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| 5CO03  Professional behaviours and valuing people |
| *Learner Assessment Brief* |
| **Assessment ID / CIPD\_5CO03\_22\_01** |
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| *Level 5 Associate Diploma in*   * People Management * Organisational Learning and Development |

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**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**

**Ethical practice and the role of people professionals (April 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**](https://www.cipd.co.uk/knowledge/culture/ethics/role-hr-factsheet)

**People Profession 2021 UK and Ireland Survey Report (CIPD in association with Workday)**

In the unparalleled and unforeseen context of the COVID-19 pandemic, the findings of this People Profession survey are exceptional. This report reveals how practitioners responded to changes and challenges while maintaining their level of professionalism.

Key findings (headlines)

* External factors and digital transformation have driven organisational change
* Working from home makes key aspects of people professionals’ work more challenging
* People professionals have upped their skills and understanding
* The people function plays a vital role in influencing organisational strategy
* Despite the pandemic, people professionals remain positive and proactive in their career progression
* Purpose and principles are very important in people professionals’ work

[**https://www.cipd.co.uk/knowledge/strategy/hr/people-profession-survey**](https://www.cipd.co.uk/knowledge/strategy/hr/people-profession-survey)

**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, remember you are working in the People Practice Team.
* Ensure 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 continuous professional development.
* Reading the CIPD Insight, Fact Sheets and related online material on these topics as well as key research authors on the subject.

Your evidence must consist of:

* Task one Report-(2,100 words)
* **IMPORTANT NOTE:** At Associate Level Referencing is **mandatory** – you must provide a reference where you have drawn from a secondary source; Harvard referencing is preferable. Please use the Reference box provided to record all of your long references. Short references should be included within the narrative.
* Upload the completed Learner Assessment brief, with both tasks completed, through the Assignments option in the Oakwood Learner Hub.

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# Task One –Professional, ethical, and inclusive behaviours.

In this this task, you are required to demonstrate a professional level of knowledge and understanding in relation to ‘professional, ethical and inclusive behaviours’.

To complete the task, you should provide a written response to each of the points below, making appropriate use of academic theory and practical examples to expand your response and illustrate key points.

To help the reader, please make use of headings and assessment criteria references to signpost the assessment criteria being addressed.

* Define the term professional and explain what it means to be a ‘people professional’. (AC 1.1)
* Explore how the role of a people professional (either a generalist or a particular specialist) is evolving and the priorities this raises for continuing professional development (CPD) (AC 3.1)
* Discuss the concept of ‘ethical values’, and how at least three ethical values that you hold personally, impact (or could impact) on your work as a people professional. (AC 1.2)
* Explain why it is essential for people professionals to contribute confidently to discussions, and ways of doing this that are (AC 1.3):
* informed
* clear
* engaging.
* Discuss when and how to raise concerns when issues such as organisational policies or leadership approaches conflict with ethical values or legislation. (AC 1.4)
* Provide a robust argument for ethical people practice that is supported by academic theory and details both the business and human benefits of people at work feeling included, valued and fairly treated. (AC 2.1)
* Drawing on your own or a hypothetical example of providing a people practice solution to meet a particular need or introducing a new policy or initiative, describe:
* strategies for designing the solution/initiative so that it will be inclusive
* strategies for checking that, when in practice, the solution/initiative engages and meets the needs of all those it is aimed at. (AC 2.2)

*Task One Report*

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| Appraise what it means to be a people professional (AC 1.1) **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Wordcount: Approximately 200 words.** |
| Term Professional The professional term refers to the person or individual that possesses the sense of obligation of the duty to maintain competence in the field in a particular discipline or dimension. Additionally, integrity is one of the foundational pillars of professionalism that stretches beyond the policy framework to maintain the operational guidelines and establish a confined professional environment (Schot et al., 2020). In the practical domain, the importance of professionals and professionalism is utmost and vital. People Professional People Professionals supported the organisation's vision, mission and goals via professional people interventions. The people are the critical prospect of the organization, and the professionalism among the people professionals critically empowered the organization's development by thriving the workforce on an individual or holistic level (Sherrington et al., 2020). The importance of professionalism in the people profession is utmost, and it is constituted as one of the core prospects of the profession Map as core behaviours (Profession map, 2022). The Profession Map, referred to as the international code of conduct for the people profession, is widely used for better, more confident, and enhanced decision-making for driving the changes. The Profession Map is vitally important in this particular domain because it settles the constructed and international benchmark in the prospect of people's professions. The CIPD made the fact evident that professionalism served as the channel of honesty in people dealing, and professionalism with consistency is crucial in developing trust in professional settings. The CIPD map with these core elements is practically implemented in the professional world for better decision-making, work performance and productivity, change development, and organization of career followed by the act of confidence. These elements constructed the framework of team or people professionals (The profession map, 2020). Hence, it is clear that CIPD is implemented practically globally, which critically established the core importance of professionalism because it was one of the core integrate of the CIPD profession Map. |

