

5CO03

Professional behaviours and valuing people

Learner Assessment Brief

Assessment ID / CIPD_5CO03_25_01



Level 5 Associate Diploma in

- People Management
- Organisational Learning and Development

- Version 1 – Released June 2025
- Expires June 2026
- Study Centre information only: Last moderation window is September 2026

Centre number:	0669
Centre name:	University of Wales Trinity St Davids
Learner number (1st 7 digits of CIPD Membership number):	2517005
Learner surname:	Owen
Learner other names:	Victoria
Unit code:	5CO03
Unit title:	Professional behaviours and valuing people
Assessment ID:	CIPD_5CO03_25_01
Assessment start date:	
Assessment submission date:	23/03/2026
First resubmission date for centre marking – if applicable:	
Second resubmission date for centre marking – if applicable:	
Declared word count:	3250
Declared word count resubmission 1 – if applicable:	
Declared word count resubmission 2 – if applicable:	

5CO03

Professional behaviours and valuing people



This unit focuses on how applying core professional behaviours such as ethical practice, courage and inclusivity can build positive working relationships and support employee voice and well-being. It considers how developing and mastering new professional behaviours and practice can impact performance.

CIPD's insight

We provide you with this information from our website to connect you with our research and insights on the topic, so you can explore our latest thinking. It is not intended to replace the learning and formative assessment provided by your Study Centre.

HR and standards (January 2025)

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, equality, diversity and inclusion, 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>

Ethical practice and the role of people professionals (November 2024)

Scandals involving workplace harassment and poor treatment of workers have highlighted what can happen when ethics aren't integral to the way an organisation operates. Having unique access to staff and opportunities to influence an organisation's strategy and the way it manages its workforce; people professionals are uniquely placed within an organisation. They can support the embedding of 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.org/uk/knowledge/factsheets/ethics-role-hr-factsheet/>

Ethics at work: an employer's guide (February 2024)

Ethical values provide the moral compass by which we live our lives and make decisions. They also highlight why organisations should focus on creating a shared ethical culture where employees feel empowered to do the right thing rather than simply following a set of rules.

The way we make decisions is important for organisations because wrong or badly implemented decisions can significantly impact people's lives and the reputation of organisations. But when we make decisions based on good principles, and live by good values, we can improve the lives of others and their experiences at work.

In setting out standards for the people profession, the CIPD's **Profession Map** includes ethics under 'Core behaviours', describing ethical practice as:

"Building trust by role-modelling ethical behaviour and applying principles and values consistently in decision-making."

Therefore, it's vital that people professionals can define ethical behaviour, identify unethical behaviour, and take steps to create a shared ethical culture accordingly.

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 – **CIPD research**, and features nine areas of action employers can prioritise to ensure they behave ethically. Please note, individual red flags may not in themselves indicate unethical behaviour, but several may be a sign of a wider issue.

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

Equality, diversity and inclusion (EDI) in the workplace (August 2024)

Promoting and delivering EDI in the workplace is an essential aspect of good people management.

It's about creating working environments and cultures where every individual can feel safe, experience 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 should go beyond legal compliance and take an intersectional (that a person's different intersecting identities can advantage or disadvantage them) approach to EDI, which will add value to an organisation, contribute to the wellbeing and equality of outcomes and impact on all employees. Things to consider include: 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, diversity and inclusion (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, performance management and training, to addressing workplace behaviour and evaluating progress. Explore our viewpoints on **age diversity, disability, gender equality, race inclusion, religion and belief, and sexual orientation, gender identity and reassignment**.

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

Preparation for the Tasks

- make sure you understand your Study Centre's instructions on how to complete and submit your assessment.
- watch the supporting video for this unit: <https://youtu.be/dj05W3xWoxs>
- read the CIPD's word count policy which your Study Centre will provide for you. Remember that your work will be referred if you go over the unit word count.



Tasks

You must complete **two** tasks. The first one requires you to answer **6** questions, **referring to the case study**, about the 'purpose and value of the people professional'. Your answers should respond accurately to the questions and should be informed by wider reading from key academic texts, articles and relevant publications.

For the second task, you will conduct a professional review of your own strengths, weaknesses and development areas.

Please ensure that your work is presented clearly, typically using sub-headings or AC references to link your responses to the questions, and that your work complies with the wordcount requirements stated at the end of the assessment brief. If you exceed the word count by more than 10% your work will be referred. References should be included within your answers (unless the question specifically states that these are not required) and full details presented in a reference list at the end of your assessment.

