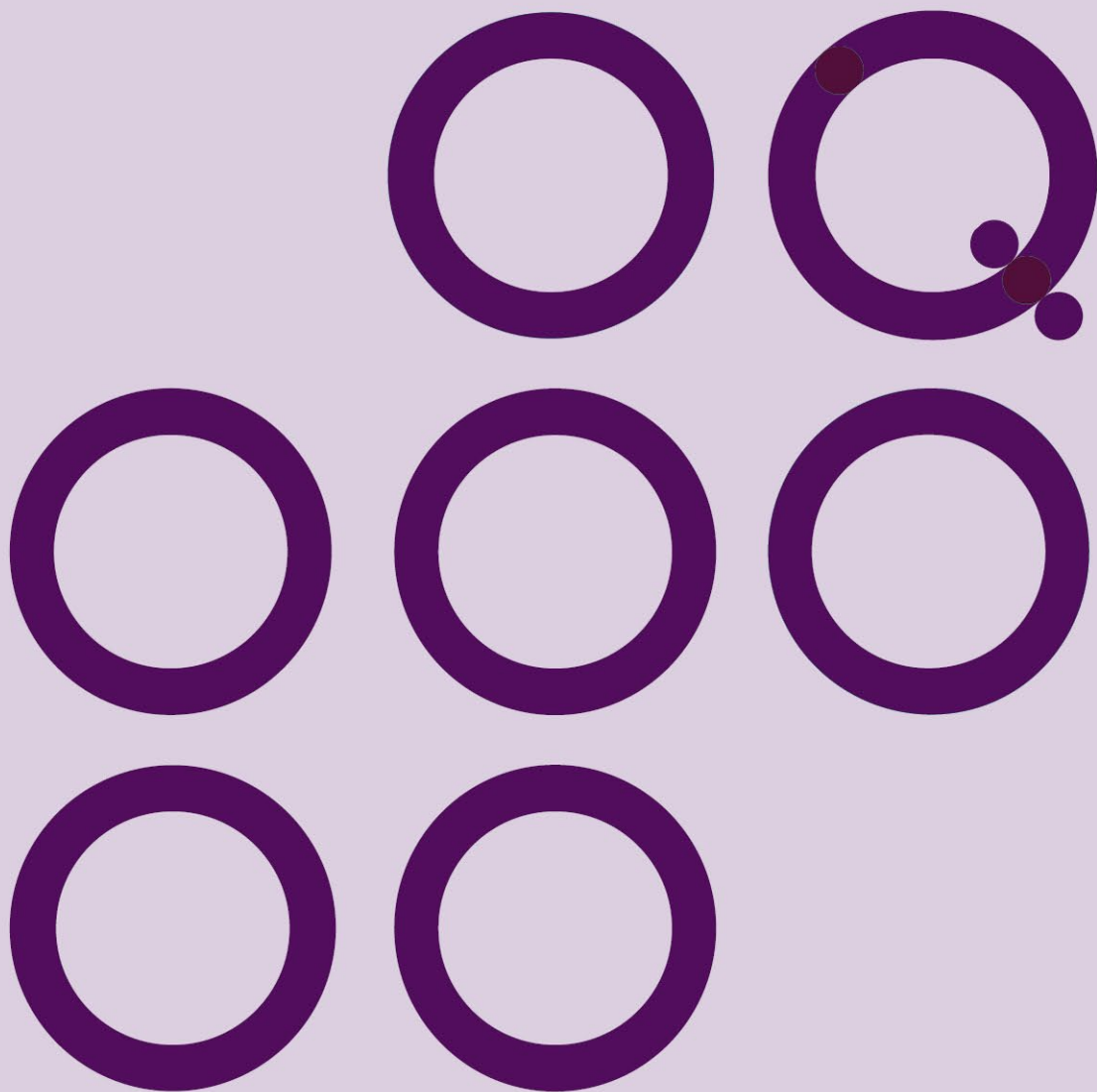


Foundation Certificate in
People Practice

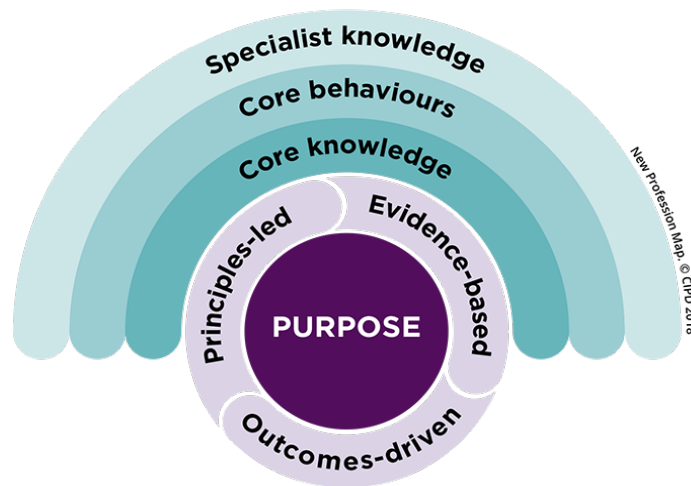


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Introduction

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 C00/4145/2 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

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.

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.

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

Entry guidance

This qualification is designed for learners aged 16+ 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>.

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.

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:

<i>About the unit</i>	gives a summary of the purpose of the unit
<i>What you will learn</i>	details the knowledge and skills a learner will cover
<i>Level</i>	indicates the level of the unit within the Regulated Qualifications Framework (RQF)
<i>Credit value</i>	is the value given to the unit – it is equal to the Total Qualification Time (TQT) divided by ten
<i>Guided Learning Hours</i>	is the average amount of time spent by a learner being directly taught or instructed by a lecturer, supervisor or tutor in real time
<i>Total Unit Time</i>	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
<i>Learning outcomes</i>	set out what a learner will know, understand or be able to do as a result of successful completion
<i>Assessment criteria</i>	specify the standard required to achieve each of the learning outcomes via assessment.
<i>Indicative content</i>	provides guidance on suggested curriculum coverage required to achieve the learning outcomes and assessment criteria
<i>Resources</i>	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 also explain how organisations are whole systems and how your actions as a people professional could impact elsewhere in the organisation. The concept of change is a key focus of this unit and you will explain the role of the people professional in this and how focused project planning directs change in manageable ways.

5 credits

50 hours total unit time
25 guided learning hours

Level 3

Learning outcome, assessment criteria and indicative content

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.

Organisations' long- and short-term vision and goals, types of business, structure, documentation, employment climate. How organisations inform and determine their 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 in the organisation.

Organisational types, structures, designs and systems. Organisations as organic living systems; importance of synergy and interdependence, and interconnected practices. Approaches taken to achieve an effective holistic systems approach. Models of organisation design. Impact on organisational and people strategies, policies and procedures.

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.

Learning resources

Books

- Armstrong, M. and Taylor, S. (2020) *Armstrong's handbook of human resource management practice*. 15th ed. London: Kogan Page.
- Beevers, K., Hayden, D. and Rea, A. (2019) *Learning and development practice in the workplace*. 4th ed. London: CIPD Kogan Page.
- Burnes, B. (2017) *Managing change*. 7th ed. Harlow: Pearson Education.
- Cameron, E. and Green, M. (2019) *Making sense of change management: a complete guide to the models, tools and techniques of organizational change*. 5th ed. London: 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. (2020) *Human resource practice*. 8th ed. London: CIPD Kogan Page.
- 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.
- Waite, K., Beevers, K., Small, N., Tomlinson, K. and Hussain, S. (2021) *People practice: a complete guide*. London: CIPD Kogan Page. [Forthcoming, 1st ed., September 2021.]

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/ole-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 management*. 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/organizational-development/pestle-analysis-factsheet

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

Websites

www.cipd.co.uk

Website for the Chartered Institute of
Personnel and Development (CIPD)

<https://peopleprofession.cipd.org/profession-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 explore how evidence-based practice informs measures and outcomes and how it is applied within your organisation. You will explain the importance of using data as well as the different types of data measurement and how these are used to inform decision-making, including conducting common calculations, interpreting organisational data and presenting findings. You will explain how people professionals create value within organisations for customers and stakeholders. Finally, you will cover the importance of remaining customer-focussed and standards-driven within your work.

4 credits

40 hours total unit time
20 guided learning hours

Level 3

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

1.1 Explain what evidence-based practice is and how it is 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 in organisations.

Recognise the importance of data to accurately determine problems and issues. The need to ensure informed decision-making. Impact that data has on organisational culture, performance and perceptions.

1.3 Explain different types of data measurements that people professionals use.

Various forms of data (qualitative and quantitative) and other types of information that can be used within organisations to enable decision-making. For example, data on resourcing, absence and turnover, performance and reward, dismissals, L&D skills and competencies, employee voice, diversity and inclusion, wellbeing, change agendas, and policies and practices.

1.4 Conduct common calculations to interpret organisational data.

Application of common calculations (for example percentages, averages, themes and patterns) and interpretation of findings.

