

Core Behaviours for people professionals (3CO03) – ASSIGNMENT GUIDANCE DOCUMENT

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 wellbeing and inclusivity in the organisation.

Task 1 – Ethical practice paper – (a written summary addressing all the points below (approximately 1200 words))

You are currently studying for your CIPD qualification at a local study centre. Your study group has been asked to provide information about the role of a People Practice Professional, for a careers platform, and you and your fellow learners have decided to each write about a different aspect of the role.

*For your contribution, you have decided to write about ethics and how a people practice professional would demonstrate and promote ethical practice at work. Having discussed this idea with your tutor you have agreed to write a **short paper**, covering all 4 points below.*

Assignment Topic	Assessment Criteria	Additional Guidance
Explain what is meant by 'ethical principles' and 'professional values', and how these might inform the way people approach their work. (AC 1.1)	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.	Refer to the workshop 1 material on Moodle and the session slides. If quoting definitions directly, ensure you cite them correctly with page number etc.
Identify a piece of legislation and a Code of Practice that support ethical and professional practice, with examples of how a people professional would conform to these. (AC 1.2)	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.	This assessment criteria asks for a piece of legislation and a code of practice (1 of each), see session slides for workshop 1 for ideas around this. e.g. CIPD code of conduct; Equality Act (2010), and link in how these support ethical and professional practice with examples.

Describe how a people professional would demonstrate respectful and inclusive working in relation to: (AC 2.1) • contributing 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.	Draw on the contents of the workshops. Chapter 3 of People Practice book and wider reading should help with this.
Summarise different ways a people professional would stay up-to-date with people practice and world of work issues and developments, highlighting 2 ways in particular, that you have personally found effective. (AC 2.2)	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.	Draw on the contents of the workshops. Chapter 3 of People Practice book and wider reading should help with this.

Task 2: Professional Development record – A written account/CPD record covering at least **3 activities** (i.e. descriptions of 3 activities with related reflections on impact for each activity), undertaken over the last year. (Approximately 800 words).

A crucial aspect of being a People Practice professional is staying up to date with issues and developments and ensuring professional currency by regularly upgrading knowledge and skills. This task is about how you, personally, do this.

Assignment Topic	Assessment Criteria	Additional Guidance
The task requires you to provide a record of how you have maintained and upgraded your own knowledge and skills, along with your reflections on how effective this has been. Your ‘record’ can be presented as a simple written account or as a formal CPD Record and should cover at least 3 activities undertaken within the last year. (AC 2.3)	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.	Guidance from the learner assessment brief: Describe (at least 3) activities you have undertaken to develop your knowledge, skills, and experience over the last year. Activities may be, for example, formal development activities such as planned learning events or programmes, informal activities such as researching online or reading a book, work-based activities such as participating in a particular work project or simply putting yourself in a work role or position that you knew would stretch and develop you. The activities may have been in response to an identified performance issue or problem or may reflect a new area of interest for you. Your record should explain the reasons for your choice of activity as well as what the activity involved.

		(This is the WHY and the WHAT of your CPD Record.) • Reflect on the outcomes of each activity and their impact on your practice. For example: did you gain a greater understanding of, or more knowledge about, something and if so, how has that actually impacted your behaviour? How are you, or is your performance, different because of the learning undertaken? Was the activity worth doing in terms of its impact on your behaviour or performance? Did the activity make you aware of, or maybe generate, other development needs? What conclusions did you draw from this for further activities? (This is the SO WHAT! of your CPD Record.) You could use this course as one of your activities to reflect on.
--	--	---

Notes:

Complete both tasks in one continuous Word Document

Make sure that you put the assessment criteria number at the beginning or end of your responses.

Link your work to the Insights Documents where relevant.