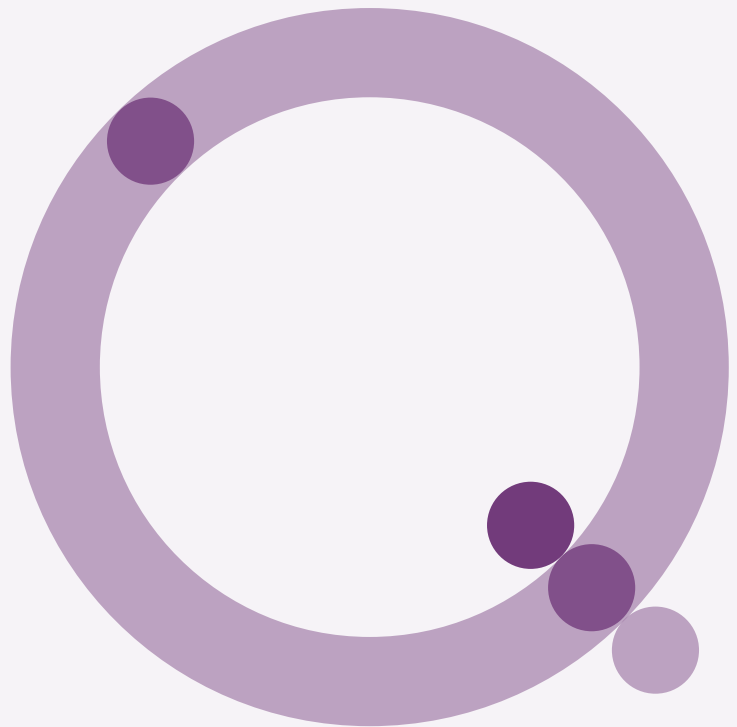


**3C004**

**Essentials of people practice**

*Learner Assessment Brief*

Assessment ID / CIPD\_3C004\_24\_01



*Level 3*

*Foundation Certificate in*

**People Practice**

- Version 1 - Released June 2024
- Expires June 2025
- Study Centre information only: Last moderation window is September 2025

|                                                              |                               |   |   |   |   |   |   |
|--------------------------------------------------------------|-------------------------------|---|---|---|---|---|---|
| Please write clearly in block capitals.                      |                               |   |   |   |   |   |   |
| Centre number:                                               | 6                             | 6 | 9 |   |   |   |   |
| Centre name:                                                 |                               |   |   |   |   |   |   |
| Learner number (1st 7 digits of CIPD Membership number):     | 2                             | 4 | 0 | 7 | 0 | 7 | 9 |
| Learner surname:                                             | Pavia-Lacey                   |   |   |   |   |   |   |
| Learner other names:                                         | Sophie Maria                  |   |   |   |   |   |   |
|                                                              |                               |   |   |   |   |   |   |
| Unit code:                                                   | 3CO04                         |   |   |   |   |   |   |
| Unit title:                                                  | Essentials of people practice |   |   |   |   |   |   |
| Assessment ID:                                               | CIPD_3CO04_24_01              |   |   |   |   |   |   |
| Assessment start date:                                       |                               |   |   |   |   |   |   |
| Assessment submission date:                                  | 07/05/2025                    |   |   |   |   |   |   |
| First resubmission date for centre marking - if applicable:  |                               |   |   |   |   |   |   |
| Second resubmission date for centre marking - if applicable: |                               |   |   |   |   |   |   |
| Declared word count:                                         | 1,630                         |   |   |   |   |   |   |

**3C004**

## 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/>

#### 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/>

#### 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 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/>

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:

- Watch the supporting video for this unit: [https://youtu.be/\\_Niz26lxxpM](https://youtu.be/_Niz26lxxpM).
- 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)

## 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).

### 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 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).

## *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).

## *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).

## 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 |                                                                                              | Evidenced<br>Y/N | Evidence reference      |
|-------------------------|----------------------------------------------------------------------------------------------|------------------|-------------------------|
| Assessment criteria     |                                                                                              |                  |                         |
| 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 |                                                                                                          | Evidenced<br>Y/N | Evidence reference |
|------------------------------|----------------------------------------------------------------------------------------------------------|------------------|--------------------|
| Assessment criteria          |                                                                                                          |                  |                    |
| 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 |                                                                                                                             | Evidenced | Evidence reference |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------|--------------------|
| Assessment criteria        |                                                                                                                             | Y/N       |                    |
| 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 |                                                                       | Evidenced | Evidence reference |
|----------------------------|-----------------------------------------------------------------------|-----------|--------------------|
| Assessment criteria        |                                                                       | Y/N       |                    |
| 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 |                                                                                                                                                                                                                            | Evidenced | Evidence reference |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------|
| Assessment criteria      |                                                                                                                                                                                                                            | Y/N       |                    |
| 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: <ul style="list-style-type: none"> <li>• facilitation</li> <li>• training</li> <li>• coaching</li> <li>• mentoring.</li> </ul> |           |                    |
| 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

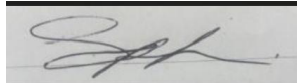
I can confirm that:

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:** Sophie Maria Pavia-Lacey

**Learner signature:**



**Date\*** 07/05/2025

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

**3C004****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   |

## Marking Descriptors

| Mark | Range     | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Fail      | <p>The response DOES NOT demonstrate sufficient knowledge, understanding or skill (as appropriate) to meet the AC.</p> <p>Insufficient examples included where required to support answer.</p> <p>Presentation or structure of response is not appropriate and does not meet the requirement of the question/assessment brief.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2    | Low Pass  | <p>The response demonstrates an acceptable level of knowledge, understanding or skill (as appropriate) to meet the AC.</p> <p>Sufficient acceptable examples included where required to support answer.</p> <p>Answer is acceptable but could be clearer in responding to the question/task and presented in a more coherent way.</p> <p>Required format adopted but some improvement required to the structure and presentation of the response.</p>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3    | Pass      | <p>The response demonstrates a good level of knowledge, understanding or skill (as appropriate) to meet the AC.</p> <p>Includes confident use of examples, where required to support the answer.</p> <p>Answer responds clearly to the question/task and is well expressed.</p> <p>Presentation and structure of response is appropriate for the question/task.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 4    | High Pass | <p>The response demonstrates a wide and confident level of knowledge, understanding or skill (as appropriate) to meet the AC.</p> <p>Includes strong examples that illustrate the points being made and support the answer.</p> <p>*Evidence of wider reading, appropriately referenced, informs the answer.</p> <p>Answer responds clearly to the question/task and is particularly well expressed or argued.</p> <p>Presentation and structure of response is clear, coherent, and responds directly to the requirements of the question/task.</p> <p>* 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.</p> |

## Marking grid and feedback for learner

| Unit 3C004: Assessor Feedback to Learner                 |  |
|----------------------------------------------------------|--|
| Centre number                                            |  |
| Centre name                                              |  |
| Learner number (1st 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 1 - Written advice |                                                                                              |          |
|-------------------------|----------------------------------------------------------------------------------------------|----------|
| AC Number               | Assessment Criteria                                                                          | Mark 1-4 |
| 1.1                     | Explain each stage of the employee life cycle and the role of the people professional in it. |          |
|                         | <i>Assessor feedback first submission (if applicable)</i>                                    |          |
|                         | <i>Assessor feedback resubmission 1 (if applicable)</i>                                      |          |
|                         | <i>Assessor feedback resubmission 2 (if applicable)</i>                                      |          |
| 1.2                     | Explain different ways in which you can prepare information for specified roles.             |          |
|                         | <i>Assessor feedback first submission (if applicable)</i>                                    |          |
|                         | <i>Assessor feedback resubmission 1 (if applicable)</i>                                      |          |
|                         | <i>Assessor feedback resubmission 2 (if applicable)</i>                                      |          |
| 1.3                     | Explain different recruitment methods and when it is appropriate to use them.                |          |
|                         | <i>Assessor feedback first submission (if applicable)</i>                                    |          |
|                         | <i>Assessor feedback resubmission 1 (if applicable)</i>                                      |          |
|                         | <i>Assessor feedback resubmission 2 (if applicable)</i>                                      |          |
| 1.4                     | Explain factors to consider when deciding on content of copy used in recruitment methods.    |          |
|                         | <i>Assessor feedback first submission (if applicable)</i>                                    |          |