Task One - Case Study

You have recently taken up a new position as HR/L&D Adviser at Nexxobyte, a rapidly growing software development company. Nexxobyte was established two years ago by Kit, the only Director until recently joined by his new business partner, Aisha. The organisation has grown quickly and organically and currently consists of 23 software engineers (in three teams), three team managers, two administration staff and the two directors. Since joining Nexxobyte, the second director, Aisha, has been concerned about the way things are being run and has brought you in to help her make improvements. Aisha's main concerns are the lack of standard procedures and the lack of management capabilities (none of the three team leaders had management training or experience prior to being informally allocated their roles by Kit). With Kit fully occupied in marketing and promoting the business, the team managers have been free to recruit and manage their teams as they choose, calling on the administration staff for support when needed. Consequently, the teams have been managed quite differently leading to inconsistent practice (e.g. different working arrangements and different access to paid L&D), several employee complaints and the loss of some valuable staff.

Q1. As part of her actions to improve systems and procedures at Nexxobyte, Aisha has established monthly on-site Management Team meetings to be attended by her, Kit, you and the three Team Leaders. She would like you to make a short presentation at the first meeting *'appraising what it means to be a people professional, and some of the ways you can contribute at Nexxobyte.'*

Provide a written response covering the points you would include in this presentation.
(AC 1.1)

NOTE: there is no requirement to 'present' anything for this question - only to provide a written

response.

- Q2.** You are excited by your new role and whilst you can see that there is a lot to do, you feel ready for the challenge.

Discuss **two** of your personal or ethical values that you believe will help you in your new role, and how consistently applying these will inform your people practice work at Nexxobyte. (AC 1.2)

- Q3.** Aisha has emphasised that she wants you to be a 'a firm voice for people practice at Nexxobyte'. This means communicating with the management team in an informed, clear and confident way to convince them of the need for change and new ways of working.

Consider why it is important to communicate in this way and **two** potential consequences (one for you and one for Nexxobyte) if you are unable to do so. (AC 1.3)

- Q4.** During a conversation with the two administration staff, you learn more about some of the problems there have been at Nexxobyte. Some of these involved unethical behaviour (one manager regularly approving attendance at expensive training events and conferences for his 'favourite' team members, whilst consistently refusing similar requests from others) and even some illegal activity (a former employee using Nexxobyte work time and equipment to operate his own separate business).

Explain how, if you had been at Nexxobyte and aware of these **two** situations when they existed, you would have approached and raised them (AC 1.4)

- Q5.** You are pleased that your presentation at the manager's meeting (see Q1) was well received. However, one manager has since commented in the Manager Chat group, "*We don't really need to change anything - the company is doing well financially and anyway people work much harder when they are not protected by a load of feel-good policies and procedures.*" You want to respond to this comment in a professional and informative way which may help to change these views.

With reference to research or theory, argue the human and business benefits of people feeling included, valued, and fairly treated at work. (AC 2.1)

- Q6.** Following several of the complaints about unfair practice in relation to staff training, Aisha has asked you to devise a fair Staff Learning & Development Policy, which will include all staff members and will set out factors such as: allowable paid time for development activities, individual training budgets, type of learning activities that can be included, etc.

Discuss the steps you will take

- to make your design of the initiative fair and inclusive
- to check, after three months of implementation, that the initiative is as inclusive as you have intended.

NOTE: there is no need to devise a policy here, only to discuss how you will design it to be inclusive and how you will check inclusivity after three months. (AC 2.2)

CIPD responses to questions 1-6, approximately 2,400 words (+/- 10%), refer to CIPD word count policy.

Task two - Professional Review

Note: This task is not related to the Task 1 Case Study. It is just about you and your awareness of your own strengths, weaknesses and development areas.

To complete the task, you must complete all **five** activities below.

- Q7.** Using a combination of your own reflections **and** feedback from **at least one** other person, review your own behaviour against the **six** Associate-level standards for 'Working inclusively' in the CIPD Profession Map. <https://www.cipd.org/uk/the-people-profession/the-profession-map/explore-the-profession-map/core-behaviours/working-inclusively/>

Summarise your conclusions from this activity, along with a brief explanation of who you involved and how their feedback informed your review. (AC 2.3)

You don't need to provide a reference or in-text citation for AC 2.3.

