility and Ethics</li> </ul> <b>4. The Business Administrator</b> <ul style="list-style-type: none"> <li>4.1. Roles and responsibilities <ul style="list-style-type: none"> <li>4.1.1. Business correspondence</li> <li>4.1.2. Organising Meetings and conferences</li> <li>4.1.3. Managing the Security aspects of business</li> <li>4.1.4. Claimants and risk management</li> <li>4.1.5. The wider organisational environment</li> <li>4.1.6. Facilities management</li> </ul> </li> </ul>	

Assessment Method	
<p>Management Frameworks is assessed by an open book assignment-based examination. There are two compulsory questions which must be passed (the pass rate for each assessment component is set at a minimum of 40%) to achieve this unit. Each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to demonstrate an understanding of management frameworks as these apply to business administration.</p> <p>At level 4 Learners must demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>(i) Analyse, interpret and evaluate information related to features of Management Frameworks.</li> <li>(ii) Apply theoretical/technical knowledge to demonstrate an understanding of Management Frameworks.</li> <li>(iii) Present an informed awareness of approaches to Management Frameworks.</li> <li>(iv) Effectively communicate knowledge and understanding in written response(s).</li> </ul>	
Teaching and Learning Resources	
<p>Bright, J. (2023). Modern Management and Leadership: People, Places and Organisations. University of Buckingham Press</p> <p>Robbins, S. and Coulter, M. (2020). Management. 15<sup>th</sup> Ed. New Jersey: Prentice Hall.</p> <p>Whitehead, G. and Whitehall, G. (1999). Business Management and Administration. Christchurch: Institute of Commercial Management.</p> <p>Robbins, S. and Coulter, M. (2012). Management. 11<sup>th</sup> Ed. New Jersey: Prentice Hall.</p> <p>Appleby, R. (1994). Modern Business Administration. 6<sup>th</sup> Ed. England: Prentice Hall.</p> <p>Buckley, M. (1994). The Structure of Business. 3<sup>rd</sup> Ed. Harlow, Essex: Longman.</p> <p><a href="https://www.cambridge.org/core/journals/journal-of-management-and-organization/open-access">https://www.cambridge.org/core/journals/journal-of-management-and-organization/open-access</a></p>	
<b>The Total Qualification Time (TQT) for this unit is 100 hours.</b> <b>The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).</b>	
GLH = 75	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH = 25	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.



<b>Unit Title</b>	<b>Business Functions</b>
<b>Level</b>	<b>4</b>
<b>Unit Code</b>	<b>PDBF04</b>
<b>Credit Value</b>	<b>10</b>
<b>Unit Aim</b>	
Business Functions aims to equip Learners with an understanding of the interrelationship between business functions.	
<b>Learning Outcomes</b>	
<p><b>On completion of this unit the Learner will know and understand individually and the interrelationships between:</b></p> <ul style="list-style-type: none"> <li>A. The People Management Function</li> <li>B. The Purchasing and Production Functions</li> <li>C. The Research and Development Function</li> <li>D. The Marketing Function</li> </ul>	
<b>Indicative Teaching Content</b>	
<p><b>1. The People Management Function</b></p> <ul style="list-style-type: none"> <li>1.1. Understanding Individual Behaviour</li> <li>1.2. Strategic Management <ul style="list-style-type: none"> <li>1.2.1. Managers as decision makers</li> <li>1.2.2. Managers as leaders</li> <li>1.2.3. Tools and Techniques</li> </ul> </li> <li>1.3. Managing Teams <ul style="list-style-type: none"> <li>1.3.1. Managing Operations</li> <li>1.3.2. Managing Communications</li> </ul> </li> <li>1.4. The functions of the personnel department and a personnel policy <ul style="list-style-type: none"> <li>1.4.1. Employee records</li> <li>1.4.2. The remuneration of staff</li> <li>1.4.3. Promotion, transfer, termination and dismissal</li> <li>1.4.4. Industrial relations practice</li> <li>1.4.5. Talent management cycle</li> <li>1.4.6. Human resource planning and human resource management</li> </ul> </li> </ul> <p><b>2. The Purchasing and Production Functions</b></p> <ul style="list-style-type: none"> <li>2.1. The nature of purchasing</li> <li>2.2. The role of the purchasing department</li> <li>2.3. Purchasing department procedures <ul style="list-style-type: none"> <li>2.3.1. Inventory control</li> <li>2.3.2. Stores control</li> <li>2.3.3. Economic order quantity</li> </ul> </li> <li>2.4. The production process <ul style="list-style-type: none"> <li>2.4.1. Types of production</li> <li>2.4.2. Costing of production</li> <li>2.4.3. Production administration</li> </ul> </li> <li>2.5. Site selection</li> <li>2.6. Factory planning</li> <li>2.7. Plant and equipment</li> <li>2.8. Materials and materials handling</li> </ul>	

- 2.9. Maintenance and production
- 2.10. Computer-Aided Design (CAD) Computer-Aided Manufacturing (CAM) and Computer-Aided Manufacture (CIM)
- 2.11. Work study

### **3. The Research and Development Function**

- 3.1. The functions of the research and development department
- 3.2. Conducting research
- 3.3. Problem-based research
- 3.4. Emergent research
- 3.5. Applied research and development
- 3.6. Patents, trademarks and service marks

### **4. The Marketing Function**

- 4.1. Marketing philosophies
- 4.2. Market analysis and research
- 4.3. Promotion, publicity and public relations
- 4.4. Pricing policy
- 4.5. Credit control
- 4.6. Sales administration
- 4.7. Transport and distribution (logistics)
- 4.8. Export marketing

### **Assessment Method**

Business Functions is assessed by an open book assignment-based examination. There are two compulsory questions which must be passed (the pass rate for each assessment component is set at a minimum of 40%) to achieve this unit. Each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to demonstrate an understanding of the interrelationship between business functions.

At level 4 Learners must demonstrate an ability to:

- (i) Analyse, interpret and evaluate information related to features of Business Functions.
- (ii) Apply theoretical/technical knowledge to demonstrate an understanding of Business Functions.
- (iii) Present an informed awareness of approaches to Business Functions.
- (iv) Effectively communicate knowledge and understanding in written response(s).

### **Teaching and Learning Resources**

Whitehead, G. and Whitehall, G. (1999). Business Management and Administration. Christchurch: Institute of Commercial Management.

Bright, J. (2023). Modern Management and Leadership: People, Places and Organisations. University of Buckingham Press

Coulter, M. and Robbins, S. (2020). Management. 15th Ed. New Jersey: Prentice Hall.

Robbins, S. and Coulter, M. (2012). Management. 11<sup>th</sup> Ed. New Jersey: Prentice Hall.

Appleby, R. (1994). Modern Business Administration. 6<sup>th</sup> Ed. England: Prentice Hall.

Buckley, M. (1994). The Structure of Business. 3<sup>rd</sup> Ed. Harlow, Essex: Longman.

<https://www.cambridge.org/core/journals/journal-of-management-and-organization/open-access>

**The Total Qualification Time (TQT) for this unit is 100 hours.**

**The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).**

GLH = 75	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH = 25	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.

