CIPD
Championing better work and working lives

3CO03
Core behaviours for people professionals

Learner Assessment Brief

Assessment ID / CIPD_3CO03_22_01

Level 3
Foundation Certificate in
People Practice

Version 1- June 2022, the last moderation window for results for this assessment brief is September 2023

Please write clearly in block capitals.							
Centre number:	6	6	9				
Centre name:	UWTSD						
Learner number (1st 7 digits of CIPD Membership number):	8	7	2	9	9	5	3
Learner surname:	WATKINS						
Learner other names:	LEAH LOUISE						
Unit code:	3CO03						
Unit title:	Core behaviours for people professionals						
Assessment ID:	CIPD_3CO03_22_01						
Assessment start date:	17/02/2023						
Assessment submission date:	23/04/2023						
First resubmission date for centre marking – if applicable							
Second resubmission date for centre marking – if applicable							
Declared word count	TASK ONE: 1221 TASK TWO: 777						
Assessor name:							
Assessor signature:							
IQA name (if applicable):							
IQA signature (if applicable):							

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

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

Explore the role people professionals play in applying ethical values to organisational practice.

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

Red flags, practical resources and action points for employers looking to foster ethical behaviour in their organisation.

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.

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 paper

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.

1) Explain what is meant by 'ethical principles' and 'professional values', and how these might inform the way people approach their work. (AC 1.1)

2) 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)

3) 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

4) 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)

Your evidence must consist of:

- A written summary addressing all the points above (approximately 1200 words, refer to CIPD word count policy).

Task Two – Professional Development Record

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.

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)

To complete the task, provide a written account/CPD Record, in which you:

- 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.)

Your evidence must consist of:

- A written account/CPD Record covering at least 3 activities, (ie descriptions of 3 activities, with related reflections on impact for each activity), undertaken over the last year. (Approximately 800 words, refer to CIPD work 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 – Ethical practice paper **Assessment criteria**		**Evidenced Y/N**	**Evidence reference**
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 Record **Assessment criteria**		**Evidenced Y/N**	**Evidence reference**
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: **LEAH WATKINS**

Learner signature:

L.watkins

Date* **23/04/2023**

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

Declaration by Assessor

I confirm that I am satisfied that to the best of my knowledge, the work produced is solely that of the learner.

Assessor name:

Assessor signature:

Date:

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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 <u>for each of the assessment criteria.</u>

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	*Please enter your centre number here*
Centre name	*Please enter your centre name here*
Learner number (1st 7 digits of CIPD Membership number)	*Please enter the learner number here. Must be 1st 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*

	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*
2.2	Recommend ways in which you can show inquisitiveness about issues and developments in the people profession and the wider world of 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*
Total marks for SECTION 1		*Enter total marks here*
Total marks for SECTION 1 (resubmission 1 if applicable)		*Enter total marks here*
Total marks for SECTION 1 (resubmission 2 if applicable)		*Enter total marks here*

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.	
	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*
Total marks for SECTION 2		*Enter total marks here*

Total marks for SECTION 2 (resubmission 1 if applicable)	*Enter total marks here*
Total marks for SECTION 2 (resubmission 2 if applicable)	*Enter total marks here*

Total marks for UNIT	*Enter total unit marks here*	**Grade**	*Enter grade here*
Total marks for UNIT (resubmission 1 if applicable)	*Enter total unit marks here*	**Grade (resubmission 1 if applicable)**	*Enter grade here*
Total marks for UNIT (resubmission 2 if applicable)	*Enter total unit marks here*	**Grade (resubmission 2 if applicable)**	*Enter grade here*
Assessor Feedback Summary *Please enter your summary and developmental points for the learner here. Please use a different font colour for any resubmission comments.*			
Assessor signature	*Please enter your Assessor signature here*		
Date	*Please enter date here*		