- Q8.** Research and identify **two** ways the people practitioner role (generalist or any specialist) is evolving. Summarise these **two** developments and the implications they have for your ongoing professional development. (AC 3.1)

- Q9.** With reference to your reflections and feedback at Q7, and your research at Q8, assess your current strengths, weaknesses and development areas in relation to people practice. (AC 3.2)

You don't need to provide a reference or in-text citation for AC 3.2.

- Q10.** Following on from your self-assessments, identify **two** development activities you will undertake (or commence) in the next six months. Provide a brief explanation of the activities you have selected along with your reasons for choosing them. (AC 3.3)

You don't need to provide a reference or in-text citation for AC 3.3

- Q11.** Shifting your focus to development activities you have already undertaken within the last two years, reflect on the **two** activities (formal or informal) that you consider had the greatest impact on your behaviour and performance.

Provide your reflections, attached to your assessment, as either:

- your own format CPD record, edited to include just the **two** selected activities, or
- a report (or reports) from the CIPD 'My CPD Reflections' tool. (AC 3.4)

You don't need to provide a reference or in-text citation for AC 3.4.

Your evidence must consist of:

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- Written responses to questions 7-10, approximately 850 words (+/- 10%), refer to CIPD word count policy.
- A CPD Record or Report(s), as described at question 11. (Not included in word count)

Answer Checklist

You may find the following checklist helpful to make sure that you have answered all the questions. You don't have to use it if you don't want to.

Task One –Purpose and Value of the People Professional		Answered Y/N
Questions (Abbreviated)		
Q1.	Provide a written response covering the points you would include in the presentation. (AC 1.1)	Yes
Q2.	Discuss two of your personal or ethical values that you believe will help you in your new role, and how consistently applying these will inform your people practice work at Nexxobyte. (AC 1.2)	Yes
Q3.	Consider why it is important to communicate in this way and two potential consequences (one for you and one for Nexxobyte) if you are unable to do so. (AC 1.3)	Yes
Q4	Explain how, if you had been at Nexxobyte and aware of these two situations (outlined in the question) when they existed, you would have approached and raised them (AC 1.4)	Yes
Q5.	With reference to research or theory, argue the human and business benefits of people feeling included, valued, and fairly treated at work. (AC 2.1)	Yes
Q6.	Discuss the steps you will take • to make your design of the initiative fair and inclusive • to check, after three months of implementation, that the initiative is as inclusive as you have intended.	Yes

Task Two - Professional Review		Answered Y/N
Question		
Q7.	Using a combination of your own reflections and feedback from at least one other person, review your own behaviour against the six associate-level standards of the CIPD Map Core Behaviour, 'Working inclusively'. Summarise your conclusions from this activity, along with a brief explanation of who you involved and how their feedback informed your review. (AC 2.3)	Yes
Q8.	Research and identify three ways the people practitioner role (generalist or any specialist) is evolving. Summarise these two developments and the implications they have for your ongoing professional development. (AC 3.1)	Yes
Q9.	With reference to your reflections and feedback at Q7, and your research at Q8, assess your current strengths, weaknesses and development areas in relation to people practice. (AC 3.2)	Yes
Q10.	Following on from your assessments, identify two development activities you will undertake (or commence) in the next six months. Provide a brief explanation of the activities you have selected along with your reasons for choosing them. (AC 3.3)	Yes
Q11.	Shifting your focus now to development activities you have already undertaken within the last two years, reflect on the two activities (formal or informal) that you consider having had the greatest impact on your behaviour and performance. Provide your reflections, attached to your assignment, as either: • your own format CPD record, edited to include just the two selected activities, or • a report (or reports) from the CIPD 'My CPD Reflections' tool. (AC 3.4)	Yes

Declaration of Authentication

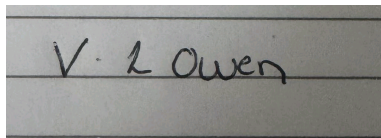
Declaration by learner

I can confirm that:

1. this assessment is all my own work.
2. where I have used materials from other sources, they have been properly acknowledged and referenced.
3. I have not used Artificial Intelligence tools to generate content for my assessment.

I understand the consequences of **malpractice** and accept that any violation of this agreement may result in disciplinary action.

Learner name: Victoria Owen

A photograph of a handwritten signature 'V. L Owen' on lined paper.

Learner signature:

(This must be a true signature, so a handwritten signature, or a photo or scan of a handwritten signature, or an e-signature. A typed signature is not acceptable.)

