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| 3CO04 Essentials of people practice  |
| *Learner Assessment Brief* |
| **Assessment ID /**  |
|  |
| *Level 3 Foundation Certificate in* People Practice |



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| **Please write clearly in block capitals.**  |
| **Centre number:**  |  8 | 7 | 5 |  |
| **Centre name:** | Oakwood International LTD |
| **Learner number (1st 7 digits of CIPD Membership number):** |  8 | 9  | 6 | 4 | 1 | 9 | 9 |
| **Learner surname:**  |  |
| **Learner other names:**  |  |
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| **Unit code:** | 3CO04 |
| **Unit title:** |  |
| **Assessment ID:** |  |
| **Assessment start date:** |  |
| **Assessment submission date:** |  |
| **First resubmission date for centre marking – if applicable:** |  |
| **Second resubmission date for centre marking – if applicable:** |  |
| **Declared word count:****You MUST add a new word count for every submission. Please use red font for submission 2 and blue font for submission 3** |  |

**3CO04
Essentials of people practice**

This unit 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

**Performance management: an introduction (January 2024)**

Helping employees perform well is a central role of line managers and people professionals. People are the greatest creators of organisational value, so effectively managing their performance is critical for success. Employees need to understand what’s expected of them, and must be managed so that they are motivated, have the skills, resources and support they need to succeed, and are accountable for their work.

This factsheet describes core aspects to get right in performance management and recent shifts in thinking. It summarises the main tools used, including objective setting, performance ratings, appraisals (or reviews), feedback, learning and development, and performance-related pay.

[**https://www.cipd.org/uk/knowledge/factsheets/performance-factsheet/**](https://www.cipd.org/uk/knowledge/factsheets/performance-factsheet/)

**Recruitment – an introduction (November 2023)**

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.

This factsheet looks at what recruitment and resourcing involves and outlines the UK law affecting recruitment activities.

[**https://www.cipd.org/uk/knowledge/factsheets/recruitment-factsheet/**](https://www.cipd.org/uk/knowledge/factsheets/recruitment-factsheet/)

**Talent management (October 2023)**

Talent management means putting in place processes to: attract, identify, develop, engage, keep and deploy individuals valuable to an organisation. To be effective, it needs to align with strategic business objectives. Strategic talent management has several benefits: it builds a high-performance workplace; it fosters a learning climate; it adds value to the employer brand, and it improves diversity.

For these reasons, people professionals consider talent management to be a key priority. The [CIPD Profession Map](https://www.cipd.org/uk/the-people-profession/the-profession-map/) recognises talent management as one of the special knowledge areas within the people profession and sets out the expected standards to follow.

This factsheet looks at the context of 'talent management' and its compelling benefits.

[**https://www.cipd.org/uk/knowledge/factsheets/talent-factsheet/**](https://www.cipd.org/uk/knowledge/factsheets/talent-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 assessment, you are encouraged to plan your 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.
* 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.



# Case study

Inter Luxe Hotel Group is a multi-national hotel chain with 800 properties in 25 countries. The hotels are based in coastal resorts and cities. In coastal resorts, customers are mainly those on holiday. In cities, the customer base is more diverse and includes sightseers and business customers. Both groups of customers have high expectations. You work as a People Advisor in the People Function of a cluster of eight hotels. Inter Luxe Hotel Group employs graduate trainees who spend time in different functions to enable them to develop knowledge and understanding of the whole business. A graduate trainee will soon be starting their placement in your function, and you are responsible for their learning during this placement.

# Task one – Written advice (recruitment and selection)

* You feel a good starting place is to learn about the employee lifecycle. You decide to explain the stages of the employee lifecycle and how a people practitioner could contribute to each stage. (AC 1.1)

Employee turnover is high for Food and Beverage Assistants, and you are about to recruit and select new employees for this role. You decide to advise the graduate trainee on how to recruit and select Food and Beverage Assistants.

* Explain the purpose and key content of a job description and person specification. Explain how job analysis can be used to decide on the content of these documents. (AC 1.2)
* Explain **two** different recruitment methods that Inter Luxe Hotel Group could use for the Food and Beverage 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 Inter Luxe Hotel Group could use for the Food and Beverage Assistant vacancies and why the **two** methods are appropriate for the role. (AC 2.1)
* Explain what selection records Inter Luxe Hotel Group should retain and why they should retain these records. (AC 2.4).
* Write letters of appointment and non-appointment for the Food and Beverage Assistant role. (AC 2.5)

Your evidence must consist of:

* Written advice – with reference to the case study (approximately 1500 words, refer to CIPD word count policy).
* Letters of appointment and non-appointment (Not included in 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 7 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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| (AC1.1) Explain each stage of the employee life cycle and the role of the people professional in it. **If you use a source then 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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| (AC1.2) Explain different ways in which you can prepare information for specified roles. **If you use a source then 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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| (AC1.3) Explain **(two)** different recruitment methods and when it is appropriate to use them. **If you use a source then 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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| (AC1.4) Explain factors to consider when deciding on content of copy used in recruitment methods.**If you use a source then 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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| (AC2.1) Explain **(two)** different selection methods and when it is appropriate to use them.**If you use a source then 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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| (AC2.4) Explain the selection records that need to be retained.**If you use a source then 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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| (AC2.5) Write letter of appointment and non-appointment for an identified role. **If you use a source then 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 FOR THIS TASK** |
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**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*

* Devise selection criteria for the post of Food and Beverage 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)
* 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)

[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 selection 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 (approximately 20 minutes long) .
* A skills observation feedback form completed by your assessor about your role in the interview (Not included in word count).
* Either a video of the subsequent decision-making process **or** your notes from the decision-making process. (Not included in word count).
* Upload this Learner Assessment brief document with the completed templates, 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**  |
| **Using the 3 applications from Appendix E-** **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** and show how you reached a decision- 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. Please note-You do not need to submit this with your assignment. |

# Task three - Guidance document (legislation and employment relations)

After meeting the graduate trainee, you realise that their knowledge of employment legislation and employment relations is limited. As part of their development, you develop 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 working time. (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 guidance document (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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| (AC3.1) Explain the importance of work-life balance within the employment relationship and how it can be influenced by legislation.**If you use a source then 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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| (AC3.2) Explain the concept of wellbeing in the workplace and why it is important.**If you use a source then 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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| (AC3.3) Summarise the main points of discrimination legislation.**If you use a source then 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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| (AC3.4) Explain what diversity and inclusion mean and why they are important.**If you use a source then 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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| (AC3.5) Explain the difference between fair and unfair dismissal.**If you use a source then 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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**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 four – Guidance document (performance management and reward)

The second part of the guidance document contains essential knowledge and understanding of performance management and reward. You need to ensure that your explanation includes:

* the purpose and typical components of performance management. (AC 4.1)
* **two** 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)
* how reward can motivate employees to perform. (AC 5.2)
* at least **two** reasons for treating employees fairly in relation to pay. (AC 5.3)

## Your evidence must consist of:

* Guidance document (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 6 tasks completed, through the Assignments option in the Oakwood Learner Hub.

*Task four – Guidance document Questions*

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| (AC4.1) Explain the purpose and components of performance management.**If you use a source then 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**  |
| *Type here…* |

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| (AC4.2) Explain **(two)** factors that need to be considered when managing performance.**If you use a source then 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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| (AC4.3) Explain different methods of performance review.**If you use a source then 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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| (AC5.1) Explain the key components of an effective total reward system.**If you use a source then 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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| (AC5.2) Explain the relationship between reward and performance.**If you use a source then 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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| (AC5.3) Explain the reasons for treating employees fairly in relation to pay.**If you use a source then 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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**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 five – Written answers (learning and development)

Your manager is keen that being responsible for the development of the graduate trainee is also a development opportunity for you. Your manager asks you to:

* explain why learning and development activities are of benefit to the graduate trainee **and** Inter Luxe Hotel Group. (AC 6.1)
* describe different types of learning needs and reasons why they arise for the graduate trainee **and** Inter Luxe Hotel Group. (AC 6.2)
* summarise different face-to-face and blended learning and development approaches, including facilitation; training; coaching; and mentoring that you could use when developing the graduate trainee. (AC 6.3)
* explain how, in the design and delivery of learning and development initiatives, individual requirements and preferences of the graduate trainee must be accommodated. (AC 6.4)
* discuss at least **two** methods of evaluating the graduate trainee’s learning and development and its impact. (AC 6.5)

## Your evidence must consist of:

* Written answers (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 five Questions*

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| (AC6.1) Explain why learning and development activities are of benefit to individuals and organisations.**If you use a source then 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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| (AC6.2) Describe different types of learning needs and reasons why they arise for individuals and organisations.**If you use a source then 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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| (AC6.3) Summarise different face-to-face and blended learning and development approaches including:  • facilitation • training • coaching • mentoring. **If you use a source then 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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| (AC6.4) Explain how individual requirements and preferences must be accommodated in the design and delivery of learning and development.**If you use a source then 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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| (AC6.5) Discuss how learning and development can be evaluated.**If you use a source then 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** | **EvidencedY/N** | **Evidence reference** |
| --- | --- | --- |
| 1.1 | Explain each stage of the employee life cycle and the role of the people professional in it.  | Y |  |
| 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** | **EvidencedY/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** | **EvidencedY/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 – Guidance document****Assessment criteria** | **EvidencedY/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 – Written answers****Assessment criteria** | **EvidencedY/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:**1. this assessment is all my own work.
2. where I have used materials from other sources, they have been properly acknowledged and referenced.
3. I have not used Artificial Intelligence tools to generate content for my assessment.

I understand the consequences of [malpractice](https://www.cipd.org/uk/learning/qualifications/policies/) and accept that any violation of this agreement may result in disciplinary action. |
| **Learner name:**  |   |
| **Learner signature:** **We cannot accept a typed or e-signature.** You need to scan or photograph your handwritten signature and insert the image here.  |   |
| **Submission Date 1\*** **Submission Date 2\*****Submission Date 3\*****\*This should be the date on which you submit your assessment**  |   |

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| **Assessor name:** | **Submission** | **Resubmission 1** | **Resubmission 2** |
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| **Assessor signature\*:***I confirm that I am satisfied that to the best of my knowledge, the work produced is solely that of the learner.* |  |  |  |
| **Date:** |  |  |  |
| **IQA Name, Signature and 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.

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

| **Mark** | **Range** | **Descriptor** |
| --- | --- | --- |
| **1** |  **Fail**  | The response DOES NOT demonstrate sufficient knowledge, understanding or skill (as appropriate) to meet the AC.Insufficient examples included where required to support answer.Presentation or structure of response is not appropriate and does not meet the requirement of the question/assessment brief. |
| **2** | **Low Pass** | The response demonstrates an acceptable level of knowledge, understanding or skill (as appropriate) to meet the AC. Sufficient acceptable examples included where required to support answer.Answer is acceptable but could be clearer in responding to the question/task and presented in a more coherent way.Required format adopted but some improvement required to the structure and presentation of the response. |
| **3** | **Pass** | The response demonstrates a good level of knowledge, understanding or skill (as appropriate) to meet the AC.Includes confident use of examples, where required to support the answer.Answer responds clearly to the question/task and is well expressed.Presentation and structure of response is appropriate for the question/task. |
| **4** | **High Pass** | The response demonstrates a wide and confident level of knowledge, understanding or skill (as appropriate) to meet the AC.Includes strong examples that illustrate the points being made and support the answer.\*Evidence of wider reading, appropriately referenced, informs the answer.Answer responds clearly to the question/task and is particularly well expressed or argued.Presentation and structure of response is clear, coherent, and responds directly to the requirements of the question/task.\* Whilst reference to wider reading may contribute to a ‘4’ grading, it is not essential for a ‘4’ to be awarded. A response which is strong in other ways, e.g. by providing strong examples or being very clear and coherent in presentation, may be sufficient to merit a ‘4’ without evidence of wider reading. |

# Marking Descriptors

*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**](https://www.acas.org.uk/job-description-templates)).

|  |  |
| --- | --- |
| **Job title** | Food and Beverage Assistant  |
| **Reporting to** | Food and Beverage Manager |
| **Main purpose of job** | To provide an enjoyable dining experience  |
| **Key tasks** | 1. Greet customers.
2. Answer questions about the menu.
3. Accurately take cutomer’s orders.
4. Pass orders to the kitchen, ensuring allergy information is clearly communicated.
5. Collect orders from the kitchen and deliver orders to tables.
6. Prepare bills and charge to room account or take payments.
7. Clear table, clean table and prepare table for new customers.
8. Provide high quality, excellent customer service.
 |

*Appendix B*

**SELECTION SHORTLISTING MATRIX**

**Candidate Name: Job Title:**

|  |  |  |  |
| --- | --- | --- | --- |
| **ATTRIBUTES** | **ESSENTIAL** | **DESIRABLE** | **TOTAL** |
| Qualifications |  |  | 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…?

*Appendix E – Application Forms*

The following applications forms were produced by adapting the job description template produced by Acas (available at <https://www.acas.org.uk/job-application-form-template>). Personal details have been removed to support objective screening and shortlisting. Please add suitable names for the purpose of interviewing.

# Application form

Applicant reference: 001

Application for Food and Beverage Assistant

## Your details

Name:

Address:

Phone:

Email:

## Education and training

Please give details:

|  |
| --- |
|  |

## Qualifications

Please give details:

|  |
| --- |
|  |

##

## Employment history

### Your current or most recent employer

Name of employer

Address:

Postcode:

Job title:

Pay:

Length of time with employer:

Reason for leaving:

Duties:

|  |
| --- |
|  |

### Previous employers

Please tell us about other jobs you have done and about the skills you used or learned in those jobs.

|  |
| --- |
|  |

## Supporting statement

Please tell us why you applied for this job and why you think you are the best person for the job.

|  |
| --- |
|  |

## Interview arrangements and availability

If you have a disability, please tell us if there are any reasonable adjustments we can make to help you in your application or with our recruitment process.

|  |
| --- |
| None |

Are there any dates when you will not be available for interview?

|  |
| --- |
| No |

When can you start working for us?

|  |
| --- |
| Already employed |

## Right to work in the UK

Do you need a work permit to work in the UK? ~~Yes /~~ No

## References

Please give the names and contact details of 2 people who we can ask to give you a reference. We may ask them before an employment offer is made. We will not ask your current employer until we get your permission.

### Referee 1

|  |
| --- |
|  |

###

### Referee 2

|  |
| --- |
|  |

## Declaration

I confirm that to the best of my knowledge the information I have provided on this form is correct and I accept that providing deliberately false information could result in my dismissal.

Name:

Signature:

Date:

Application form

Applicant reference: 002

Application for Food and Beverage Assistant

## Your details

Name:

Address:

Phone:

Email:

## Education and training

Please give details:

|  |
| --- |
|  |

## Qualifications

Please give details:

## Employment history

### Your current or most recent employer

|  |
| --- |
|  |

### Previous employers

Please tell us about other jobs you have done and about the skills you used or learned in those jobs.

|  |
| --- |
|  |

## Supporting statement

Please tell us why you applied for this job and why you think you are the best person for the job.

|  |
| --- |
|  |

## Interview arrangements and availability

If you have a disability, please tell us if there are any reasonable adjustments we can make to help you in your application or with our recruitment process.

|  |
| --- |
|  |

Are there any dates when you will not be available for interview?

|  |
| --- |
|  |

When can you start working for us?

|  |
| --- |
|  |

## Right to work in the UK

Do you need a work permit to work in the UK? ~~Yes /~~ No

## References

Please give the names and contact details of 2 people who we can ask to give you a reference. We may ask them before an employment offer is made. We will not ask your current employer until we get your permission.

### Referee 1

|  |
| --- |
|  |

### Referee 2

|  |
| --- |
|  |

## Declaration

I confirm that to the best of my knowledge the information I have provided on this form is correct and I accept that providing deliberately false information could result in my dismissal.

Name:

Signature:

Date:

# Application form

## Your details

Name:

Address:

Postcode:

Phone:

Email:

## Education and training

Please give details:

|  |
| --- |
|  |

## Qualifications

Please give details:

|  |
| --- |
|  |

## Employment history

### Your current or most recent employer

Name of employer: NA

Address:

Job title:

Pay:

Length of time with employer:

Reason for leaving:

Duties:

|  |
| --- |
|  |

### Previous employers

Please tell us about other jobs you have done and about the skills you used or learned in those jobs.

|  |
| --- |
|  |

## Supporting statement

Please tell us why you applied for this job and why you think you are the best person for the job.

|  |
| --- |
|  |

## Interview arrangements and availability

If you have a disability, please tell us if there are any reasonable adjustments we can make to help you in your application or with our recruitment process.

|  |
| --- |
| None |

Are there any dates when you will not be available for interview?

|  |
| --- |
| No |

When can you start working for us?

|  |
| --- |
|  |

## Right to work in the UK

Do you need a work permit to work in the UK? ~~Yes /~~ No

## References

Please give the names and contact details of 2 people who we can ask to give you a reference. We may ask them before an employment offer is made. We will not ask your current employer until we get your permission.

### Referee 1

|  |
| --- |
|  |

### Referee 2

## Declaration

I confirm that to the best of my knowledge the information I have provided on this form is correct and I accept that providing deliberately false information could result in my dismissal.

Name:

Signature:

Date: