

3CO04

Essentials of people practice

Learner Assessment Brief

Assessment ID / CIPD_3CO04_22_01



Level 3
Foundation Certificate in
People Practice

Version 1- June 2022, the last moderation window for results for this assessment brief is September 2023

Please write clearly in block capitals.				
Centre number:				
Centre name:				
Learner number (1st 7 digits of CIPD Membership number):				
Learner surname:				
Learner other names:				
Unit code:	3CO04			
Unit title:	Essentials of people practice			
Assessment ID:	CIPD_3CO04_22_01			
Assessment start date:				
Assessment submission date:				
First resubmission date for centre marking – if applicable				
Second resubmission date for centre marking – if applicable				
Declared word count				
Assessor name:				
Assessor signature:				
IQA name (if applicable):				
IQA signature (if applicable):				

3CO04

Essentials of people practice

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



CIPD's insight

Talent management (Nov 2021)

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

For these reasons, people professionals consider talent management to be among their key priorities. The CIPD Profession Map also recognises Talent Management as one of the special knowledge areas within the people profession and sets out the expected standards to follow.

<https://www.cipd.co.uk/knowledge/strategy/resourcing/talent-factsheet#7248>

Inclusion and diversity in the workplace (May 2021)

Promoting and supporting diversity in the workplace is an important aspect of good people management – it's about valuing everyone in the organisation as an individual. However, to reap the benefits of a diverse workforce it's vital to have an inclusive environment where everyone feels able to participate and achieve their potential. While UK legislation – covering age, disability, race, religion, sex and sexual orientation among others – sets minimum standards, an effective inclusion and diversity strategy goes beyond legal compliance and seeks to add value to an organisation, contributing to employee wellbeing and engagement.

<https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/factsheet>

Recruitment – an introduction (Oct 2021)

Good recruitment is vital for every organisation, especially when labour markets are tight – finding the right people for the right roles at the right time. 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 having an impact on the long term success of the business, using workforce planning data to understand what skills are needed for organisational performance.

<https://www.cipd.co.uk/knowledge/fundamentals/people/recruitment/factsheet#7047>

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

Preparation for the Tasks:

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

You will also benefit from:

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



Case study

You have recently been appointed as a member of the people practice team of Healthcare on Hand, a rapidly growing home healthcare company. Founded in 2017, Healthcare on Hand provides healthcare to adults and children with complex needs in their own homes. From start-up, the owners took pride in being involved in all aspects of people management, including interviewing all new employees. Now the organisation has grown, they realise they cannot continue to be involved in all activities and want to formalise many people practices. To this end, a small people team will be responsible for all aspects of people management.

Task One – Briefing paper

The People Manager asks you to prepare a briefing paper that will be used when they meet with line managers and introduce the services the new team will provide. The briefing paper should explain:

- the different stages of the employee lifecycle and the role of the people professionals in the lifecycle. (AC 1.1)
- different ways in which information for specified roles can be prepared. (AC 1.2)
- different recruitment methods and when is it appropriate to use them.
(AC 1.3)
- factors to consider when deciding on the content of copy used in recruitment methods. (AC 1.4)
- different selection methods and when it is appropriate to use them. (AC 2.1)
- the selection records that need to be retained. (AC 2.4)

In addition, your manager is keen that standard letters of appointment and non-appointment are used going forward. Your manager has asked you to draft a copy of each of these letters.

- Write letters of appointment and non-appointment for an identified role. (AC 2.5)

Your evidence must consist of:

- Briefing paper (approximately 1500 words, refer to CIPD word count policy).
- Letters of appointment and non-appointment (excluded from word count).

Task Two – Simulated interview

Appointment to the newly formed people team is not yet complete and your manager is keen to involve you in the selection of a People Assistant and has asked you to work as part of a team to:

- Devise selection criteria for the post of People Assistant using the job description (Appendix A). Use the selection shortlisting matrix (Appendix B) to shortlist applications against the selection criteria to determine candidates to be interviewed. (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. The interview could be conducted face-to-face, by telephone 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, interviews and decision-making and that your contributions are clearly and uniquely identified through comments from your assessor on the Assessor Observation Feedback Form. A copy of CIPD STARR Model Interview Questions (Appendix C) has been included that can be used when developing interview questions.

Your evidence must consist of:

- The criteria that you devised. (not included in word count)
- Your notes from the shortlisting process, **or** an observation statement from your assessor as to your part in shortlisting. (not included in word count)
- Some form of record of the interview process, for example audio or video recording, photographic evidence.

Task Three - Guidance document

As a healthcare organisation, the owners of Healthcare on Hand are keen to support wellbeing at work. They have some concerns about work-life balance as their employees start work early, work evenings and weekends, in addition to providing healthcare support during weekdays. The owners are keen to comply with relevant legislation and aim to provide their employees with work-life balance. The clients of Healthcare on Hand are diverse, and the owners feel the diversity of their workforce should also reflect their client population but think there might be more to diversity than this.

Now the organisation has grown and the owners cannot be involved in all day-to-days issues, line managers will take more responsibility for employment relations matters. Your manager asks you to produce a guidance document to provide the owners and managers at Healthcare on Hand with a fundamental understanding of employment legislation and organisational practices.

The guidance document must include:

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

Your evidence must consist of:

- A guidance document (approximately 1250 words, refer to CIPD word count policy).

Task Four – Briefing paper

Prepare a briefing paper, aimed at providing Healthcare on Hand's management team with essential knowledge and understanding of performance management and reward. You need to ensure that you include an explanation of:

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

Your evidence must consist of:

- Briefing paper (Approximately 1500 words, refer to CIPD word count policy).

Task Five – Fact sheet

Employee development is important for both existing employees and new starters at Healthcare on Hand and falls under the remit of the People Team. To date, learning and development (L&D) has been limited to training courses that were necessary to ensure legal compliance. You have been asked to develop a fact sheet for managers to raise awareness of the benefits of L&D, different types of learning needs, L&D approaches, individual requirements and preferences and how L&D can be evaluated.

Your factsheet should:

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

Your evidence must consist of:

- Fact sheet (approximately 1250 words, refer to CIPD word count policy).

Assessment Criteria Evidence Checklist

You may find the following checklist helpful to make sure that 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 – Briefing paper		Evidenced	Evidence reference
Assessment criteria		Y/N	
1.1	Explain each stage of the employee life cycle and the role of the people professional in it.		
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	Evidence reference
Assessment criteria		Y/N	
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 Y/N	Evidence reference
Assessment criteria			
3.1	Explain the importance of work-life balance within the employment relationship and how it can be influenced by legislation.		
3.2	Explain the concept of wellbeing in the workplace and why it is important.		
3.3	Summarise the main points of discrimination legislation.		
3.4	Explain what diversity and inclusion mean and why they are important.		
3.5	Explain the difference between fair and unfair dismissal.		

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

Task 5 – Fact sheet		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"> • facilitation • training • coaching • mentoring. 		
6.4	Explain how individual requirements and preferences must be accommodated in the design and delivery of learning and development.		
6.5	Discuss how learning and development can be evaluated.		

Declaration of Authentication

Declaration by learner

I can confirm that this assessment is all my own work and where I have used materials from other sources, they have been properly acknowledged.

Learner name:

Learner signature:

Date*

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

Declaration by Assessor

I confirm that I am satisfied that to the best of my knowledge, the work produced is solely that of the learner.

Assessor name:

Assessor signature:

Date:

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

Marking grid and feedback for learner

Unit 3CO04: Assessor Feedback to Learner	
Centre number	Please enter your centre number here
Centre name	Please enter your centre name here
Learner number (1st 7 digits of CIPD Membership number)	Please enter the learner number here. Must be 1 st 7 digits of CIPD membership number
Learner surname	Please enter learner surname here
Learner other names	Please enter learner other names here e.g., first name and middle name(s)

TASK 1		
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.	
	Please enter your Assessor feedback here	Enter mark here
	Please enter your Assessor feedback here for resubmission 1 (if applicable)	Enter mark here
	Please enter your Assessor feedback here for resubmission 2 (if applicable)	Enter mark here
1.2	Explain different ways in which you can prepare information for specified roles.	
	Please enter your Assessor feedback here	Enter mark here
	Please enter your Assessor feedback here for resubmission 1 (if applicable)	Enter mark here
	Please enter your Assessor feedback here for resubmission 2 (if applicable)	Enter mark here
1.3	Explain different recruitment methods and when it is appropriate to use them.	
	Please enter your Assessor feedback here	Enter mark here
	Please enter your Assessor feedback here for resubmission 1 (if applicable)	Enter mark here

	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
1.4	Explain factors to consider when deciding on content of copy used in recruitment methods.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
2.1	Explain different selection methods and when it is appropriate to use them.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
2.4	Explain the selection records that need to be retained.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
2.5	Write letters of appointment and non-appointment for an identified role.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
Total marks for TASK 1		<i>Enter total marks here</i>

Total marks for TASK 1 (resubmission 1 if applicable)	<i>Enter total marks here</i>
Total marks for TASK 1 (resubmission 2 if applicable)	<i>Enter total marks here</i>

TASK 2		
AC Number	Assessment Criteria	Mark 1-4
2.2	Develop selection criteria and shortlist candidate applications for interview for an identified role.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
2.3	Participate effectively in a selection interview and the decision-making process for an identified role.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
Total marks for TASK 2		<i>Enter total marks here</i>
Total marks for TASK 2 (resubmission 1 if applicable)		<i>Enter total marks here</i>
Total marks for TASK 2 (resubmission 2 if applicable)		<i>Enter total marks here</i>

TASK 3		
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>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
3.2	Explain the concept of wellbeing in the workplace and why it is important.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
3.3	Summarise the main points of discrimination legislation.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
3.4	Explain what diversity and inclusion mean and why they are important.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
3.5	Explain the difference between fair and unfair dismissal.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>

	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
Total marks for TASK 3		<i>Enter total marks here</i>
Total marks for TASK 3 (resubmission 1 if applicable)		<i>Enter total marks here</i>
Total marks for TASK 3 (resubmission 2 if applicable)		<i>Enter total marks here</i>

TASK 4		
AC Number	Assessment Criteria	Mark 1-4
4.1	Explain the purpose and components of performance management.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
4.2	Explain factors that need to be considered when managing performance.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
4.3	Explain different methods of performance review.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>

	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
5.1	Explain the key components of an effective total reward system.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
5.2	Explain the relationship between reward and performance.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
5.3	Explain the reasons for treating employees fairly in relation to pay.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
Total marks for TASK 4		<i>Enter total marks here</i>
Total marks for TASK 4 (resubmission 1 if applicable)		<i>Enter total marks here</i>
Total marks for TASK 4 (resubmission 2 if applicable)		<i>Enter total marks here</i>

TASK 5		
AC Number	Assessment Criteria	Mark 1-4
6.1	Explain why learning and development activities are of benefit to individuals and organisations.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
6.2	Describe different types of learning needs and reasons why they arise for individuals and organisations.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
6.3	Summarise different face-to-face and blended learning and development approaches including: <ul style="list-style-type: none"> • facilitation • training • coaching • mentoring. 	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
6.4	Explain how individual requirements and preferences must be accommodated in the design and delivery of learning and development.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>

	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
6.5	Discuss how learning and development can be evaluated.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
Total marks for TASK 5		<i>Enter total marks here</i>
Total marks for TASK 5 (resubmission 1 if applicable)		<i>Enter total marks here</i>
Total marks for TASK 5 (resubmission 2 if applicable)		<i>Enter total marks here</i>

Total marks for UNIT	<i>Enter total unit marks here</i>	Grade	<i>Enter grade here</i>
Total marks for UNIT (resubmission 1 if applicable)	<i>Enter total unit marks here</i>	Grade (resubmission 1 if applicable)	<i>Enter grade here</i>
Total marks for UNIT (resubmission 2 if applicable)	<i>Enter total unit marks here</i>	Grade (resubmission 2 if applicable)	<i>Enter grade here</i>
Assessor Feedback Summary			
<i>Please enter your summary and developmental points for the learner here. Please use a different font colour for any resubmission comments.</i>			
Assessor signature	<i>Please enter your Assessor signature here</i>		
Date	<i>Please enter date here</i>		

Appendix A – Job description

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

Job title	People Assistant
Department	People Team
Reporting to	People Manager
Main purpose of job	To provide a professional administrative support service to the People Team
Key tasks	<ol style="list-style-type: none"> 1. Produce letters using standard templates. 2. Manage end-to-end administration of recruitment and selection processes. 3. Produce contracts of employment. 4. Prepare new starter documentation and records. 5. Liaise with managers to ensure timely inductions are scheduled. 6. Provide reference request information. 7. Run standard and ad-hoc reports using the HR information system. 8. Maintain accurate employee records and filing systems. 9. Manage relationships with stakeholders. 10. Provide basic guidance on the application of policies and procedures. 11. Provide meeting support, including taking accurate minutes.

Appendix B

SELECTION SHORTLISTING MATRIX

Candidate Name:

Job Title:

ATTRIBUTES	ESSENTIAL	DESIRABLE	TOTAL
Qualifications	For example, relevant language qualification		E.g. 3
		For example, CIPD CPP	E.g. 2
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.

Situation	
Task	
Action	
Result	

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...?