Date of submission*23/03/2026

Date of first re-submission (if applicable) *

Date of second re-submission (if applicable) *

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

5CO03 Professional behaviours and valuing people



Marking Guidance for Assessors

You should mark in line with the marking descriptors set out on page 13 of this brief.

You must provide a mark from one to four for each question set. You **must** provide constructive, developmental feedback against each question where you award a mark of one, so refer/fail and rich summary feedback at the end of the feedback form, following the instructions provided there.

To pass the unit assessment learners **must** achieve a mark of two (Low Pass) or above **for each of the questions**. You must refer/fail them if you award a mark of one for any of the questions.

Please ensure that you use the correct terminology. Learners have three attempts at the assessment. They only 'fail' the assessment if they do not achieve a mark of two for any of the questions at their third attempt. Until then they are 'referred'.

When you have marked each question, you should total the marks awarded and determine the unit outcome. The table below shows the marking bands for each outcome for this unit.

Overall mark	Unit result
0 to 21	Refer/Fail
22 to 28	Low Pass
29 to 35	Pass
36 to 44	High Pass

Please note that the unit outcome is provided:

- to help learners understand where they are performing well and where they may need to develop
- to help inform your teaching practice
- for moderation purposes

The qualification is not graded and unit outcomes do not appear on learners' certificates.

Marking Descriptors

Mark	Range	Descriptor
1	Refer/Fail	The response DOES NOT • demonstrate the knowledge, understanding or skill required to meet the AC • include any, or appropriate examples, where these are required to support the answer • include evidence of the use of reading and research to inform the answer • include at least one appropriate reference for each assessment criteria (where this is required) * • refer to the case study • respond clearly to the question/task and is not well expressed • have an appropriate format or structure which meets the requirements set out in the brief.
2	Low Pass	The response DOES • demonstrate the minimum level of knowledge, understanding or skill required to meet the AC. • include an appropriate example where this is required to support the answer. • include evidence of some reading and research to inform the answer. • include a reference for each assessment criteria (where this is required) * • refer to the case study • respond to the question or task although it could be clearer and/or better expressed • have an appropriate format or structure which meets the requirements set out in the brief
3	Pass	The response • demonstrates a good level of the knowledge, understanding or skill required to meet the AC • includes use of a good example or examples where these are required to support the answer • includes evidence of a good level of reading and research to inform the answer • includes good use of at least one reference for each assessment criteria (where this is required). * • makes good reference to the case study

		• directly addresses the question/task and is well expressed • has a good format or structure which meets the requirements set out in the brief
4	High Pass	The response • demonstrates an excellent level of the knowledge, understanding or skill required to meet the AC • includes use of an excellent example or examples where these are required to support the answer • includes evidence of extensive reading and research to inform the answer. • includes excellent use of at least one reference for each assessment criteria (where this is required) * • makes excellent reference to the case study • responds very clearly to the question/task and is particularly well expressed • has an excellent format or structure which meets the requirements set out in the brief
		*Not all ACs in each unit need a reference. If they don't, the brief will say so. In Unit 5CO03 the following questions (ACs): Q7 (AC 2.3, Q9 (AC 3.2), Q10 (AC 3.3) and Q11 (AC 3.4) do not require a reference. References should be presented using a recognised form of referencing. For example, if using Harvard referencing, this would include in-text citations and a list of references or bibliography at the end of the assessment.

Marking grid and feedback for learner

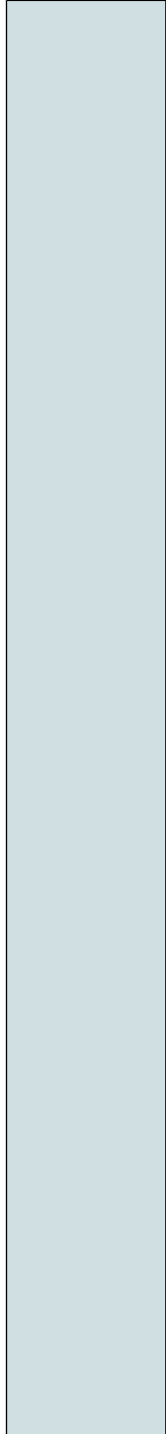
Unit 5CO03: Assessor Feedback to Learner	
Centre number	0669
Centre name	University of Wales Trinity St Davids
Learner number (1st 7 digits of CIPD Membership number)	
Learner surname	
Learner other names (e.g. first name and middle name(s))	

Note to Assessor – Please enter a **mark** for each AC. You need only provide **feedback** where you have awarded a mark of 1. This feedback should be developmental.