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| Explore how the role of a people professional is evolving and the implications this has for continuing professional development (AC 3.1) **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Wordcount: Approximately 300 words.** |
| The role, responsibilities and influence of people professionals undergo various changes as the evolution process under the account of certain developments. Azizi et al. (2021), illustrated that the recent onset of the Pandemic and the environmental dimension of the Post-pandemic business world expanded the role and corporate influence of the people professional and led towards a renewed and refreshed focus on the people workforce because previously, People Professionals did not possess any influence over the C-suite in the corporate sector, however now in the post-pandemic world, the importance of People Professionals in the C-suite policy-making is utmost. Additionally, the integration of Technology ultimately automated many processes in the people profession domain for management and people-based communication. This integration of technology allowed the automation of tasks like employee tracking that freed people professionals to focus more on strategic policy making, transforming the overall role (Vahdat, 2022). Moreover, remote working also changed the role of People professionals because the professionals needed to acquire new systems and modules for people performance reviews and recognition patterns (Davidescu et al., 2020); hence collectively, these factors completely changed the responsibilities dynamics of People professionals. CPD Examples Continuous professional development (CPD) is the premier combination of different approaches, techniques and ideas confined towards managing own learning and development in professional settings. The CPD critically focused towards the results, especially the benefits associated with professional development and new corporate world opportunities. In the domain of People professionals, CPD practices and strategies allowed the skill and knowledge enhancement for bigger and better future responsibilities and boosted the professionals' confidence. Besides this, the CPD strategies strengthen the professionalism within the people professionals that, ultimately, boost the credibility and the performance in tackling the hurdles with the evolutionary changes in the people management domain (Ramsden et al., 2022). Thus the CPD is core in catering to the evolutionary prospects of the corporate domain, especially with people management and professional services.  Primarily for catering for the changes occurred in the dynamics of people's professions, the role of Continuous Professional Development is ultimate. The primary CPD approach adopted in the personal domain was Work Shadowing, under which the informal experience observation takes place from the people professionals of some progressive organizations like Amazon.Inc and Apple that allowed a better understanding of how to perform the changing roles of People professionals (Bhalotra, 2020). Additionally, the second approach was straightforward and time-saving, which was learning more about professional duties via social and digital media channels (Murray and Ward, 2019). These two CPD examples actively allowed personal learning about the changing roles of people professionals. |

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| Recognise how personal and ethical values can be applied in the context of people practice. (AC 1.2) **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Wordcount: Approximately 300 words.** |
| Ethical Values The professional ethical values primarily referred as the set of behaviors of an individual in the business domain or environment. The professional ethical values critically provided the rule or code of conduct for the professional in the working environment adopt for the interaction or communication. The ethical values appeared different based on certain professional changes; as the ethical values of medical practitioner would be different from the law professional. Despite that some of the ethical values remained confined in every professional prospect including; “honesty, trustworthiness, transparency, accountability, confidentiality, objectivity, respect, obedience to the law, and loyalty” (Brooks and Dunn, 2020). For adequate value addition to the professional setting the role of ethical values is ultimate. Personal Values and their Impacts on People Professionals Approach The Primary policy requirements in the domain of values and the concept of inclusivity built over the inclusion model that values and respects every individual in the professional working space. The inclusivity aided the overall conflict-solving or resolution as it allowed the respectful addressing of differences and allowed the development of amicable understanding that ultimately facilitated the insight-gaining conflict and better decision-making followed by healthy solving (Féron, 2020). Another significant value is Honesty, which is reported to bring peace in professional settings by gaining higher support from the employees that facilitated the solution implementation. The inclusion of Honesty developed an approach that would ensure that the decision you make must be aligned with the facts regardless of any emotions or personal biasness as a people professional (Speer et al., 2020). Moreover, valuing others is another essential value that allows people professionals to perceive the changes and differences as positive prospects. This value empowered the people professional to understand how other people think and process the information, conclusively ending in better relationship-making in the workplace (Mahmoud et al., 2021), hence having a significant impact. |

