

Institute of Accountants and Bookkeepers

IAB Level 4 Diploma in Human Resource Management

IAB Qualification Specification
(Amended March 2025)



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About IAB

Whilst the Institute of Accountants and Bookkeepers (IAB) was established in 1973, its history can be traced back to 1916.

The IAB was established in 1973 by the Council of the Institute of Administrative Accountants to maintain its historical connection to bookkeeping. Originally founded in 1916 as the Institute of Bookkeepers, it served as a professional body for bookkeepers - the modern equivalent of an in-house accountant working in industry and commerce.

The objective of the IAB was to offer basic qualifications in Bookkeeping at three levels - Preliminary, Intermediate and Final - with the final level being the equivalent to GCE A Level, a far cry from the breadth of qualifications now offered by the IAB. However, this principle is firmly at the heart of the organisation.

In September 2022 the International Association of Bookkeepers (IAB) changed its name to the Institute of Accountants and Bookkeepers (IAB). This change was made to reflect the diversity of our membership and breadth of our qualification offering.

In 2023, the IAB celebrated its 50th anniversary. The name change, particularly the inclusion of the word 'Institute,' reflected the organisation's rich heritage and ongoing commitment to pioneering efforts in education, anti-money laundering and legislative advocacy on behalf of the industry.

The IAB is recognised by HM Treasury to regulate our members for the purposes of the Money Laundering Regulations 2017 (Amended 2019 & 2022).

We represent our members at the following forums:

- HMRC Agent Support
- HMRC Compliance Reform
- HMRC Powers & Safeguarding
- HMRC Guidance Strategy Forum
- Anti-Money Laundering Supervisors Forum and Accountancy
- AML Supervisors' Group
- National Cross Sector SAR Forum and Advisory Reform
- Accountancy Intelligence Expert Working Group (ISEW/G)
- Companies House Accountancy Stakeholder

Recognition

We are regulated and approved by

- Ofqual (Office of the Qualifications and Examinations Regulation - England)
- CCEA (Northern Ireland).

We are a full member of Federation of Awarding Bodies (FAB).

IAB is an AML supervisory body, and we are regulated by OPBAS, a subsidiary of the

Financial Conduct Authority.

Why study with IAB

IAB has a 50-year+ history and an excellent global reputation. Our qualifications are designed to give you the best chance of achieving your full potential in your chosen career. Our suite of qualifications provides a realistic and broad opportunity for learners seeking career and professional development.

The IAB team includes established academics from UK universities and industry experts who are responsible for overseeing our entire qualification development and assessment processes to meet our high standards.

IAB offers a wide range of qualifications which are available at Levels 1 to 7 across the following subject areas:

- Business and Management
- Bookkeeping and Accounting
- Payroll

All our qualifications represent the latest in professional standards and provide opportunities for students to develop professional expertise. IAB has an outstanding history and an excellent global reputation. Our qualifications are designed to give you the best chance of achieving your full potential in your chosen career.

- Our Professionally designed qualifications give you the knowledge and skills you need to excel as a professional manager
- IAB is a not-for-profit organisation and we offer cost-effective high-quality qualifications
- IAB's flexible & fast track routes to degrees/master's degrees are a less expensive route to gaining a qualification.
- Our Ofqual qualifications are recognised by colleges, universities, employers and governments around the world.
- For over 50 years, learners around the world have been benefitting from IAB qualifications.

The qualifications have been designed to provide an ordered sequence of study that enables a student to progress from one academic level to another, i.e. from Level 1 Foundation Stage qualifications to UKHE recognised Level 4 (First Year undergraduate), Level 6 (Final Year degree graduate) and a Level 7 Diploma (i.e. Postgraduate Masters taught modules).

To develop our qualifications in business, we collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualifications meet their needs and expectations. Our qualifications are designed to adapt and develop in line with the needs and demands of employers now and in the future.

Our suite of qualifications provides a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of

organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisations' ability to stay resilient and respond positively to change and opportunities will be explored.

- We are approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation)
- Our graduates are accepted into corresponding degree and master's top-up programmes with advanced standing
- It offers an affordable pathway to a UK degree and masters (top-up) programme than the universities
- Flexible study option through approved delivery centres globally & online
- The curriculum has a combination of academic and professional elements
- Learners will gain the professional skills expected by global employers
- Option to become a professional member upon completion of certain level of our qualifications
- Increased potential for international career opportunities.
- Graduates will receive international recognition by application of designated letters.
- Increased employability and earnings potential.
- Become part of a worldwide community of professionals.
- IAB is leading the way in sustainability.
- No barriers to entry for qualifications.

About the qualification

This qualification will give learners a knowledge and understanding of some of the human resource skills, qualities and principles required for managing ethical issues, people and organisations, motivation and influencing teams and individuals including the terms of team membership and team leadership. It will also provide learners with an Understanding of organisational structures.

Availability and Accessibility

This qualification is available to learners who are registered at a recognised IAB centre which is based in England, Wales or internationally, outside of the United Kingdom.

IAB policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications

Entry Requirements

This qualification is designed for those who are typically aged 18 years of age. For learners recently in education or training the profile is likely to be:

- A GCE Advanced level profile with achievement in 2 or more subjects supported by 5 or more GCSEs, ideally including maths and English
- Other related Advanced level qualifications
- An Access to Higher Education Certificate delivered by an approved Further or Higher Education Institute
- Other equivalent international qualifications

All learners must have an appropriate level of English and may also have relevant work experience or be employed in the Hotel and Hospitality sector or other related sectors.

Mature learners may present a more varied profile of achievement that is likely to include work experience (paid or voluntary), part-time or full-time employment, with levels of levels of responsibility, participation and/or achievement of relevant professional qualifications. These may be used for recognition of prior learning (RPL).

Centres offering this qualification must recruit learners with integrity and carry out robust initial assessment to ensure that learners undertaking this qualification, have the necessary background knowledge, understanding and skills to undertake the learning and assessment at Level 4.

Progression and University Pathways

To facilitate university progression to University top-up degrees. IAB is recognised by Ofqual as an Awarding Body. Ofqual is the regulator of qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland.

Learners who complete all 10 Units at Level 4 will be awarded an IAB Level 4 Diploma in Human Resource Management with a qualification value of 120 credits.

Subject to status and completion of all Units and achievement (Pass) of all online summative assessments at Level 4, will allow learners to progress to the qualifications at Level 5.

Qualification Details

IAB Level 4 Diploma in Human Resource Management

This qualification is approved by Ofqual and meets the Ofqual General Conditions for inclusion on the Register of Regulated Qualifications. The Qualification Number (QN) is: 610/3133/1.

The Units are written at Ofqual RQF level 4 and conform to Ofqual regulations. The RQF is a framework which awards credit for qualifications. Each Unit within a qualification has a credit value and a level. The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a Unit. The level is an indication of relative demand, complexity and depth of achievement and autonomy.

For all regulated qualifications, we specify the total number of hours that learners are expected to undertake to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners. For example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT and guided learning hours are assigned after consultation with users of the qualifications.

Qualification Structure

The **IAB Level 4 Diploma in Human Resource Management** is a 120-credit qualification consisting of ten mandatory units.

Rules of combination

In order to obtain the Diploma learners must achieve 120 credits by completing all ten mandatory units.

Qualification time and Guided Learning hours

The Diploma has a recommended TQT value of 1200 hours and a GLH of a minimum of 600 hours.

The learning hours for this qualification are as follows:

Guided (GLH)	Learning Hours	Total Qualification Time (TQT)
600 hours		1200 hours

Unit Title	Level	Credit	GLH
Mandatory units			
Strategic Human Resource Management	4	12	60
Managing Ethically	4	12	60
Culture and the Organisation	4	12	60
Working in Teams	4	12	60
Organisational Structures	4	12	60
Recruitment and CPD	4	12	60
Measuring and Rewarding Performance	4	12	60
Managing People in Organisations	4	12	60
Interpersonal Skills	4	12	60
Motivating and Influencing People	4	12	60

Qualification Objectives

Rationale

This qualification will give learners a knowledge and understanding of some of the human resource skills, qualities and principles required for managing ethical issues, people and organisations, motivation and influencing teams and individuals including the terms of team membership and team leadership. It will also provide learners with an Understanding of organisational structures.

This document provides key information on the Level 4 Diploma in Human Resource

Management.

Knowledge, skills and understanding requirements

Progression

IAB qualifications are designed to allow students to pursue different routes as outlined below.

Enter a chosen field of work, pursue a promotion, or change their field of work

The IAB Level 4 Diploma in Human Resource Management supports learners who want to expand their range of knowledge and take on additional responsibility in the workplace.

Using appropriate internal processes, centres must ensure they choose the most appropriate qualification level for their students' needs.

Progress to further study, such as the next level or externally with a professional body or education provider

Holders of the IAB Level 4 Diploma in Human Resource Management qualification can use the qualification as the basis for progressing to a qualification at a higher level, thereby expanding their range of knowledge and skills.

Staffing and physical resource requirements for centres

The IAB, in line with regulatory requirements, has a Centre Agreement in place which covers the two-way obligations between the IAB as the Awarding Body and each Centre. A key section of this agreement is to ensure a professional approach to the delivery of teaching, learning and assessment, leading to the best learner experience.

Each Centre engaged with the IAB is required to ensure viable levels of staffing, managerial and financial resources are in place to enable it effectively and efficiently deliver the Qualifications as required by the Awarding Organisation.

IAB Recognition of Prior Learning (RPL)

There will be occasions where learners wish to claim recognition of prior learning that has not been formally assessed and accredited. IAB has provided detailed guidance on RPL which is available for centres on the IAB website. Centres may also contact IAB directly to obtain further clarification or discuss the requirements for RPL.

Modes of study

The Certificate may be studied Full Time or Part Time, depending on the suitability of the timetable organised by each study centre.

Guidance on Assessment and Grading Assessment

The assessment of this Level 4 qualification is completed through the submission of internally assessed learner work. To achieve a pass for a unit, a learner must have successfully achieved the learning outcomes at the pass standard set by the assessment criteria for that unit.

IAB will provide a sample assignment for each unit which can be used as the assessment for the unit. An assessor should record their judgements on the IAB template, stating whether the learner has achieved a pass and providing evidence for the judgements. The internal verifier can also use the IAB IV template but the feedback to the assessor must show whether the assessor has made valid judgements for all the learner work. Assessment judgements always require care to ensure that they are reliable and that there is sufficient and specific feedback to the learner to show whether he or she has demonstrated achievement of the LO at the specified standard.

Assessment of this specification will be in English only. Assessment materials will be published in English only and all work submitted for examination must be in English only.

Recording Assessment Judgements

Assessors are required to record assessment judgements for each student by unit. IAB has provided a template for centres to use to record their judgements and this form should be used. The form enables the centre to record any adjustments due to special considerations or reasonable adjustments. Any adjustments following appeals should also be recorded. These records must be retained as they will be checked at external verification visits. All learner work must be retained for a minimum of 4 years after certification has taken place.

Putting an Assessment Strategy in Place

You will need to demonstrate to your External Verifier that you have a clear assessment strategy supported by robust quality assurance in order to meet the IAB requirements for registering learners for a qualification. In devising your assessment strategy, you will need to ensure that:

- Centre devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet.
- the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, evaluate, synthesise.
- the assignment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete (The RQF level descriptors will be helpful to you in determining the level of content of the assessment).
- Students are well-briefed on the requirements of the unit and what they have to do to meet them.
- Assessors are well trained and familiar with the content of the unit/s they are assessing.
- There is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification.
- Assessment decisions are clearly explained and justified through the provision of

- feedback to the learner.
- work submitted can be authenticated as the learner's own work and that there is clear guidance and implementation of the centres Malpractice Policy.
- there is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external verification will be needed.
- Sufficient time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification.
- Centres will be required to undertake training, internal verification and standardisation activities as agreed with IAB.

Grading system

The grading algorithms and overall grade thresholds published in any IAB specification may be subject to change where this is necessary to maintain standards.

This qualification involves assessment using judgements against the same 'Pass', Learning Outcomes and Assessment Criteria over time to make a decision about whether a learner has met the required standard. Our grading system is extremely simple and we do not currently envisage the need to change this. However, should a change become necessary, the change would be published in an updated version of the specification with a clearly revised version number and a new 'valid from' date on the front cover. We will write to all centres in good time to inform them of this change so that plans for any changes can be made to your programme delivery, internal assessment and quality assurance arrangements.

The IAB grading system where a qualification result can be either Pass or Fail is as currently follows and we plan to maintain this system for the foreseeable future:

- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit
- Learner does not meet all Learning Outcomes at Pass standards stated in the assessment in a unit > Learner gains a Fail for the unit
- Learner achieves a Pass for all the required units in the rules of combination > learner achieves a Pass for the qualification
- Learner does not achieve a Pass for all the required units in the rules of combination > learner achieves a Fail for the qualification but may receive unit credit certification for those units achieving a Pass.

Qualification Grading Structure

Determining the Overall Qualification Grade

Each unit is graded pass or fail. As well as receiving a grade for each individual unit learners will receive an overall grade for the qualification. Each unit is equally weighted.

To achieve a Pass grade for the qualification the learner must achieve a Pass for all the required units in the rules of combination.

Marking and moderation

Marking of assessments is usually undertaken by the module tutor. On occasion another marker may conduct the marking process.

Moderation is undertaken by a separate independent assessor, and is a process separate from the marking of assessments. It acts as a filter, which ensures that an assessment outcome is fair, valid and reliable, and that assessment criteria have been applied consistently.

Moderation will take place before External Examiners review the operation of the marking and internal moderation process.

Quality Assurance of Centres

Centres delivering IAB qualifications must be committed to ensuring the quality of teaching and learning so that the learner experience is assured. Quality assurance will include a range of processes as determined by the centre and this could include, IAB learner feedback, lesson observation, analysis of qualitative and quantitative data etc. There must also be effective standardisation of assessors and verification of assessor decisions. IAB will rigorously monitor the application of quality assurance processes in centres.

IAB's quality assurance processes will include:

- Centre approval for those centres which are not already recognised to deliver IAB RQF qualifications
- Monitoring visits to ensure the centre continues to work to the required standards
- External verification of learner work

Centres will be required to undertake training, internal verification and standardisation activities as agreed with IAB. Details of IAB's quality assurance processes are provided in the IAB Assessment Delivery Process and Centre Assessment Standards Scrutiny (CASS) Strategy.

Access arrangements, Reasonable Adjustments and Special Considerations

The IAB, in line with regulatory requirements has a number of policies in place to ensure we support learners who may have specific needs, for example a form of disability.

As an awarding organisation, the IAB has a duty not to discriminate against individuals in relation to conferring qualifications in respect of the protected characteristics set out in the Equality Act 2010 (an Equality, Diversity and Inclusion Policy and Procedures are in place). The IAB will take steps when developing specifications, identifying the assessment criteria, and drafting assessment content to ensure that the impact on individuals with differing protected characteristics is minimised.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- Access the assessment
- Show what they know and can do without changing the demands of the assessment

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable Adjustments

The duty for the IAB to make a reasonable adjustment will apply where assessment arrangements would put a learner who has a disability or learning need at a substantial disadvantage in comparison with a learner who does not have a disability or learning need. In such circumstances, the IAB is required to take steps to mitigate that disadvantage.

Whether an adjustment will be considered reasonable will depend on several factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the impact of the adjustment on the student with the disability and other students

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, time limits or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable.'

Where a learner has been awarded a Reasonable Adjustment or Special Consideration this must be recorded on the assessment sheet and the learner record. External Verifiers will take account of this information at the external verification of learner work. Further details on Reasonable Adjustments and Special Considerations are provided in the policy document, which can be found on our website. Please contact IAB if you uncertain about adjustments for certain learners.

Special consideration

Special consideration is a post-assessment adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/ assessment, which has had, or is likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Equality Act 2010 and IAB Equality Policy

Equality and fairness are central to our work. Our Equality Policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- Students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic.
- All students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Appeals and enquiry of results

The IAB has an Enquiries and Appeals Policy in place which describes the process and procedures for enquiries about results and appeals against assessment decisions and Reasonable Adjustments and Special Considerations permissions.

Learners or centres may wish to submit an enquiry about results – for example, if results vary considerably from those expected. A clerical check of results may conclude the enquiry, or a learner/centre may decide to progress to appeal. An appeal against an assessment decision may be submitted without having already submitted an enquiry about results.

Where an associated investigation leads to the discovery of a failure in its assessment process, the IAB will take all reasonable steps to:

- Identify any other learner who has been affected by the failure
- Take corrective action or, where no corrective action can be taken, mitigate as far as possible the effect of the failure
- Ensure that such a failure cannot reoccur

Results and certification

Results and certification will be provided within a 3-month timescale. This period is allocated to enable marking and moderation to take place.

Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to

compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to the IAB awarding team by email ao@iab.org.uk clearly identifying the title or posted to the registered office 110 Bishopsgate, London, EC2N 4AY. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with IAB.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment, or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to IAB awarding team by email ao@iab.org.uk clearly marked malpractice or posted to the registered office 110 Bishopsgate, London, EC2N 4AY. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with IAB.

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for verification can be authenticated as the learner's own. Any instance of plagiarism detected by the External Verifier during sampling, will be investigated and could lead to sanctions against the centre.

Centres should refer to the Assessment Delivery Policy and the IAB Malpractice and Maladministration Policy on the IAB website.

Qualification Specification

1	Qualification Title	IAB Level 4 Diploma in Human Resource Management
2	Qualification code	610/3133/1
3	Level	4
4	Pre-requisite Module/s	Not applicable
5	Outline	This qualification will give learners a knowledge and understanding of some of the human resource skills, qualities and principles required for managing ethical issues, people and organisations, motivation and influencing teams and individuals including the terms of team membership and team leadership. It will also provide learners with an Understanding of organisational structures.
6	Module structure	The course consists of the following modules: 1. Strategic Human Resource Management 2. Managing Ethically 3. Culture and the Organisation 4. Working in Teams 5. Organisational Structures 6. Recruitment and CPD 7. Measuring and Rewarding Performance 8. Managing People in Organisations 9. Interpersonal Skills 10. Motivating and Influencing People

Unit Specifications

Unit Title	1: Strategic Human Resource Management
Unit Aims	This unit aims to develop knowledge and understanding of the importance of strategic human resources management for all organisations. This includes its role in organisational planning. The unit also considers the effects of external and internal human resources factors on organisations and issues related to legislation surrounding employment.
Unit Level	4
Guided Learning Hours	60
Credit Value	12
Unit Grading Structure	Pass
Assessment Guidance	In order to reach a pass standard for this unit, learners must demonstrate achievement of each learning outcome at the standards provided by the related assessment criteria
Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand the role of strategic HRM in an organisation	1.1 Explain the role and purposes of HRM 1.2 Discuss the relationships between HRM and strategy 1.3 Evaluate the HRM planning process
2. Know how to analyse the external and internal factors impacting on the labour market	2.1 Discuss the nature of the labour market 2.2 Analyse the internal factors that lead to demands for skills 2.3 Explain the principles of supply and demand that impact on the labour market 2.4 Analyse factors contributing to the supply of skills in the labour market
3. Understand the different ways that employment can be terminated	3.1 Explain different ways of terminating employment 3.2 Describe the legal processes behind each type of termination 3.3 Explain the process of redundancy 3.4 Critically compare fair and unfair dismissal
4. Understand the different forms of discrimination	4.1 Analyse the protected characteristics in discrimination 4.2 Explain the difference between direct and indirect discrimination

Indicative Content – Unit 1

- Understand the role of strategic HRM in an organisation.
 - Relationships with strategy
 - Employee relations

- Administration
- Rewards
- HR planning

2. Know how to analyse the external and internal factors impacting on the labour market.

- Definitions of labour market
- Demand for skills
- Filling gaps

- Predicting supply
 - Unpredictability – illness
 - Predictable – pregnancy leave, holidays
 - PESTLE analysis
 - SWOT analysis
3. Understand the different ways the employment can be terminated
- Mutual agreement
 - Fair and unfair dismissal
 - Redundancy
 - Retirement
 - Capability
 - Misconduct and gross misconduct
 - Statutory rights
 - Redundancy process and selection matrix
 - Employee representation
4. Understand the different forms of discrimination
- Protected characteristics
 - Direct and indirect discrimination
 - Perceptions
 - Associations
 - Victimisation
 - Harassment
 - Resolution processes and tribunals

Unit Title	2: Managing Ethically
Unit Aims	This unit aims to develop an understanding of the importance of adopting an ethical approach in management. This includes understanding ethical issues and considering the viewpoints of stakeholders.
Unit Level	4
Guided Learning Hours	60
Credit Value	12
Unit Grading Structure	Pass
Assessment Guidance	In order to reach a pass standard for this unit, learners must demonstrate achievement of each learning outcome at the standards provided by the related assessment criteria.
Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand ethical issues and ethical principles in decision making	1.1 Evaluate the role of ethics in decision making 1.2 Discuss the characteristics of an ethical organisation 1.3 Assess the impact of clear codes of practice
2. Understand how organisational stakeholders' approach ethical management	2.1 Describe the key stakeholders of a range of organisations 2.2 Discuss how different stakeholders' approach ethical management
3. Understand the effects of laws and regulations on the ethical management of an organisation	3.1 Describe the common laws of contract and tort 3.2 Explain the duty of care of organisations 3.3 Discuss the importance of mental health and employee wellbeing 3.4 Discuss effective management of health and safety
4. Understand how strategic planning can support the development of corporate social responsibility	4.1 Analyse the characteristics of corporate social responsibility 4.2 Evaluate the significance of governance to corporate social responsibility 4.3 Discuss the role of corporate social responsibility in strategic planning

Indicative Content - Unit 2

1. Understand ethical issues and use ethical principles in decision making

- Definitions of ethics
- Importance of ethics and ethical values
- Ethical principles
- Utilitarianism/rights/justice
- Ethical organisations
- Codes of ethical practice

- Trustworthiness
- Respect
- Responsibility
- Caring
- Justice and fairness
- Citizenship
- Public life
- Nolan principles

2. Understand how organisational stakeholders approach ethical management

- Categories of stakeholders
- Roles of stakeholders
- Interactions between stakeholders
- Influence and power
- Mapping roles
- Interest-influence grid

3. Understand the effects of laws and regulations on the ethical management of an organisation

- Law of contract
- Law of tort
- Duty of care
- Recruitment and selection processes
- Health and safety
- Workplace welfare

4. Understand how strategic planning can support the development of corporate social responsibility

- Social and environmental principles
- Principles of corporate governance
- Pressure groups
- Levels of CSR
- Governance and middle management
- Codes of corporate governance
- Competitive advantage
- Sustainability
- Ethical supply chain management
- Treatment of staff

Unit Title	3: Culture and the Organisation
Unit Aims	This unit aims to develop knowledge of the culture of organisations. This includes the influence of different cultures on an organisation and steps taken to assess them. It studies the development and use of teams and groups, as well as analysing the management of initiatives for change.
Unit Level	4
Guided Learning Hours	60
Credit Value	12
Unit Grading Structure	Pass
Assessment Guidance	In order to reach a pass standard for this unit, learners must demonstrate achievement of each learning outcome at the standards provided by the related assessment criteria. LO2 requires the learners to use a named organisation and be able to do what is stated.
Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand what is meant by organisational culture	1.1 Analyse different theories of organisational culture 1.2 Assess different types of organisational cultures 1.3 Examine how culture is manifested within an organisation.
2. Be able to identify the influence of culture on business performance	2.1 Identify the cultural values in operation in a chosen organisation 2.2 Evaluate the influence of cultural values on leadership styles and business structures in the chosen organisation 2.3 Evaluate the influence of cultural values on productivity in the chosen organisation
3. Understand how organisational culture influences teams and groups	3.1 Explain how different types of organisational culture impact on the working practices of teams and groups 3.2 Explain how the structures of teams and groups can be affected by organisational culture 3.3 Describe how teams and groups evolve shared culture
4. Understand the key factors of a successful culture change management process	4.1 Evaluate the importance of culture change to organisations 4.2 Evaluate the key components of a cultural change management programme 4.3 Assess the potential barriers to successful culture change management 4.4 Explain the benefits of successful change management to organisations

Indicative Content – Unit 3

1. Understand what is meant by organisational culture

- Culture web
- National cultures

- Orientation, language and religion
 - Impact on values
2. Be able to identify the influence of culture on business performance.
- Operational excellence
 - Product leadership
 - Customer intimacy
 - Business impact
 - Leadership styles
 - Organisations structures – function-based/product-based/project-based/matrix team-based
 - Scheid's model of organisational culture
 - Schneider's Four Cultures model
 - Value disciplines
 - Team culture
 - Cross-cultural theories
3. Understand how organisational culture influences teams and groups
- Innovation/agility/execution
 - Project work
 - Team and group purpose
 - Team characteristics
 - Evaluation and reflection
 - Team development
 - High performance teams
 - Belbin's roles
 - Tuckman's stages of team development
 - Dissent and creative tension
4. Understand the key factors of a successful culture change management process
- Creation of the right environment
 - Effective leadership
 - Empowering people
 - Embedding culture
 - Force Field theory
 - Organisational Development (OD) theory
 - Practical implementation

Unit Title		4: Working in Teams
Unit Aims	This unit develops knowledge and understanding of how teams work. Learners will explore the features of an effective team, motivation and leadership and the importance of delegating, influencing and developing excellent interpersonal skills. Learners will develop understanding of how good teamwork creates synergy within an organisation.	
Unit Level	4	
Guided Learning Hours	60	
Credit Value	12	
Unit Grading Structure	Pass	
Assessment Guidance	In order to reach a pass standard for this unit, learners must demonstrate achievement of each learning outcome at the standards provided by the related assessment criteria. Learners will need to refer to theory and actual examples in their work in order to meet the standards required.	
Learning Outcomes – The learner will:		Assessment Criteria – The learner can:
1. Understand the key features of an effective team		1.1 Analyse the characteristics of an effective team 1.2 Describe different team styles 1.3 Discuss own preferred team style giving reasons for the decisions taken 1.4 Evaluate approaches to building a successful team
2. Understand the key features of an effective team leader		2.1 Explain the role of a team leader and the skills and qualities required 2.2 Describe a range of different team leadership styles 2.3 Analyse own personal preferred leadership style 2.4 Evaluate the team leadership skills of a specific individual
3. Understand the principles of effective delegation to team members		3.1 Explain the difference between delegation and abdication of responsibility 3.2 Describe the benefits and risks of delegation to managers and members of a team 3.3 Evaluate the 'Eight-step plan for successful delegation'
4. Know how to build and maintain relationships with colleagues		4.1 Explain the importance of creating good relationships in work teams 4.2 Analyse the characteristics of effective feedback 4.3 Describe the indications and common causes of disagreement in work teams 4.4 Explain the approaches people use to resolve conflict situations in work teams

1. Understand the key features of an effective team
 - Definitions
 - Qualities of an effective team
 - Team styles, personal/preferred team style
 - Making a team cohesive: unity of direction in a team, encouraging positive teamwork in a team
2. Understand the key features of an effective team leader
 - The leadership role
 - Qualities and skills an effective leader need to use, why leaders are necessary
 - Relationship between leadership and vision
 - Leadership styles, own preferred leadership style
3. Understand the principles of effective delegation to team members
 - What is delegation: difference between delegation and abdication of responsibility
 - Benefits of delegation for a manager and members of a team
 - Tasks suitable for delegation
 - Process of successful delegation
4. Know how to build and maintain interpersonal relationships with colleagues
 - Good relationships: their importance, main characteristics of relationships with colleagues
 - Feedback: positive and negative feedback, constructive feedback, giving and receiving feedback
 - Causes of conflict at work: the signs of conflict, tactics for resolution of conflict situations

Unit Title		5: Organisational Structures
Unit Aims	This unit aims to identify the causal determinants of organisational structures and help learners to understand the relationships between organisational structure and strategy.	
Unit Level	4	
Guided Learning Hours	60	
Credit Value	12	
Unit Grading Structure	Pass	
Assessment Guidance	In order to reach a pass standard for this unit, learners must demonstrate achievement of each learning outcome at the standards provided by the related assessment criteria. Learners will need to show understanding of theoretical concepts and provide examples in their work to support achievement of the standards.	
Learning Outcomes – The learner will:		Assessment Criteria – The learner can:
1. Understand the factors that shape the design of structures in organisations		1.1 Discuss historical trends in organisational structure 1.2 Analyse the factors that influence the design of structures in organisations 1.3 Compare and contrast the strengths and weaknesses of different organisational structures
2. Understand the link between organisational structure and management		2.1 Describe the management styles common to different organisational structures 2.2 Analyse the link between organisational structure and management style in a named organisation 2.3 Evaluate the shift from administration and control towards human relations
3. Understand how the business environment influences the chosen strategy and structure of organisations		3.1 Analyse the impact that the business environment has on the organisational structure 3.2 Explain how an organisation might change its structure to align with its strategic direction
4. Understand how strategic changes impact on organisational structure		4.1 Analyse competitive strategies theories 4.2 Explain the potential impact of these theories on organisational structure 4.3 Describe how approaches to internationalisation and global operations influence structure

1. Understand the factors that shape the design of structures in organisations
 - Organisation structures – functional, product or activity-based, project-based, matrix, hierarchical, centralized, rule-driven
 - Likert leadership styles – exploitive autocratic, benevolent authoritative, participative, democratic
 - Dimension to structure – complexity, centralization
 - Organic structure, mechanistic structure
2. Understand the link between organisational structure and management
 - Individuals, workforce, environment
 - Efficiency, high performance
 - Empowerment
 - Approaches to management – Taylor, Fayol, Weber, Mayo
 - Role culture, task culture, power culture, person culture
 - Maslow's hierarchy of needs
 - Herzberg's two-factor theory
 - Expectancy theory
 - McGregor's X and Y theory
 - Motivation (Ritchie and Martin)
 - Contingency approach
3. Understand how the business environment influences the chosen strategy and structure of organisations
 - Macro environment - PESTLE analysis
 - Micro environment – Porter's five forces and expanded model
4. Understand how strategic changes impact on organisational structure
 - Porter's competitive strategies – cost leadership strategy, differentiation strategy, focus strategy, middle of the road strategy
 - Treacy and Wiersema – operational excellence, product leadership, customer intimacy
 - Mergers, acquisitions, downsizing
 - Growth, public listing, internationalisation, global function structure, global division structure, global matrix structure

Unit Title	6: Recruitment and CPD
Unit Aims	This unit aims to develop knowledge and understanding of the processes used by organisations to recruit and retain effective employees. It considers the legal requirements of employment contracts and discusses the role of supporting personal development.
Unit Level	4
Guided Learning Hours	60
Credit Value	12
Unit Grading Structure	Pass
Assessment Guidance	In order to reach a pass standard for this unit, learners must demonstrate achievement of each learning outcome at the standards provided by the related assessment criteria. Learners will need to apply their work to actual business processes and provide exemplar material.
Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand the internal approaches used to determine recruitment needs	1.1 Explain the process of job analysis 1.2 Evaluate the use of job description and person specification documents for recruiting new personnel 1.3 Analyse the requirements for a specified role and propose essential and desirable criteria
2. Understand the different approaches used by organisations to attract and select people	2.1 Explain the processes involved in attracting people 2.2 Describe different approaches commonly used to attract people 2.3 Describe the components of a selection procedure 2.4 Discuss different techniques used in the interviewing stage of recruitment
3. Understand the requirements of contracts of employment	3.1 Describe legislation involved in the preparation of a contract of employment 3.2 Analyse the sections of a contract 3.3 Explain the contractual obligations of employees and employers
4. Understand the importance of personal development	4.1 Discuss the need for personal development by individual people and organisations 4.2 Analyse the key requirements of an induction process for new employees 4.3 Explain how the employer can benefit from supporting continuous professional development

Indicative Content – Unit 6

1. Understand the internal approaches used to determine recruitment needs
 - Job analysis
 - Reference to process documentation
 - Rodger's seven-point plan
 - Job description – title, responsibilities, tasks, work skills, demands, conditions
 - Person specification – qualifications, experience, personal skills, character
2. Understand the different approaches used by organisations to attract and select people
 - Targeted advertising
 - Use of different media – advantages and disadvantages
 - Recruitment agencies
 - Headhunting
 - Media targeting
 - Selection process
 - Interviews
3. Be able to prepare a contract of employment
 - Legal requirements
 - Probationary period
 - Specific benefits
 - Confidentiality
 - Duties of employers and employees
4. Understand the importance of personal development
 - Employee retention
 - Induction process
 - Training needs analysis
 - Continuing Professional Development (CPD)

Unit Title	7: Measuring and Rewarding Performance
Unit Aims	This unit examines the processes for assessing the performance of employees and using the information obtained to develop appropriate incentives to maintain appropriate performance levels.
Unit Level	4
Guided Learning Hours	60
Credit Value	12
Unit Grading Structure	Pass
Assessment Guidance	In order to reach a pass standard for this unit, learners must demonstrate achievement of each learning outcome at the standards provided by the related assessment criteria. For LO2, learners will need to produce work that shows they know how to achieve the stated outcome.
Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand the concept of performance management	1.1 Explain the purpose of performance management for an organisation 1.2 Describe the benefits of performance management 1.3 Analyse the simple performance management cycle
2. Know how to carry out an effective appraisal interview	2.1 Discuss the purpose of the performance appraisal interview 2.2 Analyse different approaches to appraisal interviews 2.3 Discuss individual elements of an appraisal interview 2.4 Explain the development of setting objectives
3. Understand the nature of disciplinary issues	3.1 Describe types of disciplinary issues 3.2 Explain legislation surrounding disciplinary issues 3.3 Discuss the correct procedures for giving warnings and dismissing employees
4. Understand the relationship between performance and reward	4.1 Explain how employee performance can be measured 4.2 Discuss pay-related reward structures 4.3 Evaluate the impact of incentives and rewards on employee performance 4.4 Describe theories of motivation linked to reward

Indicative Content – Unit 7

1. Understand the concept of performance management
 - Aims of performance review cycle
 - Planning/Doing/Reviewing/Revising
2. Know how to carry out an effective appraisal interview
 - Benefits for organisation and individuals
 - Different approaches
 - Establishing rapport
 - Questioning and listening
 - Use of praise
 - Focus
 - Setting objectives
3. Understand the nature of disciplinary issues
 - Legislation
 - Employment Appeal Tribunal
 - Warnings process
 - Dismissal
4. Understand the relationship between performance and reward
 - Measuring performance
 - Types of benefit
 - Benefits
 - Links to pay – performance, competence, contribution, skills
 - Motivation theories – Maslow, Adams, Vroom, Latham & Locke

Unit Title	8: Managing People in Organisations	
Unit Aims	This unit aims to develop knowledge of those aspects of managing people in organisations. This includes development and training of people, personal effectiveness and workplace welfare.	
Unit Level	4	
Guided Learning Hours	60	
Credit Value	12	
Unit Grading Structure	Pass	
Assessment Guidance	In order to reach a pass standard for this unit, learners must demonstrate achievement of each learning outcome at the standards provided by the related assessment criteria.	
Learning Outcomes – The learner will:		Assessment Criteria – The learner can:
1. Understand why organisations develop their people		1.1 Analyse the costs and benefits of developing and training staff 1.2 Describe when and why organisations are most likely to develop their staff 1.3 Assess the value of the learning organisation
2. Know how to identify effective training and development		2.1 Evaluate different approaches to training needs analysis 2.2 Explain the training cycle 2.3 Classify a range of learning styles 2.4 Assess the effectiveness of different training methods
3. Understand the importance of personal skills for effective people management		3.1 Explain the importance of self-confidence and creativity 3.2 Discuss the value of good time management 3.3 Describe the value of personal effectiveness to an organisation.
4. Understand the steps taken by organisations to ensure workplace welfare		4.1 Assess the benefits to be gained from a programme of workforce welfare 4.2 Describe approaches to risk assessment and safety 4.3 Analyse procedures for staff training and improvement

Indicative Content – Unit 8

1. Understand why organisations develop their people
 - Training and development of individuals
 - Types of testing
 - Learning organisations
 - Learning styles
 - Coaching
 - Mentoring
 - Counselling

2. Know how to identify effective training and development
 - Knowledge gap and skills gaps
 - Learning objectives
 - Training cycle
 - Design of employee training
 - Types of materials
 - Learning styles
 - Delivery
 - Distance learning/online courses
 - Evaluation of training
3. Understand the importance of personal skills for effective people management
 - Self confidence
 - Development of creativity
 - Personal goals and objectives
 - Time management
 - Planning improvements
 - Dealing with people
 - Personal attributes
4. Understand the steps taken by organisations to ensure workplace welfare
 - Benefits
 - Costs
 - Manager responsibilities
 - Workplace safety audits
 - Risk assessments
 - Preventing accidents
 - Staff safety training
 - Stress management
 - Work life balance
 - Harassment and bullying

Unit Title		9: Interpersonal Skills
Unit Aims	This unit aims to help students develop appropriate knowledge and understanding in order to understand and promote effective interpersonal skills within organisations.	
Unit Level	4	
Guided Learning Hours	60	
Credit Value	12	
Unit Grading Structure	Pass	
Assessment Guidance	In order to reach a pass standard for this unit, learners must demonstrate achievement of each learning outcome at the standards provided by the related assessment criteria.	
Learning Outcomes – The learner will:		Assessment Criteria – The learner can:
1. Understand the interpersonal skills that are required by managers and leaders		1.1 Discuss different management roles in an organisation 1.2 Assess the range of skills that an effective manager needs 1.3 Analyse the interpersonal skills requirements of different leadership styles
2. Understand the interpersonal skills requirements of different management tasks		2.1 Describe the interpersonal skills requirements of multi-tasking 2.2 Explain the interpersonal skills requirements of effective time management 2.4 Describe the essential skills for giving effective presentations
3. Know how to audit and plan own interpersonal skills development		3.1 Describe the tools and techniques that can be used to carry out a skills audit 3.2 Assess different options for interpersonal skills development 3.3 Identify appropriate strategies for different learning styles 3.4 Explain the key components of a personal development plan 3.5 Explain the importance of a Personal Development Plan
4. Understand how learning approaches and styles can be used to enable development of interpersonal skills		4.1 Describe different learning styles and approaches 4.2 Identify appropriate strategies for different learners 4.3 Assess methods for effective study for improvement

1. Understand the interpersonal skills that are required for managers and leaders
 - Defining interpersonal skills
 - Leadership – transactional, transformational
 - Decisiveness and credibility
 - Managerial roles – Mintzberg, Luthan, Kotter
2. Understand the interpersonal skills requirements of different management tasks
 - Attributes
 - Disciplining
 - Counselling, mentoring and coaching
 - Leading and chairing meetings
 - Effective communication
3. Know how to audit and plan own interpersonal skills development
 - Transferable skills
 - Personal reflection
 - 360o review
 - Nature of audit
 - Personal Development Plan
 - Work focus
4. Understand how learning approaches and styles can be used to enable development of interpersonal skills
 - Kolb's learning cycle and styles
 - Strategies for different learners – Honey & Mumford, VARK
 - Planning study

Unit Title	10: Motivating and Influencing People
Unit Aims	This unit aims to develop knowledge and understanding of how to motivate and influence people in organisations. This includes identifying factors that motivate people, organisational planning when working with others.
Unit Level	4
Guided Learning Hours	60
Credit Value	12
Unit Grading Structure	Pass
Assessment Guidance	In order to reach a pass standard for this unit, learners must demonstrate achievement of each learning outcome at the standards provided by the related assessment criteria.
Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Know how to motivate individuals	1.1 Discuss key considerations in motivating individuals 1.2 Analyse the links between performance and motivation 1.3 Analyse individual differences in motivation levels 1.4 Propose strategies for motivating different individuals
2. Know how to motivate teams	2.1 Describe key considerations in motivating teams 2.2 Analyse the links between individual motivation and team motivation 2.3 Propose strategies for motivating a team 2.4 Discuss the importance of setting appropriate goals
3. Understand how to influence individuals and teams	3.1 Analyse the nature of power and influence 3.2 Describe the use of rewards to help motivation 3.3 Explain how organisational culture affects motivation of individuals and teams
4. Know how to improve your own performance in motivating and influencing people	4.1 Discuss own approach to motivating others 4.2 Evaluate own position of power and influence 4.3 Propose improvements to own approach to motivation

Indicative Content – Unit 10

1. Know how to motivate individuals
 - Needs, motives, drives, incentives
 - Process of motivation
 - Performance and ability
 - Internal and external motivation
 - Maslow's theory of needs (self-actualisation)
 - Herzberg's two-factor theory (hygiene and motivator)
 - McClelland's achievement theory

2. Know how to motivate teams
 - Expectancy theory
 - Valence and expectations
 - Goal setting
 - Goal conflict
 - Risk
 - Equity theory
 - Approaches to work – job enlargement, job enhancement, job rotation
3. Understand how to influence individuals and teams
 - Power and influence
 - Rewards
 - Tactics
 - Ciardini's principles of persuasion
 - Influence and management
 - Organisational culture
 - Recruiting a team
 - Psychological contract
4. Know how to improve your own performance in motivating and influencing people
 - Successful motivation
 - Influencing people
 - Transactional and transformational leadership
 - Planning
 - Making improvements

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