1.5 Present findings in different formats to enable informed decision-making.

Presentation of data in diagrammatic forms (pie charts, bar charts, line graphs) to communicate understanding to inform decision-making.

1.6 Explain how the application of agreed policies and procedures informs decisions.

How evidence derived from the application of policies and procedures informs decisions. Awareness of the different policies and procedures that support and drive a customer-focused strategy.

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

2.1 Explain how people professionals create value for people, organisations and wider stakeholders.

The role that people professionals play in value creation in the organisational setting across people and business practices such as selection and hiring of new employees, onboarding, developing employees, performance and reward, job autonomy, engagement and employee relation practices, whilst ensuring ethical principles are maintained.

2.2 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. (2020) *Human resource practice*. 8th ed. London: CIPD Kogan Page.

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.

Waite, K., Beevers, K., Small, N., Tomlinson, K. and Hussain, S. (2021) *People practice: a complete guide*. London: CIPD Kogan Page. [Forthcoming, 1st ed., September 2021.]

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 facts 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/analyt/cs/human-capital-factsheet

Houghton, E. (2019) *People analytics*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/analyt/cs/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/analyt/cs/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/analyt/cs/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, professional values and professional development. It considers how certain ways of thinking and acting should be universally consistent, even in new and challenging situations, to promote inclusivity and respect 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 explain ethical principles and professional values, contextualising them within your work and specifying the ways in which you conform to associated regulation and law. The importance of respectful and inclusive ways of working will be examined in terms of clarifying problems and issues, contributing views, accepting mistakes and working in a team. 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 Explain ethical principles and professional values including how these can inform approaches to work.

Definition of 'ethical principles' and 'professional values'. The importance of maintaining and applying ethical codes within a working environment and the potential consequences to personal and professional integrity of unethical behaviour. How professional values underpin and inform behaviour at work. 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.

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

2.1 Summarise ways of demonstrating respectful and inclusive working in relation to:

- **contributing your views and opinions**
- **clarifying problems or issues**
- **working effectively as part of a team.**

Contributing when appropriate by speaking calmly and clearly, use of supporting facts and details, ensuring others understand your views, explaining in a different way when confusion arises. Accepting differing viewpoints as pieces of information, not as criticism or challenge.

Using 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.

Valuing difference in individual characteristics and how this benefits the team. Demonstrating respect and empathy for others within a work context. Models of team development and teamworking.

2.2 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,

Learning outcome, assessment criteria and indicative content

blogs, news feeds, latest books and articles; keeping in touch with competitor activity.

2.3 Demonstrate 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. Concept of continuous professional development (CPD). Ways of identifying and prioritising own learning and development needs and appropriate solutions. The importance of reflecting on your own learning and development activity and evaluating how it impacts your behaviour. Approaches for maintaining professional CPD records.

Books

Beevers, K., Hayden, D. and Rea, A. (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. (2020) *Human resource practice*. 8th ed. London: CIPD Kogan Page.

Waite, K., Beevers, K., Small, N., Tomlinson, K. and Hussain, S. (2021) *People practice: a complete guide*. London: CIPD Kogan Page. [Forthcoming, 1st ed., September 2021.]

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

CIPD. (2015) *CPD for HR [podcast]*. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/podcasts/cpd-for-hr

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

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

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

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 the role of the people professional within it. You will explore different ways of preparing material for job roles in order to attract candidates and learn about different recruitment and selection methods to support your application of skills for contributing to effective recruitment. 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, the role of appraisal and how learning and development benefits individuals and organisations.

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 Explain each stage of the employee lifecycle and the role of the people professional 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; people professional's role within lifecycle.

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

Typical content and headings of job description and person specifications/role profiles, differences in essential and desirable criteria. Ways of obtaining job information: job analysis, key task analysis, comprehensive job analysis, job analysis interviews, job analysis questionnaires, observations.

1.3 Explain different recruitment methods and when it is appropriate to use them.

Internal and external advertisements, internet sites, agencies, 'head hunters', 'job fairs, application forms, electronic recruitment; managing applications.

1.4 Explain factors to consider when deciding on content of copy used in recruitment methods.

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 Explain 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 or web conferencing for an interview; 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

Learning outcome, assessment criteria and indicative content

decisions using the selection criteria, use of scoring systems; appreciation of inclusive selection methods.

2.4 Explain the selection records that need to be retained.

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.

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

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, wellbeing, employee engagement. Overview of the regulations relevant to work-life balance, such as holidays, working hours, rest periods, night working, maternity/paternity, homeworking.