Task 1		
Question Number	Question	Mark 1-4
Q1.	Provide a written response covering the points you would include in the briefing (AC 1.1)	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	

	Assessor feedback resubmission 2 (if applicable)	
Q2.	Discuss two of your personal or ethical values that you believe will help you in your new role, and how consistently applying these will inform your people practice work at Nexxobyte. (AC 1.2)	
	Assessor feedback first submission (if applicable)	
	Assessor feedback resubmission 1 (if applicable)	
	Assessor feedback resubmission 2 (if applicable)	
Q3.	Consider why it is important to communicate in this way and two potential consequences (one for you and one for Nexxobyte) if you are unable to do so. (AC 1.3)	
	Assessor feedback first submission (if applicable)	
	Assessor feedback resubmission 1 (if applicable)	
	Assessor feedback resubmission 2 (if applicable)	
Q4.	Explain how, if you had been at Nexxobyte and aware of these two situations when they existed, you would have approached and raised them? (AC 1.4)	
	Assessor feedback first submission (if applicable)	
	Assessor feedback resubmission 1 (if applicable)	
	Assessor feedback resubmission 2 (if applicable)	
Q5.	With reference to research or theory, argue the human and business benefits of people feeling included, valued, and fairly treated at work. (AC 2.1)	
	Assessor feedback first submission (if applicable)	
	Assessor feedback resubmission 1 (if applicable)	
	Assessor feedback resubmission 2 (if applicable)	
Q6.	Discuss the steps you will take - to make your design of the initiative fair and inclusive - to check, after three months of implementation, that the initiative is as inclusive as you have intended. (AC 2.2)	
	Assessor feedback first submission (if applicable)	
	Assessor feedback resubmission 1 (if applicable)	

	<i>Assessor feedback resubmission 2 (if applicable)</i>	
Total marks for TASK 1		
Total marks for TASK 1 (resubmission 1 if applicable)		
Total marks for TASK 1 (resubmission 2 if applicable)		



Task 2		
Question Number	Question	Mark 1-4
Q7.	Using a combination of your own reflections and feedback from at least one other person, consider your own behaviour against the six associate-level standards of the CIPD Map Core Behaviour, 'Working inclusively'. Summarise your conclusions from this activity, along with a brief explanation of who you involved and how their feedback informed your assessment. (AC 2.3)	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
Q8.	Research and identify three ways the people practitioner role (generalist or any specialist) is evolving. Summarise these two developments and the implications they have for your ongoing professional development. (AC 3.1)	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
Q9.	With reference to your reflections and feedback at Q1, and your research at Q2, assess your current strengths, weaknesses and development areas in relation to people practice. (AC 3.2)	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
Q10.	Following on from your assessments, identify two development activities you will undertake (or commence) in the next six months. Provide a brief explanation of the activities you have selected along with your reasons for choosing them. (AC 3.3)	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	

	<i>Assessor feedback resubmission 2 (if applicable)</i>	
Q11.	Shifting your focus now to development activities you have already undertaken within the last two years, reflect on the two activities (formal or informal) that you consider having had the greatest impact on your behaviour and performance. Provide your reflections, attached to your assignment, as either: • your own format CPD record, edited to include just the two selected activities, or • a report (or reports) from the CIPD 'My CPD Reflections' tool. (AC 3.4)	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
Total marks for TASK 2		
Total marks for TASK 2 (resubmission 1 if applicable)		
Total marks for TASK 2 (resubmission 2 if applicable)		

Total marks for UNIT		Grade	
Total marks for UNIT (resubmission 1 if applicable)		Grade (resubmission 1 if applicable)	
Total marks for UNIT (resubmission 2 if applicable)		Grade (resubmission 2 if applicable)	
Assessor Feedback Summary <i>Please use this box to summarise your feedback on the assessment overall. This should highlight strengths and any areas for improvement, either referring to specific ACs or commenting more generally across the assessment. (Note: developmental feedback on any ACs awarded a mark of 1 should have already been provided in the relevant box of the assessment form above.</i>			

Please use a different <i>font colour</i> for any resubmission comments)			
Assessor name	Submission	Resubmission 1	Resubmission 2
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>			
Date			

*This must be a true signature, so a handwritten signature, or a photo or scan of a handwritten signature, or an e-signature. A typed signature is not acceptable.