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| 3CO04 Essentials of people practice |
| *Learner Assessment Brief*  **Assessment ID / CIPD\_3CO04\_23\_01** |



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*Level 3 Foundation Certificate in*People Practice

* Version 1 – Released June 2023
* Expires June 2024

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| **Please write clearly in block capitals.** **(You MUST complete all highlighted fields)** | | | | | | | | | | |
| **Centre number:** | 8 | | 7 | | | 5 | | |  | |
| **Centre name:** | Oakwood International | | | | | | | | | |
| **Learner number (1st 7 digits of CIPD Membership number):** |  |  | |  |  | |  |  | |  |
| **Learner surname:** |  | | | | | | | | | |
| **Learner other names:** |  | | | | | | | | | |
| **Declared total word count (You MUST provide your wordcount for each submission)** |  | | | | | | | | | |
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| **Unit code:** | 3CO04 | | | | | | | | | |
| **Unit title:** | Essentials of people practice | | | | | | | | | |
| **Assessment ID:** | CIPD\_3CO04\_23\_01 | | | | | | | | | |
| **Assessment start date:** |  | | | | | | | | | |
| **Assessment submission date:** |  | | | | | | | | | |
| **First resubmission date for centre marking – if applicable** |  | | | | | | | | | |
| **Second resubmission date for centre marking – if applicable** |  | | | | | | | | | |
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| **Assessor name (1st Submission):** |  | | | | | | | | | |
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**3CO04  
Essentials of people practice**

This unit assignment introduces the fundamentals of people practice, ranging from the employee lifecycle to policies, regulation, and law. It further explores a diverse array of specialist subjects such as recruitment, talent management, reward and learning and development essential to a career in people practice. Importantly, this unit enables practitioners to apply their knowledge and skills, building their confidence and ability to practice progressively.

### CIPD’s insight

Talent management (Oct 2022)

Talent management seeks to attract, identify, develop, engage, retain and deploy individuals who are considered particularly valuable to an organisation. To be effective, it needs to align with strategic business objectives. By managing talent strategically, organisations can build a high-performance workplace, foster a learning climate, add value to their employer brand, and improve diversity management.

For these reasons, people professionals consider talent management to be a key priority. The CIPD Profession Map also recognises talent management as one of the special knowledge areas within the people profession and sets out the expected standards to follow. <https://www.cipd.co.uk/knowledge/strategy/resourcing/talent-factsheet>

Equality, diversity and inclusion (EDI) in the workplace (Nov 2022)

Promoting and delivering EDI in the workplace is an essential aspect of good people management. To reap the benefits of EDI, it’s about creating working environments and cultures where every individual can feel safe, a sense of belonging and is empowered to achieve their full potential. Whilst legal frameworks vary across different countries, in the UK the Equality Act 2010 provides legal protection for nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. However, an effective EDI strategy goes beyond legal compliance and seeks to take an intersectional approach adding value to an organisation, contributing to the wellbeing and equality of outcomes and impact on all employees. <https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/factsheet>

Recruitment – an introduction (Dec 2022)

Good recruitment is vital, especially when labour markets are tight. It ensures that the workforce has the relevant skills and abilities for the organisation's current and future needs. Effective resourcing is not just about filling an immediate vacancy but about impacting the long-term success of the business, using workforce planning data to understand the skills needed for organisational performance https://www.cipd.co.uk/knowledge/fundamentals/people/recruitment/factsheet

**Please note that the purpose of this insight is to link you to CIPD’s research and evidence within the subject area, so that you can engage with the latest thinking. It is not provided to replace the study required as part of the learning or as formative assessment material.**

## Preparation for the Tasks:

* At the start of your assignment, you are encouraged to plan your assessment work with your Assessor and where appropriate agree milestones so that they can help you monitor your progress.
* Refer to the indicative content in the unit to guide and support your evidence.
* Pay attention to how your evidence is presented, remember you are advising Clean Quarter Ltd for this task.
* Ensure that the evidence generated for this assessment remains your own work.

## You will also benefit from:

* Completing and acting on formative feedback from your Assessor.
* Reflecting on your own experiences of learning opportunities and continuing professional development.
* Reading the CIPD Insight and Fact Sheets and related online material on these topics.

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# Case study

Clean Quarter Ltd is a small start-up business that will open to the public in two months’ time. Friends Jaspreet and Caroline felt there was a gap in the market for a retailer to sell plastic free food products, many of which are also organic. In addition, a range of cleaning and cosmetic products will be sold. Customers will be able to bring their own containers to the store, which can be filled with products of their choice. An online delivery service will also be available. To reduce carbon emissions, products will be sourced locally where possible. Jaspreet and Caroline are confident their business plan will work and have an excellent understanding of their market and products but are less confident about the people side of the operation. They are aware you are studying the CIPD Foundation Certificate in People Practice and have asked for your help. As you are their friend and would like to develop your practice, you agree to help and provide advice in a number of ways.

# Task one – written advice (recruitment and selection)

* You feel you can contribute and offer advice in relation to different stages of the employee lifecycle. You decide to explain the stages of the employee lifecycle and how a people practitioner could contribute to each stage. (AC1.1)

As Clean Quarter Ltd does not yet have any employees, you decide first to advise Jaspreet and Caroline on how to recruit and select their new employees. You have ascertained that, initially, they will employ three sales assistants.

* Explain the purpose and key content of a job description and person specification. Explain how job analysis cand be used to decide on the content of these documents. (AC 1.2)
* Explain **two** different recruitment methods that Jaspreet and Caroline could use for the sales assistant vacancies and why the **two** methods are appropriate for the role. (AC 1.3)
* Explain factors to consider when deciding on the content of copy used in the recruitment methods you have explained above. You could consider factors such as budget, balance between providing an accurate and positive image, space available, corporate image. (AC 1.4)
* Explain **two** different selection methods that Jaspreet and Caroline could use for the sale assistant vacancies and why the **two** methods are appropriate for the role. (AC 2.1)
* Explain what selection records Clean Quarter Ltd should retain and why they should retain these records. (AC 2.4)

You decide it would be useful for Jaspreet and Caroline to have template letters of appointment and non-appointment for the sales assistant roles.

* Write letters of appointment and non-appointment for the sales assistant role. (AC 2.5) *There is no requirement to include evidence of the use of references to wider reading to achieve a high pass for AC2.5.*

*Task One – Written Advice*

Your evidence must consist of:

* A written response, clearly responding to the 7 questions above.
* Approximately 1500 words, refer to CIPD word count policy
* Letters of appointment and non-appointment (excluded from word count).
* **IMPORTANT NOTE: Use of secondary sources is not mandatory at this level**. If you use a secondary source you must include both long and short references. Please use the Reference box provided to record all your long references. Short references should be included within the narrative. We advise you read the guidance on how to set out your references on the Oakwood Learner Hub
* Upload the completed Learner Assessment brief, with all 5 tasks completed, through the Assignments option in the Oakwood Learner Hub.
* Please note you can only complete tasks 1 & 2 after attending module 1 and the remaining tasks after attending module 2. DO NOT ATTEMPT to upload this brief unless all tasks are completed, and you have attended modules 1 and 2. You can work on tasks 1 & 2 and save this brief for completion after module 2.

*Task One – Written Advice Questions*

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| Explain each stage of the employee life cycle and the role of the people professional in it. (AC1.1)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 300 words** |
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| Explain different ways in which you can prepare information for specified roles. (AC1.2)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 200 words** |
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| Explain **(two)** different recruitment methods and when it is appropriate to use them. (AC1.3) **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Explain factors to consider when deciding on content of copy used in recruitment methods. (AC1.4)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Explain **(two)** different selection methods and when it is appropriate to use them. (AC2.1)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Explain the selection records that need to be retained. (AC2.4)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Write letters of appointment and non-appointment for an identified role. (AC2.5)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: NO WORD COUNT** |
| *Type here…* |

**References**

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| **Please provide your full long reference list here. The Harvard method is preferable. Please refer to the guidance on the Learner HUB.** |
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*Task two – Simulated interview*

To support Jaspreet and Caroline, and develop your own knowledge and skills, you:

* Devise selection criteria for the post of Sales Assistant using the job description already written (Appendix A). Use the selection shortlisting matrix (Appendix B) to shortlist applications against the selection criteria to determine candidates to be interviewed. Your assessor will provide you with completed, sample application forms. (AC 2.2) *There is no requirement to include evidence of the use of references to wider reading to achieve a high pass for AC2.2.*
* Interview **one** applicant and decide whether they meet the criteria for the post. The interview could be a panel or one-to-one interview (as determined by your centre). The interview could be conducted face-to-face or by web conferencing. (AC 2.3) *There is no requirement to include evidence of the use of references to wider reading to achieve a high pass for AC2.3.*

[If working as a panel, it is essential that each member of the team actively takes part in devising the criteria, shortlisting, interviewing and decision-making.

A copy of CIPD STARR Model Interview Questions (Appendix C) has been included, that can be used when developing interview questions.]

## Your evidence must consist of:

* The criteria that you devised. (Not included in word count).
* Your notes from the shortlisting process **or** a skills observation feedback form completed by your assessor as to your part in shortlisting. (Not included in word count).
* A video recording of the interview **and** either a video of the subsequent decision-making process **or** notes from the decision-making process. (Not included in word count).
* Upload this Learner Assessment brief document with the completed templates and all 5 tasks completed, through the Assignments option in the Oakwood Learner Hub.
* Please note you can only complete tasks 1 & 2 after attending module 1 and the remaining tasks after attending module 2. DO NOT ATTEMPT to upload this brief unless all tasks are completed, and you have attended modules 1 and 2. You can work on tasks 1 & 2 and save this brief for completion after module 2.

**Note to assessors.**

Please ensure that all video recordings are retained and, if selected for moderation, uploaded to Rogo along with other materials for 3CO04. Please ensure that each learner is identified by name in the recording.

Please ensure that an individual Skills Observation Feedback Form (Appendix D) is completed for **each learner** regardless of whether an individual or panel interview is carried out. If a panel interview is conducted, individual contributions must be clearly and uniquely identified through comments on the Skills Observation Feedback Form. Each panel should comprise no more than 3 panel members.

*Task Two – Simulated interview*

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| Develop selection criteria and shortlist candidate applications for interview for an identified role. (AC2.2)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. No word count for this task.** |
| **Complete the selection shortlisting matrix (Appendix B)**to shortlist applications against the selection criteria to determine candidates to be interviewed. **You must fill in this document.**  You **MUST** also submit your **notes from the shortlisting process** - these should be added to the end of the Learner Assessment brief and labelled clearly with AC2.2 |

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| Participate effectively in a selection interview and the decision-making process for an identified role. (AC 2.3)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. No word count for this task.** |
| A recording and observation sheet of your skills will be evidenced by your tutor. |

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As well as taking a responsible stance in relation to the environment, Jaspreet and Caroline are keen to be good employers. They ask you to give them some advice on how legislation and organisational practices affect employment relations and you decide to write a guidance document.

The guidance document must include:

* An explanation of the importance of achieving work-life balance within the employment relationship with an overview of the legislation relevant to work-life balance. (AC 3.1)
* An explanation of what is meant by, and the importance of, wellbeing in the workplace. (AC 3.2)
* A summary of the main points of discrimination legislation. (AC 3.3)
* An explanation of what diversity and inclusion mean and why they are important. (AC 3.4)
* An explanation of the difference between fair and unfair dismissal. (AC 3.5)

Your evidence must consist of:

* A written response, clearly responding to the 5 questions above.
* Approximately 1250 words, refer to CIPD word count policy
* **IMPORTANT NOTE: Use of secondary sources is not mandatory at this level**. If you use a secondary source you must include both long and short references. Please use the Reference box provided to record all your long references. Short references should be included within the narrative. We advise you read the guidance on how to set out your references on the Oakwood Learner Hub
* Upload the completed Learner Assessment brief, with all 5 tasks completed, through the Assignments option in the Oakwood Learner Hub.

*Task Three – Guidance Document Questions*

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| Explain the importance of work-life balance within the employment relationship and how it can be influenced by legislation. (AC3.1)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Explain the concept of wellbeing in the workplace and why it is important. (AC3.2)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Summarise the main points of discrimination legislation. (AC3.3)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Explain what diversity and inclusion mean and why they are important. (AC3.4)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Explain the difference between fair and unfair dismissal. (AC3.5)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| **Please provide your full long reference list here. The Harvard method is preferable. Please refer to the guidance on the Learner HUB.** |
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# Task four – briefing paper (performance management and reward)

In preparation for becoming the employer of three sales assistants, prepare a briefing paper to provide Jaspreet and Caroline with essential knowledge and understanding of performance management and reward. You need to ensure that your explanation includes:

* the purpose and components of performance management. (AC 4.1)
* the main factors that need to be considered when managing performance. (AC 4.2)
* different methods of performance review. (AC 4.3)
* key components (financial and non-financial) that are required to achieve an effective total reward system. (AC 5.1)
* the relationship between reward and performance, and the links to motivation. (AC 5.2)
* at least **two** reasons for treating employees fairly in relation to pay. (AC 5.3)

Your evidence must consist of:

* A written response, clearly responding to the six questions above.
* Approximately 1500 words, refer to CIPD word count policy
* **IMPORTANT NOTE: Use of secondary sources is not mandatory at this level**. If you use a secondary source you must include both long and short references. Please use the Reference box provided to record all your long references. Short references should be included within the narrative. We advise you read the guidance on how to set out your references on the Oakwood Learner Hub
* Upload the completed Learner Assessment brief, with all 5 tasks completed, through the Assignments option in the Oakwood Learner Hub.

*Task Four – Briefing Paper Questions*

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| Explain the purpose and components of performance management. (AC4.1)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Explain factors that need to be considered when managing performance. (AC4.2)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Explain different methods of performance review. (AC4.3)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Explain the key components of an effective total reward system. (AC5.1)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Explain the relationship between reward and performance. (AC5.2)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Explain the **(two)** reasons for treating employees fairly in relation to pay. (AC5.3)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| **Please provide your full long reference list here. The Harvard method is preferable. Please refer to the guidance on the Learner HUB.** |
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# Task five – fact sheet (learning and development)

Jaspreet and Caroline envisage providing an induction and ongoing learning and development activities to their employees. They feel they would benefit from developing their knowledge of learning and development. You decide to prepare a factsheet for them.

Your factsheet should:

* Explain why learning and development activities are of benefit to the sales assistants **and** Clean Quarter Ltd. (AC 6.1)
* Describe different types of learning needs and reasons why they arise for the sales assistants **and** Clean Quarter Ltd. (AC 6.2)
* Summarise different face-to-face and blended learning and development approaches, including facilitation; training; coaching; and mentoring. (AC 6.3)
* Explain how, in the design and delivery of learning and development initiatives, individual requirements and preferences must be accommodated. (AC 6.4)
* Discuss at least **two** methods of evaluating learning and development and its impact. (AC 6.5)

Your evidence must consist of:

* Fact sheet Approximately 1250 words in response to the 5 questions above, refer to CIPD word count policy
* **IMPORTANT NOTE: Use of secondary sources is not mandatory at this level**. If you use a secondary source you must include both long and short references. Please use the Reference box provided to record all your long references. Short references should be included within the narrative. We advise you read the guidance on how to set out your references on the Oakwood Learner Hub
* Upload the completed Learner Assessment brief, with all 5 tasks completed, through the Assignments option in the Oakwood Learner Hub.

### Task Five – Fact Sheet Questions

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| Explain why learning and development activities are of benefit to individuals a**nd** organisations. (AC6.1)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Describe different types of learning needs and reasons why they arise for individuals **and** organisations. (AC6.2)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Summarise different face-to-face and blended learning and development approaches including (AC6.3):  • facilitation  • training  • coaching  • mentoring  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 300 words** |
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| Explain how individual requirements and preferences must be accommodated in the design and delivery of learning and development. (AC6.4)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words.** |
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| Discuss how learning and development can be evaluated. (AC6.5) **(two methods required)**  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 200 words** |
| *Type here…* |

**References**

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| **Please provide your full long reference list here. The Harvard method is preferable. Please refer to the guidance on the Learner HUB.** |
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### Assessment Criteria Evidence Checklist

You may find the following checklist helpful to ensure you have included the required evidence to meet the task. This is not a mandatory requirement as long as it is clear in your submission where the assessment criteria have been met.

| **Task 1 – Written advice**  **Assessment criteria** | | **Evidenced Y/N** | **Evidence reference** |
| --- | --- | --- | --- |
| 1.1 | Explain each stage of the employee life cycle and the role of the people professional in it. | Y | Written advice. Page 2. |
| 1.2 | Explain different ways in which you can prepare information for specified roles. |  |  |
| 1.3 | Explain different recruitment methods and when it is appropriate to use them. |  |  |
| 1.4 | Explain factors to consider when deciding on content of copy used in recruitment methods. |  |  |
| 2.1 | Explain different selection methods and when it is appropriate to use them. |  |  |
| 2.4 | Explain the selection records that need to be retained. |  |  |
| 2.5 | Write letters of appointment and non-appointment for an identified role. |  |  |

| **Task 2 – Simulated interview**  **Assessment criteria** | | **Evidenced Y/N** | **Evidence reference** |
| --- | --- | --- | --- |
| 2.2 | Develop selection criteria and shortlist candidate applications for interview for an identified role. |  |  |
| 2.3 | Participate effectively in a selection interview and the decision-making process for an identified role. |  |  |

| **Task 3 – Guidance document**  **Assessment criteria** | | **Evidenced Y/N** | **Evidence reference** |
| --- | --- | --- | --- |
| 3.1 | Explain the importance of work-life balance within the employment relationship and how it can be influenced by legislation. |  |  |
| 3.2 | Explain the concept of wellbeing in the workplace and why it is important. |  |  |
| 3.3 | Summarise the main points of discrimination legislation. |  |  |
| 3.4 | Explain what diversity and inclusion mean and why they are important. |  |  |
| 3.5 | Explain the difference between fair and unfair dismissal. |  |  |

| **Task 4 – Briefing paper**  **Assessment criteria** | | **Evidenced Y/N** | **Evidence reference** |
| --- | --- | --- | --- |
| 4.1 | Explain the purpose and components of performance management. |  |  |
| 4.2 | Explain factors that need to be considered when managing performance. |  |  |
| 4.3 | Explain different methods of performance review. |  |  |
| 5.1 | Explain the key components of an effective total reward system. |  |  |
| 5.2 | Explain the relationship between reward and performance. |  |  |
| 5.3 | Explain the reasons for treating employees fairly in relation to pay. |  |  |

| **Task 5 – Fact sheet**  **Assessment criteria** | | **Evidenced Y/N** | **Evidence reference** |
| --- | --- | --- | --- |
| 6.1 | Explain why learning and development activities are of benefit to individuals and organisations. |  |  |
| 6.2 | Describe different types of learning needs and reasons why they arise for individuals and organisations. |  |  |
| 6.3 | Summarise different face-to-face and blended learning and development approaches including:  • facilitation  • training  • coaching  • mentoring. |  |  |
| 6.4 | Explain how individual requirements and preferences must be accommodated in the design and delivery of learning and development. |  |  |
| 6.5 | Discuss how learning and development can be evaluated. |  |  |

Declaration of Authentication

## Declaration by learner

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| **I can confirm that this assessment is all my own work and where I have used materials from other sources, they have been properly acknowledged.** | |
| **Learner name:** |  |
| **Learner signature:** |  |
| **We cannot accept a typed or e-signature**. You need to scan or photograph your handwritten signature and inset the image here. **You MUST add a new date for each submission.** **\*This should be the date on which you submit your assessment.**  **Submission Date 1:**    **Submission Date 2:**    **Submission Date 3:** |  |

## Declaration by Assessor

**I confirm that:**

* **I am satisfied that to the best of my knowledge, the work produced is solely that of the learner.**
* **The learner’s work was conducted under the conditions laid out by the assessment brief.**

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| **1st submission Assessor name:** |  |
| **Assessor signature:** |  |
| **Date:** |  |
| **2nd submission Assessor name:** |  |
| **Assessor signature:** |  |
| **Date:** |  |
| **3rd submission Assessor name:** |  |
| **Assessor signature:** |  |
| **Date:** |  |

**3CO04  
Essentials of people practice**

# Assessment Criteria marking descriptors.

Assessors will mark in line with the following assessment criteria (AC) marking descriptors, and will indicate where the learner sits within the marking band range **for each AC**.

Assessors must provide a mark from 1 to 4 for each assessment criteria within the unit. Assessors should use the mark descriptor grid as guidance so they can provide comprehensive feedback that is developmental for learners. Please be aware that not all the mark descriptors will be present in **every** assessment criterion, so assessors must use their discretion in making grading decisions.

The grid below shows the range for each unit assessment result based on total number of marks awarded across all assessment criteria.

**To pass the unit assessment learners must achieve a 2 (Low Pass) or above for each of the assessment criteria.**

The overall result achieved will dictate the outcome the learner receives for the unit, provided **NONE** of the assessment criteria have been failed or referred.

Please note that learners will receive a **Pass or Fail** result from the CIPD at unit level. **Referral** grades can be used internally by the centre.

|  |  |
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| **Overall mark** | **Unit result** |
| **0 to 49** | **Fail** |
| **50 to 64** | **Low Pass** |
| **65 to 82** | **Pass** |
| **83 to 100** | **High Pass** |

# Marking Descriptors

| **Mark** | **Range** | **Descriptor** |
| --- | --- | --- |
| **1** | **Fail** | Insufficient demonstration of knowledge, understanding or skills (as appropriate) required to meet the AC.  Insufficient examples included, where required, to support answers.  Presentation and structure of assignment is not appropriate and does not meet the assessment brief. |
| **2** | **Low Pass** | Demonstrates an acceptable level of knowledge, understanding or skills (as appropriate) required to meet the AC.  Sufficient and acceptable examples included, where required, to support answers.  Required format adopted but some improvement required to the structure and presentation of the assignment.  Answers are acceptable but could be clearer in responding to the task and presented in a more coherent way. |
| **3** | **Pass** | Demonstrates good knowledge, understanding or skills (as appropriate) required to meet the AC.  Includes confident use of examples, where required, to support each answer.  Presentation and structure of assignment is appropriate for the assessment brief.  Answers are clear and well expressed. |
| **4** | **High Pass** | Demonstrates a wide range and confident level of knowledge, understanding or skill (as appropriate).  Includes strong examples that illustrate the point being made, that link and support the answer well.  Answers are applied to the case organisation or an alternative organisation.  Answers are clear, concise and well argued, directly respond to what has been asked.  The presentation of the assignment is well structured, coherent and focusses on the need of the questions.  Includes clear evidence of the use of references to wider reading to help inform answer. *Please note this is not applicable for AC2.2; 2.3; and 2.5 in unit 3CO04.* |

*Appendix A – Job description*

The following job description was produced by adapting the job description template produced by Acas (available at <https://www.acas.org.uk/job-description-templates>).

|  |  |
| --- | --- |
| **Job title** | Sales Assistant |
| **Reporting to** | Retail Manager |
| **Main purpose of job** | To provide a friendly and helpful customer service to retail and online customers |
| **Key tasks** | 1. Provide high quality, excellent customer service. 2. Handle cash and card payments in accordance with company standards. 3. Prepare orders for online delivery. 4. Unpack supplier deliveries. 5. Check supplier deliveries against delivery notes. 6. Replenish shelves and fill product dispensers. 7. Ensure high standards of hygiene are maintained and ensure products are not cross-contaminated. 8. Clean up spillages. 9. Clean containers ready for return to suppliers. |

*Appendix B*

**SELECTION SHORTLISTING MATRIX**

**Candidate Name: Job Title:**

|  |  |  |  |
| --- | --- | --- | --- |
| **ATTRIBUTES** | **ESSENTIAL** | **DESIRABLE** | **TOTAL** |
| Qualifications |  | For example, Food Standards Agency Certificate in food allergy and intolerance | E.g. 3 |
| Experience |  |  |  |
| Knowledge |  |  |  |
| Skills |  |  |  |
| Personal qualities |  |  |  |
| Additional Requirements |  |  |  |
| TOTAL SCORE | | |  |
| Interview – Y/N | | |  |

**Scoring:**

1. Does not meet criteria
2. Partly meets
3. Fully meets
4. Exceeds

This is a template that can be adapted as required. Examples should be removed from submission for assessment.

# Appendix C – STARR Model Interview Questions

The model looks at:

**S**ituation – what was the situation faced by the candidate?

**T**ask – what specifically did the candidate need to do, what was their part?

**A**ction – what did they actually do?

**R**esult – what was the outcome, was it what they intended it to be?

**R**eflect – what was learned from the experience?

The model can be used in different ways:

* By candidates when answering questions to ensure they cover all the relevant information.
* By the interviewer to probe and ask candidates further questions based on their responses.
* By the interviewer to bring a talkative candidate back to the question in hand.

Using one of the three open questions below, try to give examples of probing questions you could ask a candidate to get more information.

* Tell me about a time when you have managed a project.
* Talk me through a time when you have delivered outstanding customer service.
* Tell me about a time when you have worked as part of a team.

|  |  |
| --- | --- |
| **S**ituation |  |
| **T**ask |  |
| **A**ction |  |
| **R**esult |  |
| **R**eflect |  |

## Turning competencies into questions using the STARR approach

Below is an example of how you might turn one set of competencies into a short, structured interview (1-1.5 hour)

#### Situation

Ask for an example of a situation in which the candidate was required to demonstrate the competence under review.

#### Task

Clarify what was the task that the candidate had to undertake in the specific situation identified.

#### Action

Find out very specifically what the candidate did.

#### Result

Find out the outcome or result and what happened.

#### Reflect

Find out what the candidate learned from the experience and/or what they would do differently when in the same or similar situation again.

Below are some suggested questions for STARR

#### Situation

* Tell me about a time where…
* Explain a time when…
* Describe an occasion when you…
* Give me an example of when you…
* Can you think of a time when you…
* Talk me through an experience when you…

#### Task

* What was the task?
* What was expected from you?
* What was your role?
* What were your responsibilities?
* What was your approach?
* Who else was involved?

#### Action

* How did you begin?
* What exactly did you do?
* What timescales were you working to?
* How did you go about…?
* What happened next?
* What did you consider?
* How did you monitor what you did?
* What obstacles did you have to overcome?

#### Result

* What was the outcome?
* What was the end-result?
* What happened in the end?
* What did you achieve?
* How do you know the outcome was a success?
* Did that work?

#### Reflect

* What did you learn?
* What did you discover about yourself?
* What insights has the experience given you?
* What would you do differently?
* Looking back, what was the most challenging aspect of…?
* What changes have you made since in your approach to…