

Certificate in Personnel Practice

Purpose

The Certificate in Personnel Practice (CPP) is a foundation-level programme, at an equivalent level to NVQ/SVQ Level 3 in Personnel Support.

Successful candidates receive the CIPD Certificate in Personnel Practice and are eligible for Associate membership of the Institute. However, completing the Certificate in Personnel Practice and/or gaining Associate membership does not imply that the candidate should automatically progress to study at the Professional Development Scheme level.

Potential candidates

This qualification is intended for:

- anyone working at the level of personnel assistant, personnel administrator or personnel officer, whose role is to provide support for key aspects of the personnel function
- someone new to, or aspiring to, a career in the personnel function
- line managers, supervisors or team leaders who wish to gain the same level of personnel skills as practitioners at this level
- the owners or managers of small businesses.

Aims

The Certificate in Personnel Practice is intended to:

- develop the skills needed in personnel work
- serve as an introduction to the personnel department's work
- provide an awareness of:
 - the context of personnel functions
 - the key issues that impact on personnel issues
- provide a platform for studies in personnel.

The Standard can be used as:

- a developmental programme to underpin the NVQ/SVQ in Personnel Support
- a stand-alone qualification programme in its own right
- a potential framework for a Modern Apprenticeship in personnel.

Performance indicators

1 Human resource plans and organisational context

Operational indicators

Practitioners must be able to:

- 1 Contribute to the development and implementation of a human resource plan that meets business objectives for both expansion and contraction.
- 2 Contribute to the collection, maintenance, reporting on and interpretation of computerised personnel information.

Knowledge indicators

Practitioners must understand and be able to explain:

- 1 The organisational context of the personnel function – political, economic, social, technological, environmental and labour-related.
- 2 The key roles and tasks of the personnel function and its contribution to organisational success as a line management and as a specialist function.
- 3 Basic employment legislation affecting personnel practice, including:
 - employment contracts
 - health and safety
 - equal opportunities
 - diversity.
- 4 The basic principles of human resource planning.
- 5 The benefits and principles of a computerised personnel system and the professional and legal requirements for confidentiality and security of personnel records.

Indicative content

- 1 An overview of the personnel function and:
 - the internal and external factors impacting on it
 - the business context in which it operates
 - its contribution to organisational success.
- 2 Organisational structure and organisational charts.
- 3 PESTLE and SWOT analyses.
- 4 Business objectives and the links to HR plans.
- 5 The demand for and supply of labour.
- 6 Flexible working practices.
- 7 Internal and external labour markets.
- 8 Absence management.
- 9 Relationships with colleagues, customers, line managers and other stakeholders.
- 10 Employment relationships, including the contract of employment, contract for service and the psychological contract.
- 11 Health and safety.
- 12 Expansion and contraction; redundancy and termination.
- 13 Personnel records including:
 - computerised personnel information systems
 - personnel databases and spreadsheets
 - security and confidentiality
 - data protection.
- 14 Recording and analysing information, and presenting the results.
- 15 The range of recording and retrieval systems and criteria for their selection.
- 16 The business case for introducing improvements.
- 17 Factors that affect introduction and implementation, such as:
 - feasibility
 - relevance
 - timing
 - management support
 - employee support
 - resources.

2 Recruitment and selection

Operational indicators

Practitioners must be able to:

- 1 Contribute to the recruitment process by playing a part in:
 - job analysis interviews
 - writing job descriptions and person specifications
 - writing copy for recruitment advertisements
 - submitting appropriate media for advertisements.
- 2 Contribute to the selection process by playing a part in:
 - shortlisting
 - selection interviewing
 - the decision-making process.

Knowledge indicators

Practitioners must understand and be able to explain:

- 1 The key stages of recruitment and selection and the use of appropriate media and selection processes in differing circumstances.
- 2 The basic legislation underpinning the recruitment and selection process and the impact that equal opportunities legislation has on the process, and on organisational policy and practice.

Indicative content

- 1 The recruitment and selection process, including:
 - job analysis, job descriptions and person specifications
 - recruitment methods
 - shortlisting
 - selection interviewing
 - testing
 - terms and conditions of employment
 - offer letters
 - the legislation relating to contracts.
- 2 Induction.
- 3 Discrimination on the grounds of disability, race, gender, age.
- 4 Methods of information-gathering (including interviews, discussions and questionnaires).

3 Training and development

Operational indicators

Practitioners must be able to:

- 1 Identify training needs.
- 2 Design a learning event to meet identified needs.
- 3 Prepare and deliver a learning event.
- 4 Evaluate training and development events.

Knowledge indicators

Practitioners must understand and be able to explain:

- 1 The indicators of training and development needs and the range of methods for identifying needs.
- 2 The principles of learning and their impact on training design and delivery.
- 3 The principles of training design and delivery, the range of options and media and the respective advantages and disadvantages.
- 4 Evaluations of training and development.
- 5 Key government training initiatives.

Indicative content

- 1 The links between business plans and training and development.
- 2 The principles of learning.
- 3 The systematic training cycle, covering:
 - identification of training needs
 - design and delivery of training
 - evaluation of training
 - range of training methods and learning opportunities.
- 4 Government training initiatives, including Investors in People (IIP), NVQs/SVQs.

4 Performance management and employee relations

Operational indicators

Practitioners must be able to:

- 1 Conduct an appraisal interview.
- 2 Agree and review performance targets.
- 3 Contribute to grievance and disciplinary interviews.
- 4 Contribute to the operation of pay and reward systems.

Indicative content

- 1 Objective-setting, motivation, performance review.
- 2 Giving and receiving constructive feedback.
- 3 Handling poor performance.
- 4 Handling discipline and grievance and taking account of the related legislation.
- 5 Reward systems and administration.
- 6 Effective strategies for involvement and participation.

Knowledge indicators

Practitioners must understand and be able to explain:

- 1 The purposes of performance management, appraisal and review, and the link with business objectives.
- 2 The legislation and organisational good practice relating to:
 - grievance
 - discipline
 - reward management
 - termination of employment
 - performance management.
- 3 The components of an effective pay and reward system and its administration.
- 4 Common processes for consultation and participation.