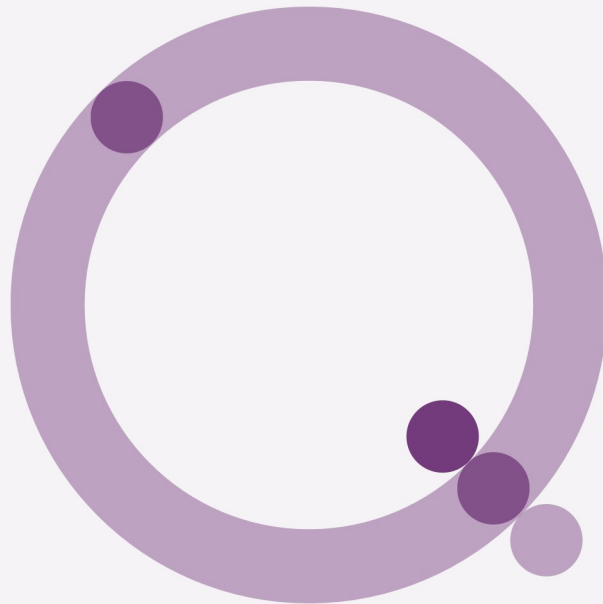


3CO03

Core behaviours for people
professionals

Learner Assessment Brief

Assessment ID / CIPD_3CO03_23_01



Level 3
Foundation Certificate in
People Practice

- Version 1 – Released June 2023
- Expires June 2024
- Study Centre information only: Last moderation window is September 2024

Please write clearly in block capitals.							
Centre number:	6	6	9				
Centre name:	UWTSD (Carmarthen)						
Learner number (1st 7 digits of CIPD Membership number):	8	8	2	0	8	7	9
Learner surname:	Brett						
Learner other names:	Christopher						
Unit code:	3CO03						
Unit title:	Core behaviours for people professionals						
Assessment ID:	CIPD_3CO03_23_01						
Assessment start date:	08/02/24						
Assessment submission date:	15/04/24						
First resubmission date for centre marking – if applicable:							
Second resubmission date for centre marking – if applicable:							
Declared word count:	1998						

3CO03

Core behaviours for people professionals



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.

CIPD's insight

HR and standards (December 2022)

This factsheet explains what British and International standards in HR are and why they matter. It introduces the British and International HR standards already published or under development and outlines the CIPD involvement in their development. Whether or not organisations have a dedicated HR team, they will at some point need guidance on ethical and effective human resource management practice in areas such as workforce planning, recruitment, inclusion and diversity, learning and development, and human capital reporting. British and International standards provide such guidance. International experts develop them, in collaboration with key stakeholders. These standards advocate responsible people management practices and support the organisations that adopt them to improve their organisational resilience and sustainability.

<https://www.cipd.co.uk/knowledge/strategy/hr/standards-factsheet>

Equality, diversity and inclusion (EDI) in the workplace (November 2022)

Promoting and delivering EDI in the workplace is an essential aspect of good people management. To reap the benefits of EDI, it's about creating working environments and cultures where every individual can feel safe, a sense of belonging and is empowered to achieve their full potential. Whilst legal frameworks vary across different countries, in the UK the Equality Act 2010 provides legal protection for nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. However, an effective EDI strategy goes beyond legal compliance and seeks to take an intersectional approach adding value to an organisation, contributing to the wellbeing and equality of outcomes and impact on all employees. This includes: accent, age, caring responsibilities, colour, culture, visible and invisible disability, gender identity and expression, mental health, neurodiversity, physical appearance, political opinion, pregnancy and maternity/paternity and family status and socio-economic circumstances amongst other personal characteristics and experiences. This factsheet explores what workplace equality inclusion and diversity (EDI) means, and how an effective strategy is essential to an organisation's business objectives. It looks at the rationale for action and outlines steps organisations can take to implement and manage a successful EDI strategy, from recruitment, selection, retention, communication and training to addressing workplace behaviour and evaluating progress.

<https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/factsheet#6428>

Ethical practice and the role of people professionals (August 2022)

Scandals involving workplace harassment and poor treatment of workers have highlighted what can happen when ethics aren't integral to the way organisations operate. With unique access to

staff throughout their careers, as well as opportunities to influence an organisation's strategy and the way it manages its workforce, people professionals are uniquely placed to support embedding principled decision-making into daily practice. Ethics are at the heart of professionalism. To create cultures of transparency and trust, practitioners should demonstrate strong standards of integrity when advising business leaders.

This factsheet explores what ethical practice means and why it matters in an organisational context. It outlines the trade-offs involved in upholding ethical values and the challenges faced by people professionals. Finally, it looks at the profession's role in creating ethical organisational cultures.

<https://www.cipd.co.uk/knowledge/culture/ethics/role-hr-factsheet>

Ethics at work: an employer's guide

Ethical values provide the moral compass by which we live our lives and make decisions: 'doing the right thing' because it's the right thing to do. However, there are several reasons why unethical behaviour continues to happen in the workplace, from individual actions and choice to industry-wide indiscretions and compromising decisions.

In this guide, we discuss the red flags to watch out for, along with practical tips and resources to safeguard your organisation and people against ethical breaches and misconduct. The guide draws on – and complements – the latest CIPD research, and features nine areas of action employers can prioritise to ensure they behave ethically. If you're an employer or manager looking to foster and encourage ethical behaviour in your organisation, you'll find the practical advice you need in this guide.

<https://www.cipd.co.uk/knowledge/culture/ethics/ethics-work-guide>

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

Preparation for the Tasks:

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

You will also benefit from:

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



Task One – Ethical practice review

A key responsibility for all ‘professionals’ is to regularly review and develop our performance at work. This includes reviewing our work and interpersonal behaviours - a particularly important activity for people professionals.

In this task, you as a people professional (working or student), are asked to answer 4 review questions about your work behaviours, with a particular focus on ethics, inclusivity and how you interact with others.

To complete the task, please respond to all **four** questions below. Your responses should reflect a sound understanding of ethical and inclusive people practice and include a mix of explanation (description/discussion) along with examples, as required by the question.

- 1) Explain **one** ethical principle and **one** professional value that you consider to be important, and which underpin your behaviour at work (or in your studies). For each of these, provide a real example of **HOW** they inform your approach to work. (AC1.1)
- 2) Describe, with examples, **two** ways in which you as a people professional conform (or, in future employment, would conform) with ethics related legislation. (AC1.2)
- 3) For **each** of the **three** contexts (a, b, c) below, describe one example of how you have behaved in a way that was inclusive and respectful to others, and one way in which you could **further** enhance your behaviour. (AC2.1)
 - a) contributing your views and opinions
 - b) clarifying problems or issues
 - c) working effectively as part of a team
- 4) Explain why it is important for a people practice professional to stay up-to-date with developments in the world of work and people practice **and recommend two** methods you have found most effective for this purpose. (AC2.2)

Your evidence must consist of:

- A written response, clearly responding to the four questions above. (Approximately 1250 words, refer to CIPD word count policy).

Task Two – Professional Development

This task continues your professional review by requiring you to consider the impact of your chosen CPD activities on your performance and behaviours.

To complete the task, you are asked to provide a record of how you have proactively maintained and upgraded your knowledge and skills over the last 12 months, along with a review of the impact of these activities.

Your record should be presented as an attachment to your assignment, either in the form of a formal/structured CPD Record or as pages from the CIPD 'My CPD Reflections' tool. (AC2.3)

Your record(s) must include the following:

- **A description of three CPD activities, undertaken within the last 12 months, that you consider having impacted on your work performance or behaviours.**

The three 'activities' may be anything that supported your development, for example: planned/formal development activities such as learning events or programmes; unplanned/informal activities such as researching online, watching a video, or reading a book; or 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.

- **And for each of these three activities, a reflection on how they have impacted your work performance or behaviours.**

For example: did you gain a greater understanding of, or more knowledge about, something and if so, how has that 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 perhaps generate, other development needs? What conclusions did you draw from this for further activities?

Your evidence must consist of:

Your evidence must consist of **one** of the following:

- A formal/structured CPD Record, edited to include just the three selected activities **OR**,
- A report (or reports) from the CIPD 'My CPD Reflections' tool, covering the three selected activities (please note: CIPD pre-populated question text is excluded from word count).

(Approximately 750 words, refer to CIPD word count policy)

Assessment Criteria Evidence Checklist

You may find the following checklist helpful to make sure that you have included the required evidence to meet the task. This is not a mandatory requirement as long as it is clear in your submission where the assessment criteria have been met.

Task 1 – Professional Review		Evidenced Y/N	Evidence reference
Assessment criteria			
1.1	Explain ethical principles and professional values including how these can inform approaches to work.		
1.2	Specify ways in which you conform consistently with relevant regulation and law within the context of ethics and professional practice.		
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.		
2.2	Recommend ways in which you can show inquisitiveness about issues and developments in the people profession and the wider world of work.		

Task 2 – Professional Development		Evidenced Y/N	Evidence reference
Assessment criteria			
2.3	Demonstrate proactive approaches to developing, recording and reflecting on your professional knowledge, skills and experiences.		

Declaration of Authentication

Declaration by learner

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

Learner name: Christopher Brett

Learner signature:

A handwritten signature in black ink, appearing to read 'CB', with a stylized flourish extending to the right.

Date* 12/4/24

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

3CO03

Core behaviours for people professionals



Assessment Criteria marking descriptors.

Assessors will mark in line with the following assessment criteria (AC) marking descriptors, and will indicate where the learner sits within the marking band range **for each AC**.

Assessors must provide a mark from 1 to 4 for each assessment criteria within the unit. Assessors should use the mark descriptor grid as guidance so they can provide comprehensive feedback that is developmental for learners. Please be aware that not all the mark descriptors will be present in **every** assessment criterion, so assessors must use their discretion in making grading decisions.

The grid below shows the range for each unit assessment result based on total number of marks awarded across all assessment criteria.

To pass the unit assessment learners must achieve a 2 (Low Pass) or above for each of the assessment criteria.

The overall result achieved will dictate the outcome the learner receives for the unit, provided **NONE** of the assessment criteria have been failed or referred.

Please note that learners will receive a **Pass or Fail** result from the CIPD at unit level. **Referral** grades can be used internally by the centre.

Overall mark	Unit result
0 to 9	Fail
10 to 12	Low Pass
13 to 16	Pass
17 to 20	High Pass

Marking Descriptors

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

Marking grid and feedback for learner

Unit 3CO03: Assessor Feedback to Learner	
Centre number	669
Centre name	UWTSD
Learner number (1st 7 digits of CIPD Membership number)	Please enter the learner number here. Must be 1 st 7 digits of CIPD membership number
Learner surname	Please enter learner surname here
Learner other names	Please enter learner other names here e.g., first name and middle name(s)

TASK 1		
AC Number	Assessment Criteria	Mark 1-4
1.1	Explain ethical principles and professional values including how these can inform approaches to work.	
	Please enter your Assessor feedback here	Enter mark here
	Please enter your Assessor feedback here for resubmission 1 (if applicable)	Enter mark here
	Please enter your Assessor feedback here for resubmission 2 (if applicable)	Enter mark here
1.2	Specify ways in which you conform consistently with relevant regulation and law within the context of ethics and professional practice.	
	Please enter your Assessor feedback here	Enter mark here
	Please enter your Assessor feedback here for resubmission 1 (if applicable)	Enter mark here
	Please enter your Assessor feedback here for resubmission 2 (if applicable)	Enter mark here
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	
	Please enter your Assessor feedback here	Enter mark here

	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
2.2	Recommend ways in which you can show inquisitiveness about issues and developments in the people profession and the wider world of work.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
Total marks for Task 1:		<i>Enter total marks here</i>
Total marks for Task 1 (resubmission 1 if applicable):		<i>Enter total marks here</i>
Total marks for Task 1 (resubmission 2 if applicable):		<i>Enter total marks here</i>

TASK 2		
AC Number	Assessment Criteria:	Mark 1-4
2.3	Demonstrate proactive approaches to developing, recording and reflecting on your professional knowledge, skills and experience.	
	<i>Please enter your Assessor feedback here</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 1 (if applicable)</i>	<i>Enter mark here</i>
	<i>Please enter your Assessor feedback here for resubmission 2 (if applicable)</i>	<i>Enter mark here</i>
Total marks for Task 2:		<i>Enter total marks here</i>

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

Total marks for UNIT:	<i>Enter total unit marks here</i>	Grade:	<i>Enter grade here</i>
Total marks for UNIT (resubmission 1 if applicable):	<i>Enter total unit marks here</i>	Grade (resubmission 1 if applicable):	<i>Enter grade here</i>
Total marks for UNIT (resubmission 2 if applicable):	<i>Enter total unit marks here</i>	Grade (resubmission 2 if applicable):	<i>Enter grade here</i>
Assessor Feedback Summary:			
<i>Please enter your summary and developmental points for the learner here. Please use a different font colour for any resubmission comments.</i>			
Assessor name:	<i>Please enter your Assessor name here</i>		
Assessor signature: <i>I confirm that I am satisfied that to the best of my knowledge, the work produced is solely that of the learner.</i>	<i>Please enter your Assessor signature here</i>		
Date:	<i>Please enter date here</i>		
IQA name:	<i>Please enter your IQA name here</i>		
IQA signature:	<i>Please enter your IQA signature here</i>		
Date:	<i>Please enter date here</i>		