|                                                       |                                                                             |  |
|-------------------------------------------------------|-----------------------------------------------------------------------------|--|
|                                                       |                                                                             |  |
|                                                       | <i>Assessor feedback resubmission 1 (if applicable)</i>                     |  |
|                                                       | <i>Assessor feedback resubmission 2 (if applicable)</i>                     |  |
| 2.1                                                   | Explain different selection methods and when it is appropriate to use them. |  |
|                                                       | <i>Assessor feedback first submission (if applicable)</i>                   |  |
|                                                       | <i>Assessor feedback resubmission 1 (if applicable)</i>                     |  |
|                                                       | <i>Assessor feedback resubmission 2 (if applicable)</i>                     |  |
| 2.4                                                   | Explain the selection records that need to be retained.                     |  |
|                                                       | <i>Assessor feedback first submission (if applicable)</i>                   |  |
|                                                       | <i>Assessor feedback resubmission 1 (if applicable)</i>                     |  |
|                                                       | <i>Assessor feedback resubmission 2 (if applicable)</i>                     |  |
| 2.5                                                   | Write letters of appointment and non-appointment for an identified role.    |  |
|                                                       | <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 1                                |                                                                             |  |
| Total marks for TASK 1 (resubmission 1 if applicable) |                                                                             |  |
| Total marks for TASK 1 (resubmission 2 if applicable) |                                                                             |  |

| TASK 2 - Simulated interview |                                                                                                       |          |
|------------------------------|-------------------------------------------------------------------------------------------------------|----------|
| AC Number                    | Assessment Criteria                                                                                   | Mark 1-4 |
| 2.2                          | Develop selection criteria and shortlist candidate applications for interview for an identified role. |          |
|                              | <i>Assessor feedback first submission (if applicable)</i>                                             |          |
|                              | <i>Assessor feedback resubmission 1 (if applicable)</i>                                               |          |
|                              | <i>Assessor feedback resubmission 2 (if applicable)</i>                                               |          |

|                                                       |                                                                                                          |  |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--|
| 2.3                                                   | Participate effectively in a selection interview and the decision-making process for an identified role. |  |
|                                                       | <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 2                                |                                                                                                          |  |
| Total marks for TASK 2 (resubmission 1 if applicable) |                                                                                                          |  |
| Total marks for TASK 2 (resubmission 2 if applicable) |                                                                                                          |  |

| TASK 3 - Guidance document |                                                                                                                             |          |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------|
| AC Number                  | Assessment Criteria                                                                                                         | Mark 1-4 |
| 3.1                        | Explain the importance of work-life balance within the employment relationship and how it can be influenced by legislation. |          |
|                            | <i>Assessor feedback first submission (if applicable)</i>                                                                   |          |
|                            | <i>Assessor feedback resubmission 1 (if applicable)</i>                                                                     |          |
|                            | <i>Assessor feedback resubmission 2 (if applicable)</i>                                                                     |          |
| 3.2                        | Explain the concept of wellbeing in the workplace and why it is important.                                                  |          |
|                            | <i>Assessor feedback first submission (if applicable)</i>                                                                   |          |
|                            | <i>Assessor feedback resubmission 1 (if applicable)</i>                                                                     |          |
|                            | <i>Assessor feedback resubmission 2 (if applicable)</i>                                                                     |          |
| 3.3                        | Summarise the main points of discrimination legislation.                                                                    |          |
|                            | <i>Assessor feedback first submission (if applicable)</i>                                                                   |          |
|                            | <i>Assessor feedback resubmission 1 (if applicable)</i>                                                                     |          |
|                            | <i>Assessor feedback resubmission 2 (if applicable)</i>                                                                     |          |
| 3.4                        | Explain what diversity and inclusion mean and why they are important.                                                       |          |
|                            | <i>Assessor feedback first submission (if applicable)</i>                                                                   |          |
|                            | <i>Assessor feedback resubmission 1 (if applicable)</i>                                                                     |          |

|                                                       |                                                           |  |
|-------------------------------------------------------|-----------------------------------------------------------|--|
|                                                       |                                                           |  |
|                                                       | <i>Assessor feedback resubmission 2 (if applicable)</i>   |  |
| 3.5                                                   | Explain the difference between fair and unfair dismissal. |  |
|                                                       | <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 3                                |                                                           |  |
| Total marks for TASK 3 (resubmission 1 if applicable) |                                                           |  |
| Total marks for TASK 3 (resubmission 2 if applicable) |                                                           |  |

| TASK 4 - Guidance document |                                                                       |          |
|----------------------------|-----------------------------------------------------------------------|----------|
| AC Number                  | Assessment Criteria                                                   | Mark 1-4 |
| 4.1                        | Explain the purpose and components of performance management.         |          |
|                            | <i>Assessor feedback first submission (if applicable)</i>             |          |
|                            | <i>Assessor feedback resubmission 1 (if applicable)</i>               |          |
|                            | <i>Assessor feedback resubmission 2 (if applicable)</i>               |          |
| 4.2                        | Explain factors that need to be considered when managing performance. |          |
|                            | <i>Assessor feedback first submission (if applicable)</i>             |          |
|                            | <i>Assessor feedback resubmission 1 (if applicable)</i>               |          |
|                            | <i>Assessor feedback resubmission 2 (if applicable)</i>               |          |
| 4.3                        | Explain different methods of performance review.                      |          |
|                            | <i>Assessor feedback first submission (if applicable)</i>             |          |
|                            | <i>Assessor feedback resubmission 1 (if applicable)</i>               |          |
|                            | <i>Assessor feedback resubmission 2 (if applicable)</i>               |          |
| 5.1                        | Explain the key components of an effective total reward system.       |          |
|                            | <i>Assessor feedback first submission (if applicable)</i>             |          |
|                            | <i>Assessor feedback resubmission 1 (if applicable)</i>               |          |

|                                                       |                                                                       |  |
|-------------------------------------------------------|-----------------------------------------------------------------------|--|
|                                                       | Assessor feedback resubmission 2 (if applicable)                      |  |
| 5.2                                                   | Explain the relationship between reward and performance.              |  |
|                                                       | Assessor feedback first submission (if applicable)                    |  |
|                                                       | Assessor feedback resubmission 1 (if applicable)                      |  |
|                                                       | Assessor feedback resubmission 2 (if applicable)                      |  |
| 5.3                                                   | Explain the reasons for treating employees fairly in relation to pay. |  |
|                                                       | Assessor feedback first submission (if applicable)                    |  |
|                                                       | Assessor feedback resubmission 1 (if applicable)                      |  |
|                                                       | Assessor feedback resubmission 2 (if applicable)                      |  |
| Total marks for TASK 4                                |                                                                       |  |
| Total marks for TASK 4 (resubmission 1 if applicable) |                                                                       |  |
| Total marks for TASK 4 (resubmission 2 if applicable) |                                                                       |  |

| TASK 5 - Written answers |                                                                                                          |          |
|--------------------------|----------------------------------------------------------------------------------------------------------|----------|
| AC Number                | Assessment Criteria                                                                                      | Mark 1-4 |
| 6.1                      | Explain why learning and development activities are of benefit to individuals and organisations.         |          |
|                          | Assessor feedback first submission (if applicable)                                                       |          |
|                          | Assessor feedback resubmission 1 (if applicable)                                                         |          |
|                          | Assessor feedback resubmission 2 (if applicable)                                                         |          |
| 6.2                      | Describe different types of learning needs and reasons why they arise for individuals and organisations. |          |
|                          | Assessor feedback first submission (if applicable)                                                       |          |
|                          | Assessor feedback resubmission 1 (if applicable)                                                         |          |
|                          | Assessor feedback resubmission 2 (if applicable)                                                         |          |
| 6.3                      | Summarise different face-to-face and blended learning and development approaches including:              |          |
|                          | • facilitation                                                                                           |          |

|                                                       |                                                                                                                                  |  |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--|
|                                                       | <ul style="list-style-type: none"> <li>• training</li> <li>• coaching</li> <li>• mentoring.</li> </ul>                           |  |
|                                                       | <i>Assessor feedback first submission (if applicable)</i>                                                                        |  |
|                                                       | <i>Assessor feedback resubmission 1 (if applicable)</i>                                                                          |  |
|                                                       | <i>Assessor feedback resubmission 2 (if applicable)</i>                                                                          |  |
| 6.4                                                   | Explain how individual requirements and preferences must be accommodated in the design and delivery of learning and development. |  |
|                                                       | <i>Assessor feedback first submission (if applicable)</i>                                                                        |  |
|                                                       | <i>Assessor feedback resubmission 1 (if applicable)</i>                                                                          |  |
|                                                       | <i>Assessor feedback resubmission 2 (if applicable)</i>                                                                          |  |
| 6.5                                                   | Discuss how learning and development can be evaluated.                                                                           |  |
|                                                       | <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 5                                |                                                                                                                                  |  |
| Total marks for TASK 5 (resubmission 1 if applicable) |                                                                                                                                  |  |
| Total marks for TASK 5 (resubmission 2 if applicable) |                                                                                                                                  |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |                                      |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------|----------------|
| Total marks for UNIT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            | Grade                                |                |
| Total marks for UNIT<br>(resubmission 1 if applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                              |            | Grade (resubmission 1 if applicable) |                |
| Total marks for UNIT<br>(resubmission 2 if applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                              |            | Grade (resubmission 2 if applicable) |                |
| <b>Assessor Feedback Summary</b><br><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 <b>font colour</b> for any resubmission comments.)</i> |            |                                      |                |
| Assessor name:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Submission | Resubmission 1                       | Resubmission 2 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |                                      |                |
| <b>Assessor signature*:</b><br><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.

## 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>).

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Job title</b>           | Food and Beverage Assistant                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Reporting to</b>        | Food and Beverage Manager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Main purpose of job</b> | To provide an enjoyable dining experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Key tasks</b>           | <ol style="list-style-type: none"> <li>1. Greet customers.</li> <li>2. Answer questions about the menu.</li> <li>3. Accurately take customer's orders.</li> <li>4. Pass orders to the kitchen, ensuring allergy information is clearly communicated.</li> <li>5. Collect orders from the kitchen and deliver orders to tables.</li> <li>6. Prepare bills and charge to room account or take payments.</li> <li>7. Clear table, clean table and prepare table for new customers.</li> <li>8. Provide high quality, excellent customer service.</li> </ol> |

# 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:

- 0- Does not meet criteria
- 1- Partly meets
- 2- Fully meets
- 3- 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:

- Situation** - what was the situation faced by the candidate?
- Task** - what specifically did the candidate need to do, what was their part?
- Action** - what did they actually do?
- Result** - what was the outcome, was it what they intended it to be?
- Reflect** - 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.

|                  |  |
|------------------|--|
| <b>Situation</b> |  |
| <b>Task</b>      |  |
| <b>Action</b>    |  |
| <b>Result</b>    |  |
| <b>Reflect</b>   |  |

## 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 D -CIPD Skills observation feedback form (SOF)

|                                                                                                                                                                                                        |                                                                                        |                   |       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------|-------|
| <b>Centre number:</b>                                                                                                                                                                                  |                                                                                        |                   |       |
| <b>Centre name:</b>                                                                                                                                                                                    |                                                                                        |                   |       |
| <b>CIPD Learner No (1st 7 digits of CIPD Membership number):</b>                                                                                                                                       |                                                                                        |                   |       |
| <b>Learner surname:</b>                                                                                                                                                                                |                                                                                        |                   |       |
| <b>Learner other names:</b>                                                                                                                                                                            |                                                                                        |                   |       |
| <b>Qualification title:</b>                                                                                                                                                                            |                                                                                        |                   |       |
| <b>Unit title:</b>                                                                                                                                                                                     | Essentials of people practice                                                          | <b>Unit code:</b> | 3C004 |
| <b>Learning outcome(s):</b>                                                                                                                                                                            | 2 Be able to contribute to the effective selection and appointment of individuals.     |                   |       |
| <b>Assessment criteria:</b>                                                                                                                                                                            | 2.2, 2.3                                                                               |                   |       |
| <b>Skills required:</b>                                                                                                                                                                                | Assessor feedback - to be completed by the assessor with notes to support the decision |                   |       |
| Appropriate selection criterion devised based on job description.                                                                                                                                      |                                                                                        |                   |       |
| Shortlisting of candidates carried out based on criteria.                                                                                                                                              |                                                                                        |                   |       |
| Suitable environment/technology prepared.                                                                                                                                                              |                                                                                        |                   |       |
| Interview opened appropriately: <ul style="list-style-type: none"> <li>• introductions</li> <li>• outline of interview process and structure.</li> </ul>                                               |                                                                                        |                   |       |
| Rapport established and candidate put at ease.                                                                                                                                                         |                                                                                        |                   |       |
| Appropriate questions used: <ul style="list-style-type: none"> <li>• relevant to job description</li> <li>• open questions &amp; probing</li> <li>• competency-based</li> <li>• clarifying.</li> </ul> |                                                                                        |                   |       |
| Communication skills (verbal and non-verbal) used effectively with candidate, e.g. listening and speaking and using appropriate body language.                                                         |                                                                                        |                   |       |

|                                                                                                                 |  |
|-----------------------------------------------------------------------------------------------------------------|--|
| Effective note taking and scoring against criteria to justify decision.                                         |  |
| Outline of job, terms & conditions etc provided.                                                                |  |
| Candidate invited to ask questions which are responded to clearly.                                              |  |
| Interview closed appropriately.                                                                                 |  |
| Panel members liaise effectively (if panel interview conducted, leave blank if individual interview conducted). |  |
| Interview conducted professionally and within legal requirements.                                               |  |
| Interview structure appropriate.                                                                                |  |
| Interview time managed well.                                                                                    |  |

|                            |  |
|----------------------------|--|
| <b>Assessor name:</b>      |  |
| <b>Assessor signature:</b> |  |
| <b>Date:</b>               |  |

## Notes on skills observation

When carrying out observations, consideration should be given to the following points:

1. A form must be complete for each learner, regardless of whether they are part of a panel or individual interview.
2. Learners should be informed of the intention to carry out this kind of observation and given sufficient notice of when the observation will take place.
3. Observers should be familiar with the appropriate learning outcomes and assessment criteria prior to the observation and assessment.
4. Achievements should be recorded promptly once skills and knowledge have been demonstrated.
5. Constructive and meaningful feedback on performance should be given to the learner. Feedback should not be limited to yes/no.

Centres should retain a copy of the completed form in the learner's record and if the learner is selected for moderation, a copy must be uploaded to Rogo. The learner should also retain a copy.