CIPD
Championing better work and working lives

Foundation Certificate in
People Practice

Regulated Qualifications Framework Level 3

Contents

Introduction

The CIPD Level 3 Certificate in People Practice is a Foundation-level, professional qualification based on the CIPD Profession Map. The Map was launched in 2018, having been developed in collaboration with a wide range of experts working at the heart of the profession. It sets the international benchmark for the people profession and provides a strong foundation to give people professionals the confidence and capabilities to guide their decision-making, actions and behaviours.
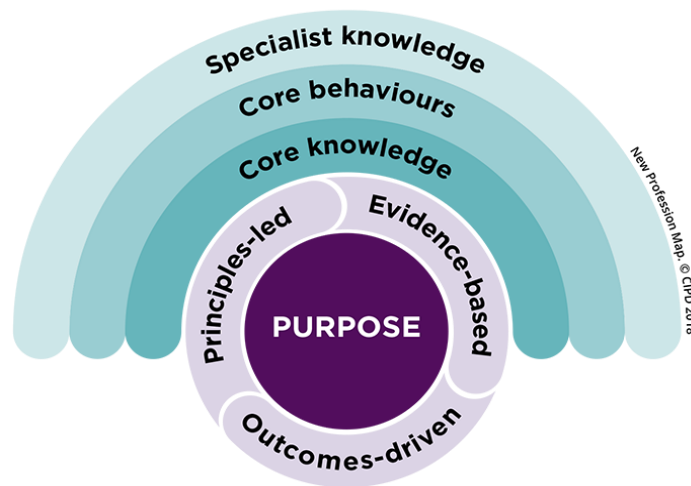

Each unit within the CIPD Level 3 Foundation Certificate in People Practice has clear linkage to the Profession Map, as shown in **Appendix A**.

This qualification specification contains what you need to know about the structure, assessment approach and delivery content for the CIPD Level 3 Foundation Certificate in People Practice. This specification should be used to inform your planning, delivery and assessment in combination with the CIPD centre guidance documents.

Regulated Qualifications Framework (RQF)

The UK's Regulated Qualifications Framework (RQF) categorises qualifications in England based on their size, and their level of challenge or difficulty.

The CIPD Level 3 Foundation Certificate in People Practice is on the RQF framework, which is regulated by Ofqual and the Council for the Curriculum, Examinations & Assessment (CCEA) and is on the CQFW framework, which is regulated by Qualifications Wales. The qualification numbers for this qualification are 603/5958/4 for the RQF and [tbc - pending approval] for the CQFW.

Qualification size

The size of a qualification is expressed in hours. This is known as the Total Qualification Time (TQT). The TQT is the total number of hours it is estimated that an average learner will take to complete a qualification. For each unit we refer to this as Total Unit Time (TUT).

The TQT is made up of the following:

- Guided Learning Hours (GLH) – this is the time spent by a learner being taught or instructed under the immediate supervision of a lecturer, supervisor or tutor. The learning must be undertaken in real time with the simultaneous physical presence of the learner and that person, or remotely by means of simultaneous online or telephone communication.

- Additional time taken by a learner in preparation, study, or any other form of participation in education or training but not under the immediate supervision of a lecturer, supervisor or tutor.

The minimum GLH for this qualification is estimated at 120 hours and the TQT is estimated at 240 hours.

The qualification and units equate to a credit value of 24, which is one-tenth of the TQT.

Qualification level

The level of a qualification is determined by looking at the RQF's range of level descriptors and identifying the descriptor that provides the best match to the intended knowledge and skills outcomes for that qualification.

The level descriptors are divided into two categories:

- knowledge and understanding
- skills.

The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that level.

Level 3

RQF descriptors for Level 3

At Level 3 a learner:

- has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that, while well defined, may be complex and non-routine

- can interpret and evaluate relevant information and ideas

- is aware of the nature of the area of study or work

- is aware of different perspectives or approaches within the area of study or work

- can identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that, while well defined, may be complex and non-routine

- can use appropriate investigation to inform actions

- can review how effective methods and actions have been.

Level comparison

The level of this qualification is comparable to:

- Level 5 in Ireland (NFQ IE)

- Level 6 in Scotland (SCQF)

- Level 4 European Qualifications Framework (EQF).

Qualification information

Qualification purpose

The primary purpose of this qualification is to develop learners' knowledge and skills to build their expertise, inspiring them to undertake tactical tasks that deliver value. Learners will build their confidence and knowledge aimed at being able to contribute to immediate colleagues, customers and the organisation; supporting change and driving impact, to create immediate and short-term value. They will gather information to use in their role and use this to understand their work, organisation and profession more deeply.

This can then be applied to the world of work as well as being used as a vehicle to start their journey to CIPD membership at the appropriate level to complement career and professional development.

Qualification objective

This qualification introduces the learner to a wide range of relevant knowledge and expertise in people practice. It is suited to those learners who:

- are studying, aspiring to, or embarking on, a career in people practice

- are working in a people practice support role and wish to develop their knowledge and deliver immediate and short-term value for their organisation

- wish to develop the specialist knowledge, skills and understanding required to be a people professional.

Entry guidance

This qualification is designed for learners aged 18+ who want to learn about people practice. Although there are no formal entry requirements, it is expected that centres conduct their own diagnostics to ensure that this qualification is appropriate for the learner. This should include making sure that learners can meet the requirements of the learning outcomes and can access the appropriate literacy and numeracy needed to complete the CIPD Level 3 Foundation Certificate in People Practice.

The CIPD has a policy for students where English is not their first language that gives guidance on appropriate English language entry requirements. The policy can be found on the CIPD website https://www.cipd.co.uk/membership/students/qualification-policies.