3.2 Explain the concept of wellbeing in the workplace and why it is important.

Definition and concept of wellbeing and the results of not paying attention to it; contribution of physical and mental health to wellbeing; organisational and environmental pressures that affect wellbeing; relationship between workload, job design, job quality and wellbeing;

moral/ethical and business case for promoting wellbeing, such as reduced sickness absence, reduction in stress-related illnesses, higher engagement and improved performance, inclusive culture.

3.3 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 discrimination legislation, with coverage of direct and indirect discrimination, harassment and victimisation.

3.4 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.

3.5 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 different methods of performance review.

Key types of appraisal, including self-assessment, 360-degree feedback; pros and cons of different types of appraisal; 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 Explain why learning and development activities are of benefit to individuals and organisations.

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; supports talent management strategies.

6.2 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

Learning outcome, assessment criteria and indicative content

requirements; responding to individual aspirations and talents.

6.3 Summarise different face-to-face and blended learning and development approaches, including: facilitation; training; coaching; mentoring.

Approaches to facilitation, 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.

6.4 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 and disabilities; 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.

6.5 Discuss how learning and development can be evaluated.

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.

Books

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

Ashdown, L. (2018) *Performance management: a practical introduction*. 2nd ed. London CIPD Kogan Page.

Aylott, E. (2018) *Employment law: a practical introduction*. 2nd ed. London CIPD Kogan Page.

Aylott, E. (2018) *Employment relations: a practical introduction*. 2nd ed. London CIPD Kogan Page.

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

Bridger, E. (2018) *Employee engagement: a practical introduction*. 2nd 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.

Connor, M.P. and Pokora, J.B. (2017) *Coaching and mentoring at work: developing effective practice*. 3rd ed. London: Open University Press.

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Knowles, M.S., Holten III, E.F. and Swanson, R.A. (2015) *The adult learner: the definitive classic in adult education and human resource development*. 8th ed. Abingdon: Routledge.

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. (2020) *Human resource practice*. 8th ed. London: CIPD Kogan Page.

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Perkins, S.J. and Jones, S.E. (2020) *Reward management: alternatives, consequences and contexts*. 4th ed. London: CIPD Kogan Page.

Rose, M. (2018) *Reward management: a practical introduction*. 2nd ed. London CIPD Kogan Page.

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

Stewart, J. and Rogers, P. (eds). (2017) *Studying learning and development*. London: CIPD Kogan Page.

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

Taylor, S. and Woodhams, C. (eds). (2016) *Human resource management: people and organisations*. 2nd ed. London: CIPD Kogan Page.

Learning resources

Taylor, S. and Woodhams, C. (eds). (2016) *Studying human resource management*. 2nd ed. London: CIPD Kogan Page.

Waite, K., Beevers, K., Small, N., Tomlinson, K. and Hussain, S. (2021) *People practice: a complete guide*. London: CIPD Kogan Page. [Forthcoming, 1st ed., September 2021.]

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/

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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](http://www.cipd.co.uk/knowledge/fundamentals/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

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

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

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Green, M. (2019) *Selection methods*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/people/recruitment/selection-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

International Labour Organization. (2008) *Promoting equity: gender neutral job evaluation for equal pay: a step-by-step guide*. Geneva: ILO. Available at: www.ilo.org/declaration/info/publications/eliminationofdiscrimination/WCMS_122372/lang--en/index.htm

Lopker, G. (2016) *10 training needs analysis tips for instructional designers and trainers*. Blog. Alexandria, VA: Association for Talent Development. Available at: [www.td.org/insights/10-training-needs-](http://www.td.org/insights/10-training-needs-analysis-tips-for-instructional-designers-and-trainers)

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Suff, R. (2020) *The role of employment tribunals*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/emp-law/tribunals/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

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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

Learning resources

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	<ul style="list-style-type: none"> ▪ Business acumen ▪ Culture and behaviour ▪ Digital working ▪ Change
3CO02 Principles of analytics	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ People practice ▪ Culture and behaviour ▪ Ethical practice



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 : <ul style="list-style-type: none"><li data-bbox="863 488 1426 555">▪ 3HRC Understanding organisations and the role of human resources<li data-bbox="863 557 1426 629">▪ 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.	○
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.	○
K9	Their roles and responsibilities within the L&D structure.	○
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.	○

Key ● full map ○ partial map ✘ insufficient map

Summary of Changes

Summary of changes to updated Foundation qualification specification (version 2.1, May 2022)

