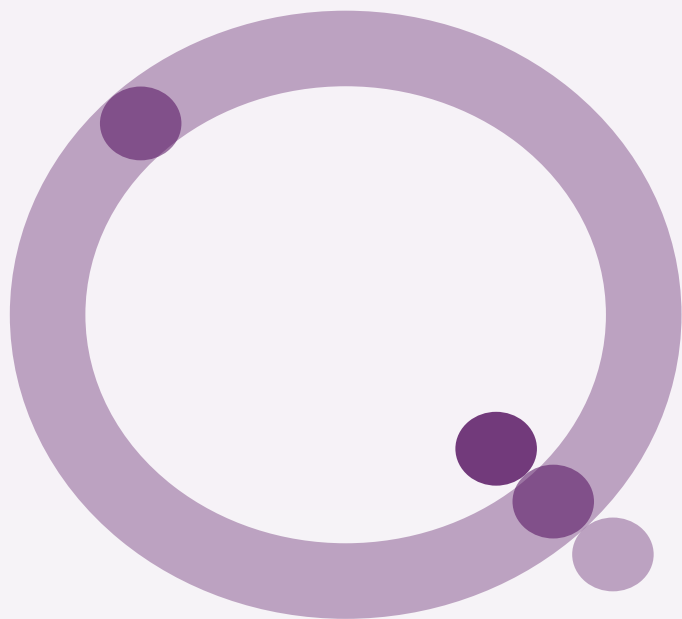


3CO01

Business, culture and change in context

Learner Assessment Brief

Assessment ID / CIPD_3CO01_25_01



Level 3

Foundation Certificate in **People Practice**

- Version 1 - Released June 2025
- Expires June 2026
- Study Centre information only: Last moderation window is September 2026

Centre number:	6	6	9	
Centre name:	UWTSD			
Learner number (1st 7 digits of CIPD Membership number):	X	X	X	X
Learner surname:	XXXXXX			
Learner other names:	XXXXXX			
Unit code:	3CO01			
Unit title:	Business, culture and change in context			
Assessment ID:	CIPD_3CO01_25_01			
Assessment start date:	18/09/25			
Assessment submission date:	XXXXXX			
First resubmission date for centre marking - if applicable:				
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Declared word count:	XXXXXX			
Declared word count resubmission 1 - if applicable:				
Declared word count resubmission 2 - if applicable:				

3C001

Business, culture and change in context



This unit considers the impact of external influences and how the digital and commercial environment shapes businesses and the culture within which they operate. It considers the importance of people's behaviour on organisational culture and its ability to manage change effectively.

CIPD's insight

We provide you with this information from our website to connect you with our research and insights on the topic, so you can explore our latest thinking. It is not intended to replace the learning and formative assessment provided by your Study Centre.

Organisational climate and culture (October 2024)

Organisational culture is an important aspect of organisational life and a term that has become a mainstay among business leaders. The work of HR, L&D and OD influences and is influenced by organisational culture because every organisation is made up of human relationships and human interactions.

Despite its dominance, the language of culture is often unclear and difficult to define, meaning it is also hard to measure. Consequently, real culture change is near-impossible if we can't actually pin down what we're looking to change. Rather than culture, focusing on organisational climate - the meaning and behaviour attached to policies, practices and procedures employees experience - is a much more specific, tangible way to positively influence the workplace.

This factsheet explores why organisational culture is a popular but limited construct, and why shifting to organisational climate is much more effective for employers. Explore [our viewpoint on organisational culture](#) in more detail, along with actions for government and recommendations for employers.

<https://www.cipd.org/uk/knowledge/factsheets/organisation-culture-change-factsheet/>

Change management (May 2024)

Organisational change is constant and driven by forces including customers, markets and technology. Yet research shows that most change initiatives fail to achieve their intended outcomes. The impact of not managing change effectively can be significant. Therefore, people professionals' knowledge and capabilities are useful supports for change management initiatives. This factsheet looks at why change management is important. It considers the implications of not managing change effectively. It also offers a series of techniques to help ensure change is effective.

<https://www.cipd.org/uk/knowledge/factsheets/change-management-factsheet/>

PESTLE analysis (March 2024)

A PESTLE analysis studies the key external factors (Political, Economic, Sociological, Technological, Legal and Environmental) that influence an organisation. It can be used in a range of different scenarios and can guide people professionals and senior managers in strategic decision-making.

<https://www.cipd.org/uk/knowledge/factsheets/pestle-analysis-factsheet/>

Preparation for the Task:

- make sure you understand your Study Centre's instructions on how to complete and submit your assessment.
- watch the supporting video for this unit: <https://youtu.be/ujhViLM1g6U>.
- read the CIPD's word count policy which your Study Centre will provide for you. Remember that your work will be referred if you go over the unit word count.



Task

Provide a written answer to each of the **nine** questions, referring to the case study below.

Case Study

Shiva first opened her pharmacy, Best Pharmacy Ever (BPE), in 1995 and over the years has successfully developed a business of five local pharmacies all within a 20-mile radius of each other.

Each pharmacy provides prescriptions, health and beauty products and pharmacy services including health advice, blood pressure checks and more recently consultations and vaccinations.

The company has a flat structure with each branch manager reporting directly to Shiva who manages the business on a day-to-day basis. As a local pharmacist, Shiva prides herself on her reputation for providing a personal service to all her customers and over the years has been able to successfully maintain a family culture.

More recently Shiva has been presented with an opportunity to further grow the business, as her son who has gradually become more involved in the organisation and provided investment, proposes the acquisition of Emrosu a national chain of pharmacies which will increase the size of BPE to 100 stores. Emrosu also has an internet pharmacy allowing customers to request their medicines online and either have them delivered or collect them in person.

Emrosu has a typical hierarchical structure headed by a Board of Directors. Due to its size, Emrosu is supported by a functional head office including sales & marketing, purchasing, finance and a small people team, in addition to a separate warehouse and distribution team.

As she contemplates this acquisition, Shiva looks to tap into your knowledge of the people profession to gain some insight into what she believes are the key factors to be considered. She has asked you to provide written answers to the following **nine** questions.

Questions

- Q1.** Examine **two** key external factors likely to impact on BPE's acquisition of Emrosu. (AC 1.1)
- Q2.** Discuss **two** business goals that BPE might set once the acquisition has been completed, explaining the reasons why it is important that they plan to achieve these. (AC 1.2)
- Q3.** Discuss:
- a) the products and services that BPE and Emrosu deliver
and
 - b) their main customers. (AC 1.3)
- Q4.** Review the range of technology that could be available to the people professionals working at BPE and Emrosu **and** how these could be utilised to improve working practices and collaboration after the acquisition. (AC 1.4)
- Q5.** Define what is meant by 'organisational culture' and why it will be important to foster an appropriate and effective workplace culture in BPE after the acquisition. (AC 2.1)
- Q6.** Explain how organisations function as whole systems and how the work and actions of the people professionals at BPE, after the acquisition, could impact the organisation. (AC 2.2)
- Q7.** Explain the main reasons why it is important that any changes made following the acquisition are planned and effectively managed. (AC 3.1)
- Q8.** Consider the importance and role that the people professionals in BPE and Emrosu could play during the changes. (AC 3.2)
- Q9.** Discuss how the changes could impact people working at BPE and Emrosu. (AC 3.3)

Your evidence must consist of:

Written answers to the **nine** questions, approximately 2500 words (+/- 10%) - refer to CIPD word count policy.

Answer Checklist

You may find the following checklist helpful to make sure that you have answered all the questions. You don't have to use it if you don't want to.

Task - Written answers Questions	Answered Y/N
Q1. Examine two key external factors likely to impact on BPE's acquisition of Emrosu. (AC 1.1)	
Q2. Discuss two business goals that BPE might set once the acquisition has been completed, explaining the reasons why it is important that they plan to achieve these. (AC 1.2)	
Q3. Discuss: a) the products and services that BPE and Emrosu deliver and b) their main customers. (AC 1.3)	
Q4. Review the range of technology that could be available to the people professionals working at BPE and Emrosu and how these could be utilised to improve working practices and collaboration after the acquisition. (AC 1.4)	
Q5. Define what is meant by 'organisational culture' and why it will be important to foster an appropriate and effective workplace culture in BPE after the acquisition. (AC 2.1)	
Q6. Explain how organisations function as whole systems and how the work and actions of the people professionals at BPE, after the acquisition, could impact the organisation. (AC 2.2)	
Q7. Explain the main reasons why it is important that any changes made following the acquisition are planned and effectively managed. (AC 3.1)	
Q8. Consider the importance and role that the people professionals in BPE and Emrosu could play during the changes. (AC 3.2)	
Q9. Discuss how the changes could impact people working at BPE and Emrosu. (AC 3.3)	

Declaration of Authentication

Declaration by learner

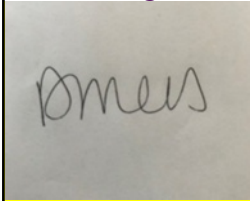
I can confirm that:

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 and accept that any violation of this agreement may result in disciplinary action.

Learner name: XXXXXX

Learner signature: Insert your actual signature here, this is mine as an example:



(This must be a true signature, so a handwritten signature, or a photo or scan of a handwritten signature, or an e-signature. A typed signature is not acceptable.)

Date of submission* XXXXX

Date of first re-submission (if applicable) *

Date of second re-submission (if applicable) *

*This should be the date on which you submit your assessment for marking

3CO01 Business, culture and change in context



Marking Guidance for Assessors.

You should mark in line with the marking descriptors set out on page 10 of this brief.

You must provide a mark from one to four for each question set. You **must** provide constructive, developmental feedback against each question where you award a mark of one, so refer/fail **and** rich summary feedback at the end of the feedback form, following the instructions provided there.

To pass the unit assessment learners **must** achieve a mark of two (Low Pass) or above for **each of the questions**. You must refer/fail them if you award a mark of one for any of the questions.

Please ensure that you use the correct terminology. Learners have three attempts at the assessment. They only 'fail' the assessment if they do not achieve a mark of two for any of the questions at their third attempt. Until then they are 'referred'.

When you have marked each question, you should total the marks awarded and determine the unit outcome. The table below shows the marking bands for each outcome for this unit.

Overall mark	Unit outcome
0 to 17	Refer/ Fail
18 to 22	Low Pass
23 to 29	Pass
30 to 36	High Pass

Please note that the unit outcome is provided:

- to help learners understand where they are performing well and where they may need to develop
- to help inform your teaching practice
- for moderation purposes

The qualification is not graded and unit outcomes do not appear on learners' certificates.

Marking Descriptors

Mark	Range	Descriptor
1	Refer/ Fail	The response DOES NOT •demonstrate the knowledge, understanding or skill required to meet the AC. •include any or appropriate examples where these are required to support the answer. •refer to the case study or scenario where these are provided in the assessment brief. •respond clearly to the question/task and is not well expressed. •have an appropriate format or structure which meets the requirements set out in the brief.
2	Low Pass	The response DOES •demonstrate the minimum level of knowledge, understanding or skill required to meet the AC. •include an appropriate example where this is required to support the answer. •refer to the case study or scenario where these are provided in the assessment brief. •respond to the question or task although it could be clearer and/or better expressed. •have an appropriate format or structure which meets the requirements set out in the brief.
3	Pass	The response •demonstrates a good level of knowledge, understanding or skill required to meet the AC. •includes use of a good example or examples where these are required to support the answer. •makes good reference to the case study or scenario where these are provided in the assessment brief •directly addresses the question/task and is well expressed. •has a good format or structure which meets the requirements set out in the brief.
4	High Pass	The response •demonstrates an excellent level of knowledge, understanding or skill required to meet the AC. •includes use of an excellent example or examples where these are required to support the answer. •includes evidence of wider reading to help inform the answer* •makes excellent reference to the case study or scenario where these are provided in the assessment brief •responds very clearly to the question/task and is particularly well expressed. •has an excellent format or structure which meets the requirements set out in the brief. *Whilst reference to wider reading may contribute a mark of four, it is not essential for a mark of four to be awarded. A response which is strong in other ways, for example, by providing strong examples or being particularly well expressed may be sufficient to merit a four without evidence of wider reading.

Marking grid and feedback for learner

Unit 3C001: Assessor Feedback to Learner	
Centre number	669
Centre name	UWTSD
Learner number (first 7 digits of CIPD Membership number)	
Learner surname	
Learner other names (e.g. first name and middle name(s))	

Note to Assessor - Please enter a **mark** for each AC. You need only provide **feedback** where you have awarded a mark of 1. This feedback should be developmental.

TASK		
Question Number	Question	Mark 1-4
Q1.	Examine two key external factors likely to impact on BPE's acquisition of Emrosu. (AC 1.1)	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
Q2.	Discuss two business goals that BPE might set once the acquisition has been completed, explaining the reasons why it is important that they plan to achieve these. (AC 1.2)	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
Q3.	Discuss: a) the products and services that BPE and Emrosu deliver and b) their main customers. (AC 1.3)	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
Q4.	Review the range of technology that could be available to the people professionals working at BPE and Emrosu and how these	

	could be utilised to improve working practices and collaboration after the acquisition. (AC 1.4)	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
Q5.	Define what is meant by 'organisational culture' and why it will be important to foster an appropriate and effective workplace culture in BPE after the acquisition. (AC 2.1)	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
Q6.	Explain how organisations function as whole systems and how the work and actions of the people professionals at BPE, after the acquisition, could impact the organisation. (AC 2.2)	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
Q7.	Explain the main reasons why it is important that any changes made following the acquisition are planned and effectively managed. (AC 3.1)	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
Q8.	Consider the importance and role that the people professionals in BPE and Emrosu could play during the changes. (AC 3.2)	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
Q9.	Discuss how the changes could impact people working at BPE and Emrosu. (AC 3.3)	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	

Total marks for TASK:	
Total marks for TASK: (resubmission 1 if applicable)	
Total marks for TASK: (resubmission 2 if applicable)	

Total marks for UNIT:		Grade	
Total marks for UNIT: (resubmission 1 if applicable)		Grade (resubmission 1 if applicable)	
Total marks for UNIT: (resubmission 2 if applicable)		Grade (resubmission 2 if applicable)	
Assessor Feedback Summary <i>Please use this box to summarise your feedback on the assessment overall. This should highlight strengths and any areas for improvement, either referring to specific ACs or commenting more generally across the assessment. (Note: developmental feedback on any ACs awarded a mark of 1 should have already been provided in the relevant box of the assessment form above. Please use a different font colour for any resubmission comments.)</i>			
Assessor name:	Submission	Resubmission 1	Resubmission 2
Assessor signature*: <i>I confirm that I am satisfied that to the best of my knowledge, the work produced is solely that of the learner.</i>			
Date:			

*This must be a true signature, so a handwritten signature, or a photo or scan of a handwritten signature, or an e-signature. A typed signature is not acceptable.