Qualification structure and rules of combination (ROC)

Qualification structure

Qualification title	**CIPD Level 3 Foundation Certificate in People Practice**
Qualification number	**QN 603/5958/4**
RQF level	**Level 3**
Total qualification time	**240 TQT**
Guided learning hours	**120 GLH**
Total credit value	**24 credits**

Rules of combination

To be awarded the CIPD Level 3 Foundation Certificate in People Practice, learners are required to successfully complete **all four mandatory core units**.

Core units

Ref	Unit title	RQF	Credit	TUT	GLH
3CO01	Business, culture and change in context	3	5	50	25
3CO02	Principles of analytics	3	4	40	20
3CO03	Core behaviours for people professionals	3	4	40	20
3CO04	Essentials of people practice	3	11	110	55

Recognition of prior learning (RPL) and exemptions

Recognition of prior learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning.

For learners who have completed units from a previous CIPD qualification, there are transfer opportunities to this qualification that have been predetermined by the CIPD as planned exemptions. Details of these are listed in **Appendix B – Exemption mapping**. Non-CIPD qualifications may also be included in this list as appropriate.

For learners who have completed units from non-CIPD qualifications that they deem will map to units of this qualification, they may submit an application form accompanied by clear mapping and evidence of achievement to the CIPD for verification. This will be subject to appropriate fees and limited to exemptions against 50% of the CIPD qualifications as a maximum.

Assessment

Assessment is the process of evaluating an individual's attainment of knowledge, understanding and skills. The CIPD will set assignments for all core units. Centres will be required to mark the assignments and internally moderate the marks. The CIPD will conduct moderation sampling and validate centre marking before the release of results to learners.

Assessment focus

Assessment for the CIPD Level 3 Foundation Certificate in People Practice is employer-driven and aimed at real scenarios that learners may encounter in their future career.

Assessment grading

This qualification is not graded. Learners will receive either a Pass or Fail. All assessment criteria must be met in order to achieve a Pass.

Qualification achievement

All assessments for this qualification are criterion referenced, based on the achievement of specified learning outcomes.

To achieve a **Pass** for this qualification, a learner must have satisfied all the assessment criteria for each core unit. If the complete qualification is not achieved, credit can be issued in the form of a statement of standalone unit credit.

Statements of standalone unit credit will be subject to the currency of the existing qualification and CIPD quality assurance checks. The CIPD's decision will be final.

Progression

Successful achievement of the CIPD Level 3 Foundation Certificate in People Practice will allow progression onto the CIPD Level 5 Associate Diploma in People Management or the CIPD Level 5 Associate Diploma in Organisational Learning and Development.

Link to Apprenticeship

This specification has been mapped to the knowledge elements of the L3 HR Support Apprenticeship and the L3 L&D Practitioner Apprenticeship. Please refer to **Appendix C** for details of this mapping.

Compliance

No part of this qualification may be altered by centres since it will compromise regulatory compliance. Centres may not amend learning outcomes, assessment criteria, assessment approach, assessment briefs, unit or qualification titling or any other regulated guidance; to do so will deem the learners' achievement null and void and centres will be subject to sanctions by the CIPD.

Unit content

All content provided in each unit is indicative. There is no mandatory content; however, it is the centre's responsibility to prepare learners sufficiently so that achievement of all learning outcomes and associated assessment criteria can be achieved.

The unit format is as follows:

About the unit	gives a summary of the purpose of the unit
What you will learn	details the knowledge and skills a learner will cover
Level	indicates the level of the unit within the Regulated Qualifications Framework (RQF)
Credit value	is the value given to the unit – it is equal to the Total Qualification Time (TQT) divided by ten
Guided Learning Hours	is the average amount of time spent by a learner being directly taught or instructed by a lecturer, supervisor or tutor in real time
Total Unit Time	is the average amount of time it will take to complete the unit – this includes guided learning hours, practical and work-based learning, assessment preparation time and assessment time
Learning outcomes	set out what a learner will know, understand or be able to do as a result of successful completion
Assessment criteria	specify the standard required to achieve each of the learning outcomes via assessment.
Indicative content	provides guidance on suggested curriculum coverage required to achieve the learning outcomes and assessment criteria
Resources	provides a list of publications, books, websites and journals that support the information covered in each unit

3CO01
Business, culture and change in context

About this unit

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

What you will learn

You will develop an understanding of the key external influences that impact on businesses and the context within which they operate, including discussing how and why organisations set goals. You will define workplace culture and how people's behaviour shapes it. You will explain how organisations are whole systems and how your actions affect others. You will also discuss how people learn, adapt and develop in different ways. The concept of change is a key focus of this unit and you will explain how people professionals impact people in different ways and the importance of how focused project planning directs change in manageable ways.

5 credits

50 hours total unit time
25 guided learning hours

Level 3

1 Understand the business environment in which the people profession operates, including the key issues that affect it.

1.1 Examine the key external influences that impact on business environments.

External forces that impact on the organisation's current and future activities. For example, the findings of STEEPLE, SWOT analysis to inform understanding of the market(s) in which the organisation operates.

1.2 Discuss organisational goals and why it is important for organisations to plan.

The organisation's long- and short-term vision and goals, type of business, structure, documentation, employment climate. How the organisation informs and determines its objectives and planning and how these link to policy and people practices. Why planning is necessary for business continuity.

1.3 Discuss the products and/or services the organisation delivers, including who the main customers are.

Identification of the products and services that the organisation offers; the market within which it operates and the customers it serves; customer needs analysis; difference between features and benefits; types of business/market, for example, agency, direct, wholesale, online; market segmentation.

1.4 Review the range of technology available within the people profession, including how it can be utilised to improve working practices and collaboration.

Different types of technologies, for example wi-fi, internet, email, electronic forms of communication, for example smart phones, social media, cloud-based platforms, dashboards, file management and document sharing, cloud-hosting, synchronous collaborative software, Bluetooth, voice recognition, fingerprint, facial and iris recognition, auto-responders, artificial intelligence. How collective and individual technologies can change, improve and affect working practices. Various social and technological approaches used in communication, customer service, marketing, improving efficiency, productivity and security.

2 Understand how people's behaviour in the workplace affects and shapes culture.

2.1 Define workplace culture in organisational settings and the importance of fostering positive approaches towards it.

What culture is, definitions and types of culture in the organisational context, sub-cultures, cultural diversity, impact of culture, values and norms, positive and negative cultures. The organisation as a holistic system, the roles of people professionals in facilitating an appropriate and effective organisational culture. What is meant by creating a diverse and inclusive environment. How diversity and inclusion principles are built into organisational practices.

2.2 Explain how organisations are whole systems, and how work and actions as a people professional could impact elsewhere.

Organisational types, structures, designs and systems. Organisations as organic living systems, the importance of value-driven organisations. Approaches taken to achieve an effective holistic systems approach. Areas of impact, such as influence on the government or sector, innovative development on working practices regionally, nationally and internationally, changes to laws and

guidelines, influence on professional institutes and their approaches, influential published case studies, advice and guidance, approaches and styles of L&D sector, assessment and management of apprentices and standards, health, safety and welfare exemplars, support or mentoring of smaller businesses.

2.3 Discuss how people learn and develop in different ways, relating this to organisational assessments of people's skills and capabilities.

Human capital, learning and competitiveness: strategic importance of workplace learning, factors and theories of learning, transfer of learning to achieve competitiveness and high performance. Assimilation of new ways of thinking and doing. Capturing and interpreting learning trends in the organisation – skills gaps, critical incidents, underperformance.

3 Understand the importance of effective management of change.

3.1 Explain the importance of planning and managing change within the workplace.

Factors and triggers for change to include competition, technological, turbulence, discontinuity, chaos, process and implementing change. How changing situations and initiatives can impact on the organisation's business. Project planning: the role, purpose and goals of project planning.

3.2 Consider the importance and role that people professionals play within change.

People professionals' role in facilitating change agendas, such as gatekeeper, SMT liaison or representative, driver of change, facilitator, expert witness, consultant, adviser, side-line witness and non-participant, critical friend, guardian of

legality and compliance, disseminator and communicator, record-keeper.

3.3 Discuss how change can impact people in different ways.

Different behavioural responses to change, personal, professional, behavioural. Job loss, downgrade, upgrade, regrade, financial, face loss, career aspirations, illness, mental health, physical health, welfare, family changes, self-esteem, social, motivational, group/team formation, dynamics and relationships, customer perceptions and relationships, competitor perceptions and relationships.

Books

Armstrong, M. and Taylor, S. (2020) *Armstrong's handbook of human resource management practice.* 15th ed. London: Kogan Page.

Beevers, K., Rea, A. and Hayden, D. (2019) *Learning and development practice in the workplace.* 4th ed. London: CIPD Kogan Page.

Burnes, B. (2017) *Managing change.* 7th ed. Harlow: Pearson Education.

Leatherbarrow, C. and Fletcher, J. (2018) *Introduction to human resource management: a guide to HR in practice.* 4th ed. London: CIPD Kogan Page.

Martin, M. and Whiting, F. (2016) *Human resource practice.* 7th ed. London: CIPD Kogan Page. [Forthcoming, 8th ed., summer 2020.]

Smith, R., King, D., Sidhu, R. and Skelsky, D. (eds). (2014) *The effective change manager's handbook: essential guidance to the change management body of knowledge.* London: Kogan Page*.*

Key journals

People Management
Available at:
www.peoplemanagement.co.uk/

Personnel Today
Available at: www.personneltoday.com/

Online resources

Davies, G. (2019) *Understanding the economy and the labour market.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/work/trends/economy-labour-market-factsheet

George, S. (2019) *Change management.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/work/trends/economy-labour-market-factsheet

Green, M. and Russell, T. (2019) *Ethical practice and the role of HR.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/culture/ethics/role-hr-factsheet

Hayden, D. (2019) *Identifying learning and development needs.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/people/development/learning-needs-factsheet

Hayden, D. (2018) *Learning in the workplace.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/development/learning-factsheet

Hayden, D. (2019) *Learning methods.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/people/development/learning-methods-factsheet

Houghton, E. (2019) *Strategic human resource managemen*t. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/hr/strategic-hrm-factsheet

Weeks, A. (2018) *PESTLE analysis.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/organisational-development/pestle-analysis-factsheet

Learning resources

Weeks, A. (2018) *SWOT analysis*.
Factsheet. London: Chartered Institute of
Personnel and Development. Available at:
www.cipd.co.uk/knowledge/strategy/organi
sational-development/swot-analysis-
factsheet

Websites

www.cipd.co.uk
Website for the Chartered Institute of
Personnel and Development (CIPD)

https://peopleprofession.cipd.org/professio
n-map
Website for the CIPD's New Profession
Map

3CO02
Principles of analytics

About this unit

This unit looks at how people professionals make both straightforward and complex choices as they carry out their roles. It focuses on how utilising a diverse range of analytics and evidence is essential to the rationalisation and enhancement of working practices and situational decision-making to create value.

What you will learn

You will cover how evidence-based practice informs measures and outcomes and how it is applied within your organisation. You will explain the importance of using data, the different types of data measurement and how these are used to inform decision making, including interpreting basic financial information using critical thinking skills and common calculations. You will review the concept of creating value, explaining how your organisation approaches this for its customers and stakeholders. Finally, you will cover the role of analytics and other technology in enhancing working practices, including the associated risks.

4 credits

40 hours total unit time
20 guided learning hours

Level 3

Learning outcome, assessment criteria and indicative content

1 Understand how evidence-based practice informs organisational measures and outcomes.

1.1 Review evidence-based practice and how it's applied within an organisation.

What evidenced-based practice is, its application, components of evidence-based practice, identification of how different types of evidence-based practice can be used to inform principle-led judgements and outcomes for an organisation.

1.2 Explain the importance of using data, including why it is essential for timely, ethical and accurate analysis and evaluation of personal information.

Recognise the importance of knowledge management approaches to improve organisational effectiveness; recognise the influence that data has on organisational culture, performance and internal and external perceptions.

1.3 Explain different types of data measurements in relation to the work of people professionals and how these are used to accurately retrieve and collate data to inform decision making.

Various forms of data (qualitative and quantitative) and types of information that can be used within organisations to enable informed decision-making, such as data on resourcing, absence, performance and reward, turnover, dismissals, L&D skills and competencies, employee voice, engagement, communications, well-being, change agendas and policies and practices.

1.4 Interpret common calculations and basic financial information from organisational data.

Make and interpret common calculations (for example percentages, averages,

themes and patterns) and interpreting basic financial information.

1.5 Explain how the application of agreed procedures, policies and sources of evidence helps to make choices and informed decisions.

How procedures, policies and evidence support decisions: awareness of the different policies and procedures that support and drive a customer-focused strategy, various sources of evidence that can be used to inform sound decision-making and choices, for example managers, staff, electronic counting systems, spreadsheets, databases.

2 Know how creating value benefits employees, customers and wider stakeholders.

2.1 Explain the range of customers and stakeholders with whom people professionals work and the role that influencing plays in creating value for them.

The range of customers and stakeholders that are dependent on the organisation, for example, internal – shareholders and employees; and external – customers and suppliers, and so on. The role that people professionals play and how they influence and benefit stakeholder fulfilment.

2.2 Review the concept of creating value as a people professional and the significance for people, organisations, and wider stakeholders.

Importance of value creation in the organisational setting, the core ethics and principles that guide organisational goals and strategic practices to promote competitiveness in a market, how organisational values assist employee engagement. How you and your organisation create value for its customers and stakeholders. Value for customers and

stakeholders: importance of maintaining the value of the organisation's products and services for its customers, how to nurture customer loyalty, approaches to education, branding and reward, to maximise stakeholder returns, promotion of future investment capital to support sustainability and growth.

2.3 Explain how social media can enhance working practices internally and externally, including the associated risks.

How social media can support and encourage internal and external communication opportunities between employees, types of forums available for information and idea sharing. Positive impact of social media approaches to promote engagement, inclusion and individual and team morale, how social media impacts wellbeing, helps people work collaboratively. Risks, for example where use of social media is permitted and not permitted, organisation reputational risk, group and individual risk, electronic bullying and intimidation, cyberstalking, trolling, phishing, imposter, authenticity and security issues.

2.4 Explain how working as a people professional benefits other people in an organisation.

Supporting and fostering open cultures, promoting a climate of commitment and trust; curating current good practice from published material, case studies and expert opinion (for example legal issues, effective processes to support people practices); provide professional advice to managers.

2.5 Summarise ways in which you can be customer-focused, and standards-driven in your own context.

Importance of achieving and maintaining a strong customer-focused ethos, approaches used to preserve and grow the customer base through high customer satisfaction and a value-driven philosophy. Applying and maintaining customer service standards.

Learning resources

Books

Eremenko, K. (2018) *Confident data skills.* London: Kogan Page. [Forthcoming, 2nd ed., June 2020.]

Leatherbarrow, C. and Fletcher, J. (2018) *Introduction to human resource management: a guide to HR in practice.* 4th ed. London: CIPD Kogan Page.

Marr, B. (2018) *Data-driven HR: how to use analytics and metrics to drive performance.* London: Kogan Page.

Martin, M. and Whiting, F. (2016) *Human resource practice.* 7th ed. London: CIPD Kogan Page. [Forthcoming, 8th ed., summer 2020.]

O'Keefe, K. and O'Brien, D. (2018) *Ethical data and information management: concepts, tools and methods.* London: Kogan Page.

Parry, E., and Taylor, S. (2013) *Managing people in a contemporary context.* Abingdon: Routledge.

Perkin, N. and Abraham, P. (2017) *Building the agile business through digital transformation.* London: Kogan Page.

Key journals

People Management
Available at:
www.peoplemanagement.co.uk/

Personnel Today
Available at: www.personneltoday.com/

Online resources

CIPD. (2019) *Critical thinking [podcast].* London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/podcasts/critical-thinking

CIPD. (2019) *Evidence-based practice for HR: beyond fads and fiction [podcast].* London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/podcasts/evidence-based-hr

CIPD. (2018) *Getting started with people analytics: a practitioners' guide.* Guide. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/analytics/practitioner-guide

CIPD. (2016) *In search of the best available evidence.* Positioning paper. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/analytics/evidence-based-decision-making

CIPD. (2014) *Putting social media to work: lessons from employers.* Report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/work/technology/social-media-report

CIPD. (2011) *Using metrics to drive value through people [podcast].* London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/podcasts/using-metrics-drive-value-through-people

CIPD and Workday. (2018) *People analytics: driving business performance with people data.* Report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/analytics/people-data-driving-performance

Green, M. and Russell, T. (2019) *Ethical practice and the role of HR.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/culture/ethics/role-hr-factsheet

Houghton, E. (2019) *Human capital measurement and reporting.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/analytics/human-capital-factsheet

Houghton, E. (2019) *People analytics.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/analytics/factsheet

Young, J. (2019) *Evidence-based practice for effective decision-making.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/analytics/evidence-based-practice-factsheet

Websites

www.cipd.co.uk/knowledge
Knowledge Hub of the CIPD website, containing a variety of factsheets, podcasts, reports, and articles on topics in human resource management and learning and development

www.cipd.co.uk/knowledge/strategy/analytics/valuing-talent
'Valuing your Talent' website

3CO03
Core behaviours for people professionals

About this unit

This unit introduces the core behaviours for people professionals, focusing on ethical practice to create value. It considers how certain ways of thinking and acting should be universally consistent, even in new and challenging situations, to promote a sense of well-being and inclusivity in the organisation.

What you will learn

You will develop insight into different approaches to customer focus using ethical principles to inform your approach to work. You will evaluate ethical values and contextualise them within your work, specifying the ways in which you conform to associated regulation and law. The importance of positive ways of working will be examined and you will use this to clarify problems and issues as well as contributing views and opinions in a respectful and inclusive manner. You will also discuss ways in which you recognise and accept your own mistakes and show empathy to others. Finally, you will examine the concept of reflective practice aimed at consolidating and improving your professional knowledge, skills and experience.

4 credits

40 hours total unit time
20 guided learning hours

Level 3

1 Understand insightful approaches to supporting and maintaining ethics and professional practice.

1.1 Consider how ethical principles and professional values inform approaches to work.

Definition of ethics and ethical principles; the importance of maintaining and applying ethical codes within a working environment. Being professionally value-driven to develop and influence sound behaviours as a people professional.

1.2 Specify ways in which you conform consistently with relevant regulation and law within the context of ethics and professional practice.

Awareness around how to act consistently within the boundaries of the law and codes of practice. Identification of the ways in which you demonstrate conformity and consistency with relevant regulation and law within the context of ethics and professional practice.

1.3 Summarise ways of demonstrating positive working relationships with colleagues with reference to ways in which you could:
- **clarify problems or issues**
- **contribute your views and opinions clearly**
- **work effectively as part of a team.**

Positive working relationships through:

• Listening skills, to ensure problems or issues are fully understood; checking other opinions; checking details and facts; the role of assumptions; reflecting your understanding of the issue to others.

• Contributing when appropriate by speaking calmly and clearly, use of supporting facts and details, ensuring others understand your views, explaining differently where confusion arises, accepting differing viewpoints as pieces of information, not as criticism or challenge.

• Benefits of synergy, constructive challenge, valuing difference in individual characteristics and how this benefits the team, models of team development and teamworking.

2 Be able to promote respect and inclusive working underpinned by professional courage and a passion for learning.

2.1 Describe the meaning of ethics within the context of work, including reference to the consequences of your actions to personal and professional integrity.

Approaches to professional ethics, corporate governance, corporate social responsibility and sustainability, values and codes. Ethical role of people professionals in ensuring equity, justice and fair dealing in the workplace. Integrity, legal issues of ethics, for example bribery/corruption, influence of cultural approaches.

2.2 Model ways in which you can acknowledge sensitivity and respect to others within a working context.

The importance of effective communication, time management, teamworking, verbal and written presentation skills, negotiation skills, handling conflict and difficult situations, managing personal change, creativity, assertiveness, emotional intelligence.

2.3 Reflect on the ways in which you can recognise and accept your own mistakes, and those of others, while also showing empathy.

Skills, processes and habits of effective reflection; identifying and recognising technical and situational mistakes made by yourself and others, while maintaining

composure and compassion. Types of experiential learning gained as a result of mistakes; taking responsibility and handling consequences and dealing with failure.

2.4 Recommend ways in which you can show inquisitiveness about issues and developments in the people profession and the wider world of work.

A variety of approaches in how you maintain and promote curiosity and currency about contemporary issues and developments of the people profession and wider world of work for yourself and others. Questioning; formal and informal investigation and research; keeping up to date, for example professional journals, blogs, news feeds, latest books and articles; keeping in touch with competitor activity.

2.5 Reflect on proactive approaches to developing, recording and reflecting on your professional knowledge, skills and experience.

Recognising why people professionals need to develop, record and reflect on their own practice. Reflective practice and core concepts of continuous professional development, prioritising learning needs, recording and evaluating, action learning and the value of knowledge conversation.

Books

Beevers, K., Rea, A. and Hayden, D. (2019) *Learning and development practice in the workplace.* 4th ed. London: CIPD Kogan Page.

Cook, S. (2008) *Customer service in your organisation.* Toolkit. London: CIPD Kogan Page.

Leatherbarrow, C. and Fletcher, J. (2018) *Introduction to human resource management: a guide to HR in practice.* 4th ed. London: CIPD Kogan Page.

Martin, M. and Whiting, F. (2016) *Human resource practice.* 7th ed. London: CIPD Kogan Page. [Forthcoming, 8th ed., summer 2020.]

Winstanley, D. (2009) *Personal effectiveness.* London: Chartered Institute of Personnel and Development.

Key journals

People Management
Available at:
www.peoplemanagement.co.uk/

Personnel Today
Available at: www.personneltoday.com/

Online resources

CIPD. (n.d.) *Continuing professional development.* London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/learn/cpd

CIPD. (n.d.) *My CPD map.* London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/learn/cpd/map

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Websites

www.cipd.co.uk
Website for the Chartered Institute of Personnel and Development

www.gov.co.uk
Website for all government information and services, including government departments, agencies and public bodies

www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service), which aims to improve organisations and working life through better employment relations

3CO04
Essentials of people practice

About this unit

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 practise progressively.

What you will learn

You will gain skills around effective recruitment, selection, and appointment of individuals through the assessment of employee lifecycles, including where you are placed within this. Contrasting different recruitment and selection methods will also support your application of skills that relate to contributing to effective recruitment. You will learn different recruitment and selection methods and ways of preparing material for job roles and to attract candidates. You will also shortlist candidates and participate in a selection interview and the associated follow-up actions. Understanding legislation and organisational practices is a vital part of this unit, as is the meaning of diversity and inclusion in respect of recruitment and employee relationships. Finally, you will explain factors associated with performance management and the role of appraisal.

11 credits

110 hours total unit time
55 guided learning hours

Level 3

1 Understand the employee lifecycle and different roles within it.

1.1 Assess each stage of the employee lifecycle and your current role within it.

Stages in the employee lifecycle: recruitment, employee experience of recruitment, induction/onboarding, physical and social orientation, company- and role-specific information, benefits of induction; development, role of development in retention and performance, role changes, promotion or succession planning, development of core skills and advanced skills; retention, exit, reasons why employees leave; current role within lifecycle.

1.2 Explain the different methods and stages within the recruitment process and when it's appropriate to use them.

Job description, person specification, other relevant documentation. Systematic recruitment cycle and awareness and creation of relevant documentation, for example 'authority to recruit' forms and job requisitions. Different recruitment channels, for example internal and external advertisements, Internet sites, agencies, 'head hunters', job fairs, application forms, electronic recruitment; managing applications.

1.3 Explain different ways in which you can prepare information for specified roles.

Techniques used to decide on content, job description and person specifications. Other ways of preparing job information, job analysis, key task analysis, comprehensive job analysis, job analysis interviews, job analysis questionnaires, observations; typical headings in job description; typical headings in person specifications, differences in essential and desirable criteria.

1.4 Assess different material and methods used to attract talented individuals for a range of roles.

Differences in material for internal and external audience; how to draft copy; balance between providing an accurate and positive image; decisions on how much detail to provide on organisation, role, reward package, making decisions on font, logos to reflect corporate image.

2 Be able to contribute to the effective selection and appointment of individuals.

2.1 Contrast different selection methods and when it is appropriate to use them.

Traditional and modern approaches; selection policies; selection process; screening applications and developing long and shortlists; competence-based approaches; candidate assessment methods; psychometric tests; interviews (for example face-to-face/telephone, individual/panel, web conferencing, computer-managed AI).

2.2 Develop selection criteria and shortlist candidate applications for interview for an identified role.

Devising selection criteria from the person specification; shortlisting processes and practices; associated documentation; providing advice to managers on selection; screening applications; drawing up shortlists with relevant colleagues; organising interviews; organising assessments.

2.3 Participate effectively in a selection interview and the decision-making process for an identified role.

Contribute to face-to-face, telephone interview and/or web conferencing with an interview panel; use of appropriate interview structure, including opening and

closing the interview; planning time effectively; establishing rapport; communication, for example verbal and non-verbal; questioning skills such as open, closed, probing, hypothetical, multiple, leading, competency-based questions; listening skills; effective note-taking; scoring responses against predetermined criteria. Making effective decisions using the selection criteria, use of scoring systems; appreciation of inclusive selection methods.

2.4 Discuss the selection records that need to be retained and write letters of appointment and non-appointment for an identified role.

Written records of decisions such as notes of shortlisting decisions, interview notes, assessment centre scores, test scores. Importance of legible notes if handwritten, importance of evidence of objective rather than subjective decisions, importance of keeping records securely to meet legal requirements. Letters of appointment and non-appointment: typical content of offer letters; use of clear and unambiguous language; professional tone.

3 Know how legislation and organisational practices affect employment relationships.

3.1 Explain the importance of work-life balance within the employment relationship and how it can be influenced by legislation.

The importance of work-life balance within the employment relationship, well-being, employee engagement. Overview of the regulations relevant to work-life balance, such as holidays, working hours, rest periods, night working, minimum wage, maternity/paternity, homeworking.

3.2 Explain the concept of well-being in the workplace and why it is important.

Definition and concept of well-being and the results of not paying attention to it; contribution of physical and mental health to well-being; organisational and environmental pressures that affect well-being; relationship between workload, job design, job quality and well-being; moral/ethical and business case for promoting well-being, such as reduced sickness absence, reduction in stress-related illnesses, higher engagement and improved performance, inclusive culture.

3.3 Assess how employee engagement impacts the way people feel at work.

Definitions of engagement; dimensions of engagement such as physical, cognitive and emotional; locus of engagement, such as job, manager, colleagues, organisation; positive impact of engagement, feeling happy at work, feeling positive, improved well-being, lower turnover, lower sickness absence, higher productivity, feeling proud of work and organisation, loyalty, negative impact of over-engagement and non-engagement, burnout, feeling unhappy, stressed, presenteeism, leaveism.

3.4 Summarise the main points of discrimination legislation.

Understanding the impact of discrimination before the employment relationship starts, during the employment relationship and after the employment relationship has ended; an overview of the areas covered by equalities legislation, with coverage of direct and indirect discrimination, harassment and victimisation.

3.5 Explain what diversity and inclusion mean and why they are important.

What diversity and inclusion is, how this differs from equal opportunities; social justice case and business case for diversity and inclusion.

3.6 Explain the differences between fair and unfair dismissal.

Legal definition of fair and unfair, perceptions of fairness by those involved and by those not directly involved.

4 Know the importance of performance management in motivating and retaining individuals.

4.1 Explain the purpose and components of performance management.

Productivity and performance management including factors affecting individual and team performance; the place of job descriptions in performance reviews; training and development plans; informal and formal reviews; workplace policies and procedures; performance management data.

4.2 Explain factors that need to be considered when managing performance.

Influences on individual and team performance, level of skill and competency, level of motivation; work systems, clarity of organisational goals, availability of resources, leadership and support from managers.

4.3 Explain the role of appraisal in performance management.

Key types of appraisal, including self-assessment, 360-degree feedback; pros and cons of different types of appraisal; skills required by appraisers; appraiser bias; importance of objectivity, continuous review versus annual appraisal; formal reviews versus informal conversations.

5 Know the importance of reward in attracting, motivating and retaining individuals.

5.1 Explain the key components of an effective total reward system.

The role of financial and non-financial benefits and rewards; pensions and other additional elements; base pay; financial incentives; bonuses; performance-related pay; opportunities for personal and career growth; verbal and public appreciation.

5.2 Explain the relationship between reward and performance.

Awareness of the rationale behind different reward systems. Their role in recruitment and retention. Their role in motivation, including intrinsic and extrinsic motivation; motivation theory, including content theories (for example, Maslow, Alderfer and Herzberg) and process theories (for example, Adams, Vroom and Latham and Locke). Satisfaction; links between theories and workplace productivity; how the role of reward promotes being an employer of choice.

5.3 Explain the reasons for treating employees fairly in relation to pay.

Protection against equal pay claims; compliance with legal minimum standards; internal equity; consistency; as an aid to retention; perceived fairness; links to motivation, openness and inclusivity.

6 Understand how to support others to develop the skills and knowledge required to meet both individual and organisational objectives.

6.1 Describe different types of learning needs and reasons why they arise for individuals and organisations.

Why they arise: gaps in current skillsets against performance requirements (underperformance); gaps in current performance requirements and evolving or future performance requirements (future development needs); internal and external factors, for example government intervention or changes in legislation; changes to organisational strategy, processes, products or services; maintenance, updating or development of employee skills or knowledge; professional development requirements; responding to individual aspirations and talents.

6.2 Summarise different face-to-face and blended learning and development approaches, including:
- **facilitation**
- **consulting**
- **training**
- **coaching**
- **mentoring.**

Approaches to facilitation, consulting, on- and off-the-job training, asynchronous and e-learning, in-house and external development programmes, definitions of coaching and mentoring; differences between coaching and mentoring; different types and styles of coaching; different coaching models.

6.3 Explain how individual requirements and preferences must be accommodated in the design and delivery of learning and development.

Particular needs, learning history, learning preferences, time/location flexibility,

delivery method; ethics and equality in L&D and how to accommodate individual differences, including cultural expectations and differences; different knowledge, experience and skill levels, levels of willingness to participate; the importance of using a mix of methods/techniques and monitoring individual learning within a group context.

6.4 Discuss how different methods of evaluation and impact of learning and development activities is of benefit to individuals and organisations.

Definitions of evaluation; level and approaches to evaluation, timing of evaluation, models relating to evaluation; purpose of evaluation, for example gauging customer satisfaction; continuous improvement, feedback for organisation, types of evaluation information, for example qualitative, quantitative; learner feedback, trainer feedback, opinions and comments from third parties; links between evaluation criteria and the information required. Collection methods: how to organise and manage, for example: discussions, assessments, surveys, learner interviews, learner's line manager interviews. Benefits to individuals and organisations, such as increased skills and knowledge for transfer into work; enhanced behaviours; increase in effective communications; more efficient and effective ways of working; enhanced teamworking and collaboration resulting in enhanced organisational culture improvement as a result of the L&D activities.

Books

Armstrong, M. (2019) *Armstrong's handbook of reward management practice: improving performance through reward.* 6th ed. London: Kogan Page.

Beevers, K., Rea, A. and Hayden, D. (2019) *Learning and development practice in the workplace.* 4th ed. London: CIPD Kogan Page.

Clutterbuck, D. (2014) *Everyone needs a mentor.* 5th ed. London: CIPD Kogan Page.

Clutterbuck, D., Megginson, D. and Bajer, A. (2016) *Building and sustaining a coaching culture.* London: CIPD Kogan Page.

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Stewart, J. and Cureton, P. (2014) *Designing, delivering and evaluating L&D: essentials for practice.* London: CIPD Kogan Page.

Taylor, S. (2018) *Resourcing and talent management.* 7th ed. London: CIPD Kogan Page.

Key journals

Employment Relations Today
Available at:
www.cipd.co.uk/knowledge/journals

People Management
Available at:
www.peoplemanagement.co.uk/

Personnel Today
Available at:
https://www.personneltoday.com/

T+D
Available at:
www.cipd.co.uk/knowledge/journals

Training Journal
Available at:
www.cipd.co.uk/knowledge/journals

Online resources

Blakemore, R. (2014) *Coaching vs. mentoring – why the difference matters.* Blog. Princes Risborough: Association for Project Management. Available at:
www.apm.org.uk/blog/coaching-vs-mentoring-why-the-difference-matters/

Learning resources

CIPD. (2018) *Workforce planning practice.* Guide. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/organisational-development/workforce-planning-practice

CIPD. (2015) *Aligning L&D with business objectives.* Podcast 103. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/podcasts/aligning-learning-development-with-business-objectives

Cotton, C. (2019) *Bonuses and incentives.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/people/pay/bonuses-factsheet

Cotton, C. (2019) *Equal pay.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/emp-law/equal-pay/factsheet

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Hayden, D. (2018) *Learning in the workplace.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/development/learning-factsheet

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Suff, R. (2019) *Employee relations: an introduction.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/employees/factsheet

Weeks, A. (2020) *Succession planning.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/resourcing/succession-planning-factsheet

Weeks, A. (2020) *Talent management: an overview.* Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/resourcing/talent-factsheet

Websites

www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service), which aims to improve organisations and working life through better employment relations

www.associationforcoaching.com
Website of the Association for Coaching

www.businessballs.com/facilitation-workshops-and-training/
Website offering free resources on leadership, management and personal effectiveness, including on training and learning and development

www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)

www.equalityhumanrights.com
Website of Equalities and Human Rights Commission (EHRC)

www.e-reward.co.uk
Website of e-reward provides advice, research and guidance on all aspects of reward

www.gov.uk
Government website for information including business issues, HR and training/education

www.gov.uk/government/organisations/department-for-business-energy-and-industrial-strategy
Website of the Department for Business, Energy and Industrial Strategy

Appendix

Appendix A – Alignment to the Profession Map

The table below shows the areas of the core knowledge and core behaviours of the Profession Map covered in the four core units of the CIPD Level 3 Foundation Certificate in People Practice.

Core unit		Profession Map areas
3CO01	**Business, culture and change in context**	▪ Business acumen ▪ Culture and behaviour ▪ Digital working ▪ Change
3CO02	**Principles of analytics**	▪ People practice ▪ Business acumen ▪ Analytics and creating value ▪ Digital working ▪ Ethical practice ▪ Professional courage and influence ▪ Insights focused ▪ Situational decision-making ▪ Commercial drive
3CO03	**Core behaviours for people professionals**	▪ People practice ▪ Culture and behaviour ▪ Ethical practice ▪ Professional courage and influence ▪ Valuing people ▪ Working inclusively ▪ Passion for learning ▪ Insights focused
3CO04	**Essentials of people practice**	▪ People practice ▪ Culture and behaviour ▪ Ethical practice

The CIPD Profession Map

Core knowledge
- People practice
- Culture and behaviour
- Business acumen
- Analytics and creating value
- Digital working
- Change

Core behaviours
- Ethical practice
- Professional courage and influence
- Valuing people
- Working inclusively
- Commercial drive
- Passion for learning
- Situational decision-making
- Insights focused

Specialist knowledge
- Employee experience
- Employee relations
- Diversity and inclusion
- Learning and development
- Reward
- Talent management
- Resourcing
- Organisation development and design
- People analytics

Appendix B – Exemption mapping

Agreed transition exemptions

Units		Transition arrangements
3CO01	Business, culture and change in context	Completion of **both units:** ▪ **3HRC** Understanding organisations and the role of human resources ▪ **3SCO** Supporting change within organisations
3CO02	Principles of analytics	**n/a**
3CO03	Core behaviours for people professionals	**n/a**
3CO04	Essentials of people practice	**n/a**

Appendix C – Apprenticeship mapping

The table below indicates where the **_knowledge criteria_** of the Level 3 HR Support Apprenticeship maps (fully or partially) to the CIPD Level 3 Foundation Certificate in People Practice.

The table is not designed to be used to work out exemptions or recognition of prior learning, but as a guide to link subject themes and identify gaps.

HR Support Standard – Level 3

Knowledge	What is required	Components	Mapping
Business understanding	Understands the structure of the organisation; the products and services it delivers; the external market and sector within which it operates; where their role fits in the organisation; the 'values' by which it operates and how these apply to their role.	Understands the external market and sector within which their organisation operates, the products and services it delivers.	●
		Understands the structure of the organisation, where their role fits in the organisation; the 'values' by which it operates and how these apply to their role.	●
HR legislation and policy	Basic understanding of HR in their sector and any unique features. Good understanding of HR legislation and the HR policy framework of the organisation. Sound understanding of the HR policies that are relevant to their role. Knows where to find expert advice.	Basic understanding of HR in their sector and any unique features.	○
		Good understanding of HR legislation and the HR policy framework of the organisation.	○
		Sound understanding of the HR policies that are relevant to their role. Knows where to find expert advice.	○
HR function	Understands the role and focus of HR within the organisation; its business plan/priorities and how these apply to their role.	Understands the role and focus of HR within the organisation.	●
		Understands the HR business plan/priorities and how these apply to their role.	✖
HR systems and processes	Understands the systems, tools and processes used in the role, together with the standards to be met, including the core HR systems used by the organisation.	Understands the systems, tools and processes used in the role, including the organisation's core HR systems.	●
		Understands the standards that have to be met in the role.	✖

Key   ● **full map**   ○ **partial map**   ✖ **insufficient map**

The table below indicates where the **_knowledge criteria_** of the Level 3 Learning and Development Practitioner Apprenticeship maps (fully or partially) to the CIPD Level 3 Foundation Certificate in People Practice.

The table is not designed to be used to work out exemptions or recognition of prior learning, but as a guide to link subject themes and identify gaps.

Learning and Development Practitioner Standard – Level 3

Apprenticeship knowledge assessment criteria		Mapping
K1	Foundation-level theories that underpin effective adult learning and group behaviour. For example, learning styles, training/learning cycle, group dynamics, continuing professional development, evaluation.	●
K2	How different learning delivery channels – face-to-face, blended or digital – contribute to effective learning.	●
K3	How to measure the impact of a learning intervention on delegates, for example L1/ L2 Kirkpatrick, improvement in skills.	●
K4	The latest learning practice.	✖
K5	How diversity and inclusion influences the planning and delivery of L&D interventions.	O
K6	What their organisation does, its structure, values and its external market and sector.	●
K7	The commercial context and drivers and process behind learning needs and solutions.	●
K8	The various L&D roles that may be required for effective learning and development in an organisation.	O
K9	Their roles and responsibilities within the L&D structure.	O
K10	The policies and processes required for effective organisation learning.	●
K11	The role of data to analyse learning needs and ensure effective delivery.	●
K12	How internal information systems can support learning.	✖
K13	How technology supports learning, including understanding of digital platforms/delivery channels as relevant.	O

Key   ● **full map**   O **partial map**   ✖ **insufficient map**

CIPD Foundation Certificate in People Practice

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