Unit 3CO01 Business, culture and change in context

What has been updated	Details of update
Unit summary	Updated to reflect the changes made in unit.
Indicative content (IC) 1.2	Updated to refer to 'organisations' rather than 'the organisation'.
Assessment criterion (AC) 2.2	Updated to include 'in the organisation'.
IC 2.2	Updated to reflect change in AC by removing reference to impact outside of the organisation.
AC and IC 2.3	Deleted

Unit 3CO02 Principles of analytics

What has been updated	Details of update
Unit summary	Updated to reflect the changes made in unit.
AC 1.1	Command word changed to 'explain'.
AC 1.2	Updated to remove reference to 'timely, ethical and accurate analysis and evaluation'.
IC 1.2	Updated.
AC 1.3	Wording simplified.
IC 1.3	Updated.
AC 1.4	Command word changed to 'conduct'. Removal of 'financial information'.
IC 1.4	Updated with removal of 'financial information'.
AC 1.5	New AC added.
IC 1.5	New IC added.
AC 1.6	Was original AC 1.5. Wording updated.
IC 1.6	Wording updated and second half of IC deleted.
AC 2.1	Was original AC 2.2 (original AC 2.1 deleted). Wording updated and command word changed to 'explain'.
IC 2.1	Wording updated to reflect that AC is related to creating value in the organisation across people and business practices.
AC 2.2	Was original AC 2.5 (original AC 2.1, 2.3 and 2.4 deleted).
IC 2.2	Was original IC 2.5 (original IC 2.1, 2.3 and 2.4 deleted).

Unit 3CO03 Core behaviours for people professionals

What has been updated	Details of update
Unit summary	Updated to reflect the changes made in unit.
AC 1.1	Change to require learners to 'explain ethical principles and professional values'. Taken from original AC 2.1.
IC 1.1	Additional IC provided taken from original AC 2.1.
AC 2.1	Was original AC 1.3, wording updated.
IC 2.1	Was original IC 1.3, wording updated.
AC 2.2	Was original AC 2.4
IC 2.2	Was original IC 2.4
AC 2.3	Was original AC 2.5 and command word changed to 'demonstrate'.
IC 2.3	Updated.

Unit 3CO04 Essentials of people practice

What has been updated	Details of update
Unit summary	Updated to reflect the changes made in unit.
AC 1.1	Command word changed to 'explain' and AC changed to focus on the people professional role rather than learner's own role.
IC 1.1	Updated to reflect change to AC 1.1.
AC 1.2	Was original AC 1.3
IC 1.2	Was original IC 1.3. Updated and reordered.
AC 1.3	Was original AC 1.2 Wording updated to remove 'stages'.
IC 1.3	Was original IC 1.3. First part of indicative content removed.
AC 1.4	Command word changed to 'explain' and wording updated.
AC 2.1	Command word changed to 'explain'.
IC 2.3	'Interview panel' removed.
AC 2.4	The requirement for writing of letters of appointment and non-appointment removed.
AC 2.5	Separate AC moved from original AC 2.4 for the writing of 'letters of appointment and non-appointment'.
IC 2.5	Separate IC moved from original AC 2.4 for the writing of 'letters of appointment and non-appointment'.
IC 3.1	'Minimum wage' deleted.

AC 3.3	Was original AC 3.4 (original AC 3.3 deleted). 'Equalities legislation' changed to 'discrimination legislation'.
IC 3.3	Was original IC 3.4 (original IC 3.3 deleted).
AC 3.4	Was original AC 3.5.
IC 3.4	Was original IC 3.5
AC 3.5	Was original AC 3.6
IC 3.5	Was original IC 3.6.
AC 4.3	Updated to focus on 'methods of performance review' and reflect IC.
AC 4.3	'Skills required by appraisers' removed.
AC 6.1	New AC added in about the benefits of L&D.
IC 6.1	New IC added in about the benefits of L&D.
AC 6.2	Was original AC 6.1
IC 6.2	Was original IC 6.1
AC 6.3	Was original AC 6.2 – updated to remove consulting.
IC 6.3	Was original IC 6.2 – updated to remove consulting.
AC 6.4	Was original AC 6.3
IC 6.4	Was original IC 6.3
AC 6.5	Updated to remove benefits as covered in new AC 6.1.
IC 6.5	Updated to remove benefits as covered in new IC 6.1.

CIPD Foundation Certificate in People Practice

Version 2.1 – May 2022

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Incorporated by Royal Charter

Registered as a charity in England and Wales (1079797) and Scotland (SC045154)

Issued: May 2022 Version 2.1

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