<b>Unit Title</b>	<b>Employee Management</b>
<b>Level</b>	<b>5</b>
<b>Unit Code</b>	<b>PDEM05</b>
<b>Credit Value</b>	<b>10</b>
<b>Unit Aims</b>	
Employee Management aims to equip learners with an understanding of employee rights, employment law, performance management, employee reward schemes, employee engagement and the strategic organisational significance in attaining organisational objectives.	
<b>Learning Outcomes</b>	
<p><b>On Completion of this unit the learner will know and understand the:</b></p> <ul style="list-style-type: none"> <li>A. Relationship between employers and employees as it refers to individual and collective workplace relationships, including individual workplace rights.</li> <li>B. Importance of employee engagement in attaining organisational goals and objectives.</li> <li>C. Theories and strategic approaches underpinning performance and reward management.</li> <li>D. Value of reward and recognition in attracting, retaining and engaging employees.</li> </ul>	
<b>Indicative Teaching Content</b>	
<p><b>1. Strategic talent management and workforce planning</b></p> <ul style="list-style-type: none"> <li>1.1. Talent management <ul style="list-style-type: none"> <li>1.1.1. Overall business performance</li> <li>1.1.2. Role management</li> <li>1.1.3. Employee competencies</li> <li>1.1.4. Goal setting and tracking</li> <li>1.1.5. Employee retention</li> </ul> </li> <li>1.2. Employee motivation and talent management</li> <li>1.3. Workforce planning <ul style="list-style-type: none"> <li>1.3.1. Strategic resourcing</li> <li>1.3.2. Recruitment and selection</li> <li>1.3.3. Resourcing practice</li> </ul> </li> <li>1.4. Workforce planning and organisational strategy</li> <li>1.5. Human Resource Information System and HR Data Analytics</li> <li>1.6. Performance management <ul style="list-style-type: none"> <li>1.6.1. Theories of performance management</li> <li>1.6.2. Principles of effective performance management</li> <li>1.6.3. Measuring performance</li> </ul> </li> </ul> <p><b>2. Reward for performance and contribution</b></p> <ul style="list-style-type: none"> <li>2.1. Reward principles</li> <li>2.2. The psychological contract</li> <li>2.3. Approaches to reward management</li> <li>2.4. Importance to organisational culture and performance management</li> <li>2.5. Reward policy and packages</li> </ul> <p><b>3. Equality, diversity and inclusion</b></p> <ul style="list-style-type: none"> <li>3.1. Social justice case for equality, diversity and inclusion</li> <li>3.2. Promotion and delivery of equality, diversity and inclusion in the workplace</li> <li>3.3. Equality, diversity and inclusion good for individuals and businesses</li> </ul> <p><b>4. Well-being at work</b></p>	

- 4.1. Types of wellbeing
  - 4.1.1. Mental wellbeing
  - 4.1.2. Physical wellbeing
  - 4.1.3. Social wellbeing
  - 4.1.4. Financial wellbeing
- 4.2. Managing mental health in the workplace
  - 4.2.1. Promoting wellbeing for all staff
  - 4.2.2. Understanding the causes of work-related mental health problems
  - 4.2.3. Support for staff who are experiencing mental health problems

#### **Assessment Method**

Employee Management is assessed by an open book assignment-based examination. There are 2 compulsory questions, each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to demonstrate an understanding of employee rights, employment law, performance management, employee reward schemes, employee engagement and the strategic organisational significance in attaining organisational objectives.

At level 5 learners must demonstrate an ability to:

- (i) Analyse, interpret and evaluate relevant information and ideas related to employee management.
- (ii) Apply theoretical/ technical knowledge to demonstrate an understanding of employee management to address defined questions that are complex.
- (iii) Demonstrate a comprehensive awareness of different viewpoints and approaches to employee management and the reasoning behind them.
- (iv) Effectively communicate knowledge and understanding in written response(s).

#### **Teaching and Learning Resources**

Armstrong, M., & Taylor, S. (2020). Armstrong's Handbook of Human Resource Management Practice. 15<sup>th</sup> ed. London: Kogan Page Publishers.

Armstrong, M., & Taylor, S. (2014). Armstrong's Handbook of Human Resource Management Practice. 13<sup>th</sup> ed. London: Kogan Page Publishers.

Beardwell, J. & Thompson, A. (2017). Human Resource Management: A Contemporary Approach, 8th ed.

Noe, R et. Al. (2020). Fundamentals of Human Resource Management. 8<sup>th</sup> ed. New York: McGraw

Armstrong, M. and Baron, A. (2005) Managing performance: performance management in action. London: CIPD.

Fombrun, J. C. and Devanna, A. M. and Tichy, M. N. (1985) Strategic Human Resource management. John Wiley & Sons

Rees, G., and Smith, P. (2017) Strategic Human Resource Management: An International Perspective. 2<sup>nd</sup> Edition. SAGE publications.

Ozbilgin, M. & Chanlat, J-F. (2017). Management and Diversity: Perspectives from Different National Contexts. Emerald Publishing



Coursera (2023). What is An HRIS? Get Familiar With Human Resource Systems. Available at <https://www.coursera.org/articles/hris> (Assessed: 22 November 202)

Vulpen, E. (2023). What is HR Analytics? All you need to know to get started. Available at <https://www.aihr.com/blog/what-is-hr-analytics/> (Assessed: 22 November 202)

**The Total Qualification Time (TQT) for this unit is 200 hours.  
The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).**

GLH =60	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH =40	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.

<b>Unit Title</b>	<b>Employment Relations</b>
<b>Level</b>	<b>5</b>
<b>Unit Code</b>	<b>PDER05</b>
<b>Credit Value</b>	<b>10</b>
<b>Unit Aims</b>	
Employment Relations aims to equip Learners with the ability to understand people management legislation and employment law, the professional and ethical behaviour in people management and employee relationship management.	
<b>Learning Outcomes</b>	
<p><b>On completion of this unit the Learner will know and understand the:</b></p> <ul style="list-style-type: none"> <li>A. Role of professional and ethical behaviour in people management</li> <li>B. Employment legislation</li> <li>C. Specialist employment law for the formation and termination of employment contracts</li> <li>D. Strategic techniques to manage employment relationships and the potential challenges</li> </ul>	
<b>Indicative Teaching Content</b>	
<p><b>1. Professional and ethical behaviour in people management</b></p> <ul style="list-style-type: none"> <li>1.1. Working in international environments</li> <li>1.2. The gig economy</li> <li>1.3. Equitable pay ratio</li> <li>1.4. Unconscious bias</li> <li>1.5. Social mobility</li> </ul> <p><b>2. People management legislation</b></p> <ul style="list-style-type: none"> <li>2.1. Common law</li> <li>2.2. Statutory regulation</li> <li>2.3. Statute law</li> <li>2.4. Equality legislation</li> </ul> <p><b>3. Specialist employment law</b></p> <ul style="list-style-type: none"> <li>3.1. Employment contracts</li> <li>3.2. Contacts termination</li> </ul> <p><b>4. Employment relationship management</b></p> <ul style="list-style-type: none"> <li>4.1. Strategic employee relations</li> <li>4.2. Unique employee challenges <ul style="list-style-type: none"> <li>4.2.1. Engagement</li> <li>4.2.2. Development</li> <li>4.2.3. Pace of output</li> </ul> </li> <li>4.3. Trade union and non-union options</li> </ul>	
<b>Assessment Method</b>	
Employment Relations is assessed by an open book assignment-based examination. There are two compulsory questions which must be passed (the pass rate for each assessment component is set at a minimum of 40%) to achieve this unit. Each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to demonstrate an understanding of people management legislation and employment law, the professional and ethical behaviour in people management and employee relationship management.	

<p>At level 5 Learners must demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>(i) Analyse, interpret and evaluate relevant information and ideas related to Employment Relations.</li> <li>(ii) Apply theoretical/ technical knowledge to demonstrate an understanding of Employment Relations to address defined questions that are complex.</li> <li>(iii) Demonstrate a comprehensive awareness of different viewpoints and approaches to Employment Relations and the reasoning behind them.</li> <li>(iv) Effectively communicate knowledge and understanding in written response(s).</li> </ul>	
<p><b>Teaching and Learning Resources</b></p>	
<p>Armstrong, M., &amp; Taylor, S. (2020). Armstrong's Handbook of Human Resource Management Practice. 15<sup>th</sup> ed. London: Kogan Page Publishers.</p> <p>Armstrong, M., &amp; Taylor, S. (2014). Armstrong's Handbook of Human Resource Management Practice. 13<sup>th</sup> ed. London: Kogan Page Publishers.</p> <p>Noe, R et. Al. (2020). Fundamentals of Human Resource Management. 8<sup>th</sup> ed. New York: McGraw</p> <p>Williams, S (2020). Introducing Employment Relations: A Critical Approach. 5<sup>th</sup> ed. Oxford University Press</p> <p>Rees, G., and Smith, P. (2017) Strategic Human Resource Management: An International Perspective. 2nd Edition. SAGE publications.</p> <p>Bridger, E (2022). Employee Engagement: A Practical Introduction. 3<sup>rd</sup> ed. Kogan Page</p>	
<p><b>The Total Qualification Time (TQT) for this unit is 100 hours.</b></p> <p><b>The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).</b></p>	
GLH = 60	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH = 40	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.

## 5.0 Assessment and Quality Assurance

ICM assessments are designed to fulfil the objectives of each qualification. The Learning Outcomes for each unit are set externally by ICM and can be found in the individual unit descriptors.

### 5.1 The Assessment

The assessment method for the ICM Level 5 Professional Diploma in Business Management with Human Resource Management is an open book assignment-based examination comprised of two papers with two parts. One paper assesses the Management Frameworks (Part A) and Business Functions (Part B) units. One paper assesses Employee Management (Part A) and Employment Relations (Part B) units. Learners must answer all 4 compulsory 750-word, 25-mark questions in each paper from Part A and Part B. The open book assignment-based examination takes place four times each year, March, June, September and December and the assessment window is four weeks.

### 5.2 Grading

Achievement in this qualification requires a demonstration of an in-depth knowledge and understanding of each unit and the ability to acquire skills transferable to industry employment. To achieve each unit, the pass rate for each assessment component is set at a minimum of 40%. This threshold is indicative of the expected level of competence to achieve a pass grade for each unit. To achieve the qualification Learners must achieve a pass grade across all units.

### 5.3 Grade Boundaries

Grades boundaries are:

Grade	Percentage
A	70% and above
B	60% to 69%
C	50% to 59%
D	40% to 49%
F	39% and below
Ungraded is issued should evidence of malpractice or maladministration occur.	

### 5.4 Quality Assurance and ICM Business Development and Delivery Consultants

The ICM Approved Centre must demonstrate a quality management system with a committed and supported Teaching team, (sufficient in number for the planned provision) adequate Learner resources and guidance; regular Learner feedback; evidence of equal opportunities; equity and inclusivity in learning and assessment. Refer to ICM's [Inclusion and Diversity Policy](#) for further information. ICM Business Development and Delivery Consultants will support Centres in the event that Centres need assistance in demonstrating progression routes for Learners and preparation for

work, and/or further study of ICM qualifications. ICM Business Development and Delivery Consultants will carry out announced and unannounced spot check visits. It is important that ICM Approved Centres are able to provide safe access to a Centre's premises, office accommodation, data and other facilities as reasonably required by ICM.

## **6.0 Administration Arrangements**

### **6.1 Results**

Results are released to ICM Centres within three months, see the ICM website for important dates: <https://www.icm.education/important-dates>. ICM send results directly to ICM Approved Centres for collection by Learners.

### **6.2 Enquiries About Results (EAR)**

ICM Approved Centres are advised to submit **Enquiries about Results (EAR)** as soon as possible after results are issued. ICM will consider EAR if the application is made within the key deadlines published on the ICM website alongside the soft copy results dates: <https://www.icm.education/important-dates>.

ICM offer two services for EAR as follows:

1. **Priority Review of Marking:** ICM reviews original marking to ensure agreed mark scheme has been applied correctly. This includes a clerical re-check. Requests must be received from ICM Approved Centres within 5 business days of results being issued by ICM. The outcome is issued within 5 business days of request.
2. **Review of Marking:** ICM reviews original marking to ensure agreed mark scheme has been applied correctly. This includes a clerical re-check. Requests must be received from ICM Approved Centres within 10 business days of results being issued by ICM. The outcome is issued within 10 business days of request.

For more information, please see the ICM [Enquiries About Results \(EAR\) Policy and Procedure](#).

### **6.3 Certificates**

Certificates are only issued following the successful completion of a qualification. Certificates are printed and issued by ICM on watermarked paper for security purposes; these are then securely dispatched to the ICM Approved Centre or the Business Development and Delivery Consultant for distribution to the Learners. Each Learners' unique ID number is recorded which verifies the identification of the Learners' records. All information indicated on certificates enables ICM to identify and verify authenticity. In potential cases of fraudulent reproduction of ICM qualifications, ICM investigates and prosecutes where necessary. For more information, see the ICM [Fraud Policy and Procedure](#).

### **6.4 Reasonable Adjustments**

ICM and ICM Approved Centres have a duty to ensure the rights of individual Learners to have access to qualifications and examination materials, in a way in which is most appropriate for their individual needs. A Reasonable Adjustment is any action that helps to reduce the effect of a



disability or difficulty that places the Learner at a substantial disadvantage in an assessment and must be arranged before the assessment. A Learner may be granted reasonable adjustments in their assessments in accordance with ICM's [Reasonable Adjustments and Special Considerations Policy and Procedure](#).

### **6.5 Special Consideration**

Special Consideration may be given after a scheduled assessment to Learners who suffer temporary illness, injury or indisposition at the time of the examination. The type of Special Consideration given will depend on the circumstances and reflect the difficulty faced by the Learner. For further guidance refer to ICM's [Reasonable Adjustments and Special Considerations Policy and Procedure](#).

### **6.6 Integrity of Assessment**

ICM and ICM Approved Centres have a duty to ensure the fairness and integrity of assessment and to identify, manage and prevent malpractice. Malpractice includes those actions and practices, which threaten the integrity of ICM's assessments and certification, and/or damage the authority of those responsible for conducting them. It also includes impersonation, use of Artificial Intelligence (AI) language models in generating content. For further guidance, please see ICM's [Malpractice and Maladministration Policy and Procedure](#) and ICM's Artificial Intelligence Policy and Procedure.

### **6.7 Plagiarism and the use of Artificial Intelligence**

Plagiarism means claiming work to be your own which has been copied from someone or created by someone else. ICM Approved Centres must put the necessary mechanism in place to ensure that all work submitted by learners must be their own unless clearly and correctly referenced. This also includes learners using the content generated by AI or engines such as google translate which includes AI-powered features. Trainers at ICM Approved Centres must explain learners how to accurately reference, cite and create a reference list. If an ICM Approved Centre or ICM discovers evidence that learners work is copied from elsewhere, learners may be subject to the ICM Approved Centre's or ICM's malpractice procedures and relevant sanctions. For further guidance, please see ICM's [Malpractice and Maladministration Policy and Procedure](#), ICM's [Sanctions Policy and Procedure](#) and ICM's Artificial Intelligence (AI) Policy and Procedure.

### **6.8 Appeals and Complaints**

An appeal is defined as an ICM Approved Centre or Candidate asking ICM to review and, where appropriate, reconsider decisions on results given by ICM. This may be where a Candidate wants reconsideration of an ICM decision i.e. a sanction. Should a Learner wish to appeal, please refer to ICM's [Appeals Policy and Procedure](#) for further information. To submit a complaint regarding any aspect of ICM services, contact [info@icm.education](mailto:info@icm.education). Refer to ICM's [Complaints Policy and Procedure](#) for further information.

### **6.9 Resources and Available Support**

ICM's website has a [SharePoint](#) dedicated to ICM Learners which provides access to resources and materials to support ICM Qualifications which are downloadable and free of charge, these include:

- Reading lists and main topics for each qualification.

- Sample Assessment Materials.
- Downloadable resources to facilitate study skills, including a revision timetable template.
- ICM examiner-led tutorials and webinars to reinforce skills and offer Learners the tips needed to perform well in their exams.
- eLearning

## 7.0 Policy and Procedures

ICM has policies and procedures in place to support Centres and Learners. All Centres must also implement their own policies, which comply with ICM's requirements; these will be checked during the Centre Approval process and in subsequent Centre monitoring activities. It is each Centre's responsibility to make relevant policies available to Learners.

Relevant policies include:

- **Appeals Policy and Procedure:** Allows Learners to take action if they feel they have been treated unfairly.
- **Reasonable Adjustment and Special Considerations Policy:** Allows Centres to make or request any necessary adjustments to assessments in light of a Learners individual circumstances.
- **Malpractice and Maladministration Policy:** Provides a framework through which any concerns about the delivery and assessment of the qualification can be addressed.
- **Inclusion and Diversity Policy:** Ensures Centres treat Learners fairly without any bias.
- **Conflict of Interest Policy and Procedure:** Explains how ICM prevents, identifies and manages activities that might give rise to actual or perceived conflicts of interest.
- **Adverse Effects and Event Notification Policy and Procedure:** Explains how ICM should act to prevent, manage and report 'adverse events' and ensures that the effects to Learners are mitigated.
- **Complaints Policy and Procedure:** Explains the ICM complaints process.
- **Whistle-blowing Policy and Procedure:** The aim of this policy is to encourage employees and others who have serious concerns about any aspect of ICM's operations and services to come forward and voice those concerns.

Learners should ensure they also refer to the policies and procedures of the Centre with which they are registered. ICM Policies and other key documents are available on our website at:

<https://www.icm.education/policies-and-handbooks>.