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| Consider the importance of people professionals contributing to discussions in an informed, clear and confident way to influence others. (AC 1.3)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Wordcount: Approximately 300 words.** |
| Confident and Courageous Contributions to Discussions The element of confidence allowed the people professionals to contribute to the discussion in a precise and clear yet effective manner. The professional people contributed to the discussion with sheer confidence and conveyed their thoughts and ideas to the workers and the stakeholder in an efficient manner. The display of confidence actively made communication effective, which was vital for career development in the people profession (Chen, 2021). Moreover, the courageous conversation and the communication displayed by the people professionally in the workplace are confined to the prospect of; “broaching complex and sensitive subjects like race and privilege with your team, boss or other managers. The courage displayed in the conversation, communication and contribution in the discussion directly developed a careful discussion that appeared very important in the decision-making of people professionals (Goodwin-Sak et al., 2019). Hence, professional people must contribute confidently and courageously to workplace discussions for personal and professional development. Skills Used To Influence and Inform Others in a Clear and Engaging Way Critical thinking skills play a vital role in evidence-based arguments, allowing precise and engaging communication in the workplace. As Romero Ariza et al. (2021), highlighted, the critical skill allowed logical idea development, the scrutinization of argument evaluation and the eradication of errors that constructed some key support evidence during professional arguments. Another critical skill in this dimension is the “Tone of Voice”, which refers to the character of the business reflected via the channel of written and oral communication. The collective use of these skills helps clarify the points, active listening, and content suite adoption (Theys et al., 2020). Hence influencing and straightforwardly informing others enhanced the efficiency of the people in the workplace.  Moreover, non-verbal communication skill is also one of the core prospect in this particular dimension, as Non-verbal communication is a type of communication that is based on the transmission of messages or information via multiple channels other than words that include; “eye contact, facial expressions, gestures, posture, use of objects and body language along with the use of social cues, kinesics, distance and physical environments/appearance, of voice and touch” (Maloney et al., 2020). In the practical business domain the most vital form of non-verbal communication is body language. Body language is based on the display of physical expressions and mannerisms that communicate information, and the majority of the time, this communication is very random and intrinsic. The positive language in the allowed a better understanding of the client's and staff needs via enhanced client- staff relationship development, and utilization of the positive body language by the people professional and the managers allowed a comfortable experience of working for the entire workforce affected the inclusivity of the employees. Furthermore, Eye Contact, which “happens when two people look at each other's eyes at the same time”, is used by humans to communicate different messages and emotions. The firm eye contact increased the manager’s credibility in front of the workforce, establishing early dominance. Besides, this indicates to the workforce the interest and respect of the manager’s towards their needs during the consultation and the other professional process (Bakker, 2022). So, non-verbal communication is also vitally important in understanding the needs of the workforce to include the employees in the engaging ways. |

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| Recognise when and how you would raise matters which conflict with ethical values or legislation. (AC 1.4) **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Wordcount: Approximately 300 words.** |
| Many leaders across the globe, and some of the most successful ones like Bill Gates of Microsoft, utilized the Autocratic or Authoritarian Leadership approach that confined the idea under which the leader dictated all of the policies and procedures of the organization, followed by highlighting the path of goal achievement. Additionally, the leader controlled all of the activities and controls without including subordinates, having ultimate control over the team and the group's autonomy (Gultom, 2022). This leadership approach is directly against the ethical value of inclusivity or inclusion in the workplace. van Ooijen et al. (2019), demonstrated that inclusivity as a moral value possessed two dimensions of morality; “1) we have a moral reason to benefit or do good to other beings, 2) that justice requires these benefits to be distributed equally”. Hence, it was highlighted that this leadership approach conflicted with ethical values in a higher professional manner. (As mentioned Values or Legislation, so Values is targeted in this answer) Raising of Issue The process of raising these issues is initiated from an informal chat with the managers and fellow employees to rationalize the issue and eliminate the error of perception. After that, the issue would be put forward in informal meetings so that it can be catered for the upper-tier level. The final stage of raising the issue is bringing the topic to the table in formal meetings, including a complete account of the problem and informing the possible outcomes. Additionally, supporting evidence must be provided to counter the cross-arguments (Nikkhah and Alimirzaei, 2022). In this manner, this ethical conflict or issue should be raised so that sustainable long-term consequences can be avoided in larger professional dimensions. |

