NVQ Unit 25 Manage redundancy and redeployment

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| **Learning Outcome** | **Assessment Criteria** | **Guidelines and range****The candidate provides evidence that they understand:** |
| 1.Understand the management of redundancy | 1.1 Explain the legal requirements that relate to the management of redundancy | The main legislation governing redundancy includes:* The Trade Unions and Labour Relations (Consolidation) Act 1992
* The Collective Redundancies and Transfer of Undertakings (Protection of Employment) Regulations 1995
* The Employment Rights Act 1996
* The Collective Redundancies and Transfer of Undertakings (Protection of Employment) Regulations 1999
* The Collective Redundancies ( Amendment) Regulations 2006
* The Collective Redundancies and Transfer of Undertakings ( protection of Employment Regulations 2014
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|  |  | *In this criterion the learner is required to explain the legal requirements that relate to the management of redundancy.* |
|  | 1.2 Explain the conditions required for redundancy and their implications | A genuine redundancy arises only when there has been, or is going to be :* A cessation of business
* A cessation of business on the employee’s site
* A reduction or cessation of work
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|  |  | *In this criterion the learner is required explain the conditions required for redundancy and their implications.* |
| 1.3 Explain the possible ways of avoiding redundancies | Organisations should attempt to avoid redundancy.Redundancy can be avoided in a number of ways including:* Offering early retirement to volunteers
* Retraining or redeployment
* Offering existing employees sabbaticals or secondments
* Alternative to redundancy (ATR) schemes in which employees do not work for their employer for a specific period and are free to seek new work while receiving an ATR allowance
* Pay freeze
* Short time working
* Natural wastage
* Recruitment freezes
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| *In this criterion the learner is required explain the ways to avoid redundancy with examples to illustrate.* |
| 1.4 Describe the factors involved in identifying the pool for redundancy | The group of employees selected for redundancy (the selection pool) must be carefully identified and the criteria for selection set, for example those in a particular department. There may be more than one selection pool. Failure to identify the pool correctly could lead to dismissals being seen as unfair. Some selection criteria are automatically seen as unfair. This includes using any protected characteristics under the Equality Act 2010.If there is the need for a choice between employees within the wider pool then selection must be based on further criteria e.g. skills and qualifications, performance records. A scoring points system against a number of criteria may be used. Care to avoid discrimination is essential. LIFO may be a criteria but is not recommended as the sole criteria. |
| *In this criterion the learner is required to describe the factors involved in identifying the pool for redundancy.* |
| 1.5 Explain the factors involved in identifying an appeals process | An organisation should have a formal procedure on redundancy and the appeals procedure forms part. This policy includes amongst others notifying employees selected that they are at risk and individual consultation. Failure to follow the organisation’s procedure as set out or identifying those for redundancy on the basis of unsound criteria could lead to a case for unfair dismissal. An appeals procedure enables any employee who feels they have been unfairly or inappropriately selected to appeal against the decision.  |
| *In this criterion the learner is required to explain the factors involved in identifying an appeals process.* |
|  | 1.6 Explain the process for planning and managing a redundancy | How to plan and manage redundancy processes are set out in the organisation’s procedure and advice on good practice is provided by ACAS. |
| *In this criterion the learner is required to explain the process for planning and managing a redundancy. This would be effectively illustrated by reference to an organisation’s procedure.* |
| 1.7 Evaluate the implications of voluntary and compulsory redundancy on individuals | Employers may decide to identify employees willing to volunteer for redundancy by offering a voluntary redundancy package and avoiding compulsory redundancies.An evaluation of the implications requires the identification of the advantages and disadvantages of each option and drawing conclusions on appropriateness to the needs of individuals. |
| *In this criterion the learner is required to* *evaluate the implications of voluntary and compulsory redundancy on individuals.* |
| 1.8 Evaluate the implications of voluntary or compulsory redundancies for organisations | The implications for organisations will differ from those for individual.An evaluation requires the identification of the advantages and disadvantages of each option and drawing conclusions on appropriateness to the needs of the organisation. |
| *In this criterion the learner is required* to evaluate the implications of voluntary or compulsory redundancies for organisations. |
| 1.9 Evaluate the types of information required by staff who are retained | Those employees not selected for redundancy are sometimes seen as ‘survivors’ and there is likely to be impact on the psychological contract of employment and organisational culture as a result of the way in which redundancy is perceived to have been handled by the organisation. Providing correct and timely information to employees is an essential part of avoiding a demoralized workforce concerned about job security. |
| *In this criterion the learner is required to evaluate the types of information required by staff who are retained.* |
|  | 1.10 Evaluate the types of information required by staff who are made redundant | Provided they have more than two years’ service, staff who are made redundant will receive redundancy payments. There is a statutory minimum requirement but employers often exceed this. Some employers also offer counselling and support including training in interview skills and CV writing. Employees who are made redundant should also be aware of the appeals process. |
| *In this criterion the learner is required evaluate the kind of information that staff who are made redundant require.*  |
| 1.11 Assess the role of outplacement in redundancy | Some organisations offer outplacement advice, possibly employing a specialist consultant, who will assist employees who are made redundant to find alternative employment.An assessment of this role requires the description of what a outservice scheme might provide and the identification of potential advantages and disadvantages of using such a scheme. Conclusions should be drawn. |
| *In this criterion the learner is required to assess the role of outplacement in redundancy.* |
| 2. Understand the principles of redeployment  | 2.1 Explain the concept of redeployment | Redeployment refers to the transferring of an employee from one job to a broadly comparable job to ensure continuity of employment. This is likely to occur as a result of redundancy, but that is not always the case. Redeployment enables the organisation to retain skills and to create a flexible workforce. |
| *In this criterion the learner is required explain the concept of redeployment using examples.* |
| 2.2 Explain the legal requirements that relate to the management of redeployment | Organisations will normally have a redeployment policy that is in line with the requirements of employment legislation. This normally involves keeping a register of ‘at risk’ employees subject to redeployment and notifying them of suitable alternative employment opportunities. Staff subject to redeployment will be considered for vacancies before other internal and external staff. |
| *In this criterion the learner is required to explain the legal requirements that relate to the management of redeployment.* |
| 2.3 Explain the process for planning and managing redeployment | The organsation’s policy should set out the stages in redeployment including:* Establishing a redeployment register
* Notifying job vacancies to those subject to redeployment
* The process to be followed in applying for a job
* The process to be followed by the recruiting manager
* Training and support to be offered
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| In this criterion the learner is required to explain the process for planning and managing redeployment. |
| 2.4 Evaluate the type of information required by staff who are retained | Staff that are retained in existing posts may perceive that redeployed staff have been given an ‘advantage’ when applying for a new post. They may also be concerned about their own job security if redundancy was involved. |
| *In this criterion the learner is* required to evaluate the type of information required by staff who are retained. |
| 2.5 Evaluate the types of information required by staff who are redeployed | Staff subject to redeployment will require information on job vacancies that occur. They may also have concerns about adjusting into a new department or job role and about training. |
| *In this criterion the learner is required to* evaluate the types of information required by staff who are redeployed.  |
|  | 2.6 Evaluate the benefits and limitations to the organisation of redeployment | There are a number of benefits for an organisation in using redeployment for example retaining skills but there are also limitations such as the availability of comparable job vacancies.An evaluation requires that the benefits and limitations are described and conclusions drawn. |
| *In this criterion the learner is required to* *evaluate the benefits and limitations to the organisation of redeployment.* |
|  | 2.7 Assess the role of project management techniques in the management of redeployment | Redeployment of a large number of staff may require a project management approach in defining and setting objectives, setting a budget, establishing a schedule and plan, monitoring the plan and evaluating its effectiveness. |
| *In this criterion the learner is required to assess the role of project management techniques in the management of redeployment.* |
| ***This section requires that the learner demonstrate how he or she has handled a redundancy case. All criteria will require that the learner completes a description of the actions taken as well as providing evidence. Guidance on assessment of sensitive material is to be found in the ILM Supporting Notes for this qualification.*** |
| 3. Be able to manage a redundancy | 3.1 Evaluate the available options for avoiding a redundancy and their implications | A redundancy situation should be identified. Some of the ways to avoid this were covered in AC 1.3 above. These should be evaluated in terms of their suitability as an alternative to redundancy in the situation identified and conclusions/ recommendations reached. |
| *In this criterion the learner is required to evaluate the available options for avoiding a redundancy and their implications.* |
| 3.2 Develop a redundancy plan and timetable that addresses redundancy objectives | A redundancy plan should be prepared including objectives, timescales and actions with roles and responsibilities. |
| *In this criterion the learner is required to develop a redundancy plan and timetable that addresses redundancy objectives.* |
| 3.3 Take action to ensure that redundancy payments are calculated correctly | Redundancy payments should be paid in line with organisational policy. They should be at least the statutory minimum. |
| In this criterion the learner is required to demonstrate how they have taken action to ensure that redundancy payments are calculated correctly including explaining the method for the calculation. |
| 3.4 Use an appropriate method for communicating the outcome of a redundancy decision | The outcome of redundancy decision should be communicated sensitively and in line with organisational procedure. |
| *In this criterion the learner is required to demonstrate how they have used an appropriate method for communicating the outcome of a redundancy* decision. This should include and descriptive statement and examples. |
| 3.5 Make agreed support services available to those who have been made redundant | A range of support services, including assistance with job search, are usually provided to employees who have been made redundant. |
| *In this criterion the learner is required to demonstrate how they made agreed support services available for those who have been made redundant*. This should include and descriptive statement and examples. |
| ***This section requires that the learner demonstrate how he or she has handled a redeployment of staff. All criteria will require that the learner completes a description of the actions taken as well as providing evidence. Guidance on assessment of sensitive material is to be found in the ILM Supporting Notes for this qualification.*** |
| 4. Be able to manage the redeployment of staff | 4.1 Explain to redeployed the reasons, purpose and benefits of redeployment | The rationale and procedure for redeployment should be understood by the manager and communicated effectively to the employees concerned. |
| *In this criterion the learner is required to demonstrate how they explained to redeploy the reasons, purpose and benefits of redeployment.* This should include a descriptive statement and examples. |
| 4.2 Develop a redeployment plan that addresses agree objectives | A redeployment plan should be prepared including objectives, timescales and actions with roles and responsibilities. |
| *In this criterion the learner is required to develop a redeployment plan that addresses agree objectives.* |
| 4.3 Use the appropriate method for communicating about redeployment | The manager should be aware of the procedure and the stages should be communicated clearly to the employees involved. Issues and concerns should be addressed. |
| *In this criterion the learner is required to demonstrate how they used the appropriate method for communicating about redeployment. This should include a descriptive statement and examples.*  |
| 4.4 Make agreed support services available to those being redeployed | A range of support services, including information on available vacancies, are usually provided to those being redeployed. |
| *In this criterion the learner is required to demonstrate how they made agreed support services available for those identified for redeployment*. This should include and descriptive statement and examples. |
| 4.5 Adhere to organisational policies and procedures, legal and ethical requirements for the redeployment of staff |

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| Managing disciplinary redeployment must adhere to organisational policies and procedures, legal and ethical requirements. As well as specific redeployment policies these include policies relating equality, training and development and other aspects of employment legislation. |

*In this criterion the learner should describe at least* ***two*** *different policies particularly relevant to the managing redeployment and demonstrate how these were adhered to. Evidence of this should be included.*  |