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| Argue the human and business benefits of people feeling included, valued, and fairly treated at work linking to related theory (AC 2.1) **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Wordcount: Approximately 300 words.** |
| Definition of Inclusivity, Fair Treatment and Valuing People The inclusivity developed the inclusive environment within the workplace that made every professional equally important, regardless of their role and contribution to the operations, that developed a conclusive supportive environment in the workplace (Zakaria et al., 2021). Fair treatment in the workplace is also defined as; the fairness and equality development within the professional settings incorporating; “financial compensation, benefits, disability accommodations, vacation time and paid leave” (Cowan et al., 2021). Moreover, valuing others in the workplace is defined as; “you accepting somebody for who they are, even when they are different from you, or you do not agree with them” (Song et al., 2019), and the valued employees became more dedicated towards work that ultimately enhanced their productivity. Maslow's Hierarchy of Needs Theory The theory is based on Maslow’s Pyramid, based on the bottom and upwards needs; “physiological (food and clothing), safety (job security), love and belonging needs (friendship), esteem, and self-actualization” (Hale et al., 2019). Based on theory, some of the prospects are; Business Benefits Inclusivity, fair treatment and valuing others created a working environment that is critically accessible for all of the employees and enhanced the motivation of the employees by targeting Esteem in “Maslow's Hierarchy of Needs Theory” (Hamid and Younus, 2021). Additionally, RR highlighted that Employees feeling comfortable on a mentally and physical level developed overall loyalty, resulting in a higher retention rate employees. The other business associated benefits are reduced conflicts, reduced potential and efficiencies of employees (RAHAMAN et al., 2020), thus possessing vital importance. Human Benefits The factors like fair treatment, inclusivity, and value for others in the workplace fulfilled the self-esteem, love belonging and self-actualization pyramid segment of “Maslow's Hierarchy of Needs Theory” (Hamid and Younus, 2021). The personal feeling treated with high morale and motivation enhanced productivity and increased job satisfaction among the workforce (Setiawati and Ariani, 2020), which critically defined its human benefits. |

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| Discuss strategies for designing and ensuring inclusive people practices. (AC 2.2)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Wordcount: Approximately 400 words.** |
| People Practice Issue The absenteeism is referred to as the habitual absence of the employees from the workforce, primarily based on intentional offs and non-concrete reasons. However, it was illustrated by Taibi et al. (2021), that the absenteeism in the people's practice is based on specific issues; “workplace harassment, family-related issues, illness, and job hunting”, and ultimately this issue lead towards higher cost for employers. Corporative Certification Policy The recognition of the employees on the public level always possessed high potential; the public appreciation of the employees by certification over the high attendance boosted the motivation and confidence of the workforce (Montano and Peter, 2021). This critically recognized the employees and ultimately resulted in high attendance and significantly higher productivity. Inclusive Design of Policy Inclusive workplace policies are referred to as; “a framework that encourages employee engagement by standardizing employment conditions”. It allowed the development of an effective and practical business culture that enhanced the organizational value and culture of the company. However, the documentation of each policy is essential to settle the scope and design of the intentions in the workplace (Abeyta and Welsh, 2022). This particular strategy of corporate certification is wholly based on the inclusive strategy. The employee survey is highlighted as; “measures the point of view of employees and is designed to assess whether it aligns with that of the organization or its departments”. The employee survey established the element of inclusive policy design within this prospective strategy because the inclusion process created enhanced working cultures and environmental recognition in the dimension of talent, skill and display of proficiency. These surveys analyzed the employee skills in the dimension of organizational objectives, firmly connecting the employees within the professional setting (Harris et al., 2022). Primarily the list of candidates would be developed by conducting an employee survey, and an employee survey develops the feeling of value given to the employees (Qi et al., 2019). The last name of the certificate recipient would be finalized by collective brainstorming and open suggestion from the employee base. Kuknor and Bhattacharya (2022), already established that the inclusion of employees in the decision-making of the workplace provided the highest feeling of inclusivity to the employees. Thus this new policy is entirely inclusive in nature and implementation. Methods for Policy CheckingInformal Chatting Informal chatting or communication would be the primary channel that could be utilized for policy checking, mainly referred to as informal communication between the different segments of the workplace. It is entirely unofficial but critically associated with social relationships, and checking the policy via this channel made the implementation of the policy completely inclusive (Karusala et al., 2020). Moreover, social and emotional support is one of the employee's basic needs in the workplace. The implication of informal chatting, especially in the domain of people professionals, is significant because informal communication possesses a variety of benefits, including; the promotion of transparency between the departments and the teams in the workplace, allowing rapport development for sustainable connection development between the peers, especially in the context of this new wave of remote working (Viererbl et al., 2022). Hence, the informal chatting engaged the employees actively and ensured the needs catering module in the workplace. Consultations The other prospect that would be used is “Consultation”, which is the process of considering the employees' views, especially in the dimension of decision-making. Seaton et al. (2019), illustrated that consultations developed cooperation in the workplace that collectively finds the solution, and consultations are a must for any change implementation in the workplace.  Additionally the involvement of excellent communication skills displayed within the consultation process, including; verbal and non-verbal communication, question-answer sessions and body language, were vitally crucial during the consultation and played an ultimate role in understanding the needs and wants of the employees. Excellent communication skills developed a rapport between the employees and the people professionals, as every employee is different, and some of the employees possessed extreme views about their demands. At the same time, a handful of segments in this domain looked for better suggestions. The body language and gestures, like eye level, sitting and avoidance to arm closing, conveyed a strong image in front of the employees that is critically important in developing a trust-based relationship, which is vital in the identification of the objectives of organizations (Hoffjann et al., 2021). Thus, excellent communication skill display is a core method in this particular dimension that ensured the engagement and inclusivity of the employees. |

### References

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| Please provide your full reference list here. The Harvard method is preferable. |
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# Task Two – Professional Development

This task requires you to evidence your commitment and approach to continuing professional development (CPD). It is divided into three activities, which must all be completed.

There are **2** different options for how you complete the 3 activities: these are

* The CIPD Profession Map Self-Assessment Tool,
* Offline documentation.

**You should read the ‘General Instructions for the Activities’ first. Then read the ‘Guidance for Completing the Activities’ following the specific option you have chosen.**

**General Instructions for the Activities**

**ACTIVITY 1** (AC 2.3, AC 3.2).Using a range of information, including feedback from others, assess your practice against the FIVE CIPD Profession Map core behaviours listed below. The 5 core behaviours (all to be selected at associate level) are:

* Ethical Practice
* Professional Courage and Influence
* Valuing People
* Working Inclusively
* Passion for Learning

**Evidence to be presented**:

* In the main body of your assignment, write a short summary (approx. 150 words), of the information used to inform your assessment
* Add your assessment pages as an appendix.

**ACTIVITY 2** (AC 3.3) Having identified your main development needs *in relation to these 5 areas***,** formulate appropriate development activities to meet these needs and add these to your professional development/learning plan.

**Evidence to be presented**:

* In the main body of your assignment, write a short explanation (approx. 250 words) for your choice of development activities
* Add the relevant pages from your development/learning plan as an appendix.

**ACTIVITY 3** (AC 3.4)A key element of CPD is reflecting on the impact of our learning, so that we can make further decisions about how to progress. Select 3 formal or informal development activities you have undertaken over the last 12 months and reflect on how each of these activities has impacted your behaviour and performance. (Consider how effective the activity has been and the extent of its impact. You might also consider what new needs or action points the activity raised for you.)

Note: this reflection is retrospective and not connected to the activities planned in activity 2 above.

**Evidence to be presented**:

- Written reflections on 3 development activities (approx. 750 words)

**Guidance for Completing the Activities (select ONE of the options below)**

**OPTION 1: The CIPD Learning Hub self-assessment tool and learning plan**. This can be accessed at <https://learninghub.cipd.org/d2l/home/6720>.

* For the self-assessment (Activity 1), access the tool (see link above). Select ‘Self-assessment’, ‘Associate level’, and add the 5 required behaviours - then complete your scoring. As you work through, take copies/screen-prints of each assessment to add as an appendix to your assignment. If you forget or make a mistake, simply opt to redo the process.
* For the formulation of development activities (Activity 2), follow up your self-assessment by selecting ‘View recommendations’ where you will be able to select and add different activities to the ‘My Learning Plan’. Whilst the system presents you with suggested activities, it should be clear to your assessor that you have selected/added options that you determine to be most appropriate for your needs. Take copies/screen prints of the activities you have formulated to add as an appendix to your assignment.
* For the reflections activity (Activity 3), select ‘My CPD Reflections’ and complete the ‘reflections ‘forms’. Embed these into your assignment (or attach as an additional PDF report if preferred). However, please ensure you still comply with the required word count for this activity.

*(****Important information regarding screen shots****: We recommend that learners edit out any personal data on their screen before submitting screen shots. This can be done quite easily using, for example, the ‘snip and sketch’ facility built into most office-based software and explained online as well as in our CIPD tutorials.)*

**OPTION 2: Offline Documentation.**

* For the self-assessment (Activity 1), we have provided an example template for the first 2 core behaviours at Appendix 1 of this assessment brief. If choosing this option, please extend the templates to include all 5 of the required behaviours and complete them by adding an ‘X’ in the relevant columns. The templates should then be added as an appendix to your assignment.
* For the formulation of development activities (Activity 2), determine appropriate development activities to meet your needs *in relation to these 5 areas and* add these to your (own format) professional development plan (PDP). The relevant pages (extract) of your PDP should be added as an appendix to your assignment.
* For the reflections activity (Activity 3), provide your written reflections within the main body of your assignment.

# Task Two – Professional Development

|  |
| --- |
| Reflect on your own approach to working inclusively and building positive working relationships with others (AC 2.3) & Assess your strengths, weaknesses and development areas based on self-assessment and feedback from others. (AC3.2) You must follow the guidance notes for this section.  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Wordcount: Approximately 150 words.** |
|  |
| **Reflect on your own approach to working inclusively and building positive working relationships with others** (AC2.3) A unique combination of skill and behaviour helped develop the nature of inclusive working and build a positive relationship with coworkers. Active listening acted as the fuel of inclusive working, as Mitsea et al. (2021), already established that adopting active listening developed real connections between workplace people. Authentic communication behaviour skills also helped the relationship development, and the combination facilitated inclusive working in the professional practice. **Assess your strengths, weaknesses and development areas based on self-assessment and feedback from others** (AC3.2) The first source that was used was the comments from the customer feedback. It was highlighted by RR that customer feedback played a vital role in the training and development of professionals in the corporate sector, as the feedback directly related to the innovations and the performance put forward by the employees. Additionally, as the people, professionals just received a performance appraisal provided by inclusive decision-making. Conclusively this provided the idea and supported the self–assessment judgments drawn from the feedback forms **(Appendix 1).** Strength and Weakness The assessment indicated that professionalism is the key strength in the personal context. Martin et al. (2020), illustrated that the employee's professionalism is vitally essential in the people profession and critical for career advancement. Additionally, the assessment displayed that courage is one of the significant lacking; as Mert et al. (2022), elaborated, the courageous contribution to the discussion is one of the critical prospects of successful professional people. |

|  |
| --- |
| Formulate a range of formal and/or informal continuing professional development (CPD) activities to support your learning journey (AC 3.3) You must follow the guidance notes for this section. **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Wordcount: Approximately 250 words.** |
| Formulate a range of formal and / or informal continuing professional development (CPD) activities to support your learning journey (AC3.3)  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Development need identified from self-assessment grids. | What formal or informal learning development will I undertake? | What resources or support will I need? | What will my success criteria be? | Target date for review and completion (month and year) | | Courageous contribution to the discussion | Listening to the top people professionals  Taking participation in the debating seminars for communication skill development | Technological support  Active support from the organization | The successful contribution to the corporate discussion in regular intervals would be the ultimate success criteria | 4th Month for Review and 6th Month for the completion (2023). | | Coaching of others, specially the new recruitment | Actively took part in the training sessions organized for the trainers, and also became accessible to all the employees | Support from the higher stakeholders required in terms of confidence and motivation | The successful training of minimum 5 employees during their internship tenure would be the ultimate success criteria | 9th Month for Review and Completion of 2023 | | Clear Communication of the Thoughts to others | The regular meetings session, before and after of each decision making and floor would be entirely open for random question and answering | Support from the fellow employees | On survey when each of the employee responded as completely aware of each policy and decision making within the organization | 12th Month of 2023 |  Justification of Selected Activities All activities aligned with the lapses analyzed during the personal capacity assessment. The courageous contribution to the discussion is one of the potent characteristics of people's profession that would be developed by debating activity. Additionally, the training of employees is the core responsibility, and by actively engaging in training sessions, the trainers would polish the training skills. Moreover, clear communication is required to excel in the people profession, and regular meeting conduction will facilitate this process (Maggioli, 2020). All of these standpoints conclusively developed the environment of inclusion in workplace settings. |

|  |
| --- |
| Reflect on the impact of your continuing professional development activities on own behaviour and performance (AC 3.4)You must follow the guidance notes for this section.  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Wordcount: Approximately 750 words.** |
| Reflect on the impact of your continuing professional development activities on your own behaviour and performance (AC3.4)  |  |  |  | | --- | --- | --- | | What CPD activity did I do? | Why did I do it? | What did I learn from it? | | Debate Seminar Attending and Aggressive Listening to Successful People Professionals | The listening to top people professional and aggressively attending the Debate seminars, to trigger the personal active listening core. | The triggering of active listening primarily reduced the psychological stress and developed excessive courage and confidence. | | Training Session Attending | Attending as the trainee Trainer then active part in employee training | Attending the professional training sessions allowed the improvement in the knowledge and skill segment of the employees that allowed the personal and professional expertise to align with the changing needs of the people profession industry. | | Consultations and Regular Meetings | Integrated the Consultation process as the CPD process Employee inclusion and informed consent | The involvement of the Consultation process as the CPD process asserted significant positive effects on the entire team, as the decision-making became better and all the employees displayed input over it, including myself. |   **Impacts of my CPD on my behaviour and performance**  **Activity 1; Positives and Negatives**  The listening to top people professional and aggressively attending the Debate seminars, triggered the active listening within the personal prospect.. Additionally started to act as the value added service for the organization, hence this was the ultimate positive arise from the CPD activity. Moreover, the only negative observed during this CPD practice was disturbing the time measurement and allotment that dismantled the work-life balance. The strategy of aggressive active listening and debate seminar attending sometimes needed to be more helpful in the personal domain of people's professions. In the end, the seminar attended only appeared as a communication practice and ended as a waste of time, as nothing new was learned. During this CPD practice, this negative point induced some significant negatives professionally.  **Activity 2; Positives and Negatives**  This improvement of the skill set enhanced positive core effects on personal productivity as the people professional and by the active contributions enhanced the profits and overall efficiency of the business organization. The prospects learned during the coaching implemented in the organizational settings reduced the absenteeism of the employees that appeared as critical success as a people professional. Additionally, the active part in the employee training session fostered the personal relationship with the company's people workforce, ultimately allowing the enhanced relationship department to lead to higher employee retention. Thus, involvement in this CPD practice positively impacted personnel, colleagues and the entire organizational level. Furthermore, Attending training sessions and conducting training of the employees asserted one of the critical disadvantages that were “away from work” account of involvement in these activities. To some extent, this away from work developed a communication gap as a people professional but with the higher stakeholders like MD and Owners, as most of the time was spent with the people workforce. Additionally, this lack of communication could develop a sense of lack of productivity and burnout in front of the higher stakeholders. This conclusively appeared as one of the critical disadvantages of involving in this particular CPD practice.  **Activity 3; Positives and Negatives**  Employee inclusion and informed consent allowed the evident change implementation because all of the employees involved in the core planning process resulted in overall enhanced corporate performance as the consultation practice added value to the organization. Moreover, it was observed that consultation included all of the employees, sometimes unintentionally burdening the cognitive ability of employees at a certain level that led toward excessive decision fatigue. They illustrated unhealthy attitudes towards work on some prospects.  (Kondaveeti et al., 2021 ; Özçelik and Uyargil, 2022) |

### References

|  |
| --- |
| Please provide your full reference list here. The Harvard method is preferable. |
| Kondaveeti, H.K., Kumaravelu, N.K., Vanambathina, S.D., Mathe, S.E. and Vappangi, S., 2021. A systematic literature review on prototyping with Arduino: Applications, challenges, advantages, and limitations. *Computer Science Review*, *40*, p.100364.  Maggioli, G.D., 2020. Continuous professional development: The seeds of professionalism. *Professionalizing Your English Language Teaching*, pp.253-262.  Martin, E.M., Myers, K. and Brickman, K., 2020. Self-preservation in the workplace: The importance of well-being for social work practitioners and field supervisors. *Social Work*, *65*(1), pp.74-81.  Mert, I.S., Sen, C. and Alzghoul, A., 2022. Organizational justice, life satisfaction, and happiness: the mediating role of workplace social courage. *Kybernetes*, *51*(7), pp.2215-2232.  Mitsea, E., Drigas, A. and Mantas, P., 2021. Soft Skills & Metacognition as Inclusion Amplifiers in the 21 st Century. International Journal of Online & Biomedical Engineering, 17(4).  Özçelik, G. and Uyargil, C., 2022. Does HRM's reality fit with those of others? Exploring and understanding HR attributions. *Personnel Review*, *51*(1), pp.210-229.  Wikhamn, W., 2019. Innovation, sustainable HRM and customer satisfaction. *International Journal of Hospitality Management*, *76*, pp.102-110. |

*Appendix 1*

## Behaviours Self-Assessment - Ethical Practice (Associate)

|  |  |  |  |
| --- | --- | --- | --- |
| **Profession Map Standard –** assess yourself by adding a cross in the box that applies to you. | Problem area - needs development | Satisfactory but – some development could be useful | Perform well - development not currently needed |
| Make responsible choices about your work, applying professional principles and values |  |  | **X** |
| Consider the purpose and implications of actions, decisions and people practices for all stakeholders |  |  | **X** |
| Raise concerns about people practices and policies which are not consistent with values or legislation |  | **X** |  |
| Provide explanations and reasons for the choices you make and the advice you provide | **X** |  |  |
| Demonstrate professionalism and consistency in what you say and do in order to build trust |  |  | **X** |

## Behaviours Self-Assessment - Professional Courage and Influence (Associate)

|  |  |  |  |
| --- | --- | --- | --- |
| **Profession Map Standard -** assess yourself by adding a cross in the box that applies to you. | Problem area - needs development | Satisfactory but – some development could be useful | Perform well - development not currently needed |
| Contribute to discussions and respond to questions in an informed and confident way |  | **X** |  |
| Communicate key information in a clear and engaging way to influence others | **X** |  |  |
| Take steps to engage regularly with key stakeholders to understand their preferred approach and needs |  | **X** |  |
| Consider potential reactions and resistance to inform how and when you communicate your ideas |  |  | **X** |
| Recognise and take responsibility for your mistakes and contribute to putting things right |  | **X** |  |

## Behaviours Self-Assessment – Valuing People (Associate)

|  |  |  |  |
| --- | --- | --- | --- |
| **Profession Map Standard -** assess yourself by adding a cross in the box that applies to you. | Problem area - needs development | Satisfactory but – some development could be useful | Perform well - development not currently needed |
| Build a sense of team spirit and purpose |  |  | **X** |
| Treat people fairly and considerately in your work |  |  | **X** |
| Enable others to develop skills and capabilities to be their best at work |  | **X** |  |
| Coach and advise others in the business | **X** |  |  |
| Enable people to have a voice when designing and delivering solutions which impact them |  | **X** |  |
| Take into account the wellbeing of others in the design and delivery of your work |  | **X** |  |

## Behaviours Self-Assessment – Working Inclusively (Associate)

|  |  |  |  |
| --- | --- | --- | --- |
| **Profession Map Standard -** assess yourself by adding a cross in the box that applies to you. | Problem area - needs development | Satisfactory but – some development could be useful | Perform well - development not currently needed |
| Get to know people as individuals so you can work together more effectively |  |  | **X** |
| Actively seek and listen to diverse views and opinions |  |  | **X** |
| Build purposeful working relationships with and collaborate with wider colleagues |  |  | **X** |
| Readily share your knowledge and expertise with others to solve problems |  |  | **X** |
| Support others to resolve conflict and build trust before issues escalate |  |  | **X** |

## Behaviours Self-Assessment – Passion for Learning (Associate)

|  |  |  |  |
| --- | --- | --- | --- |
| **Profession Map Standard -** assess yourself by adding a cross in the box that applies to you. | Problem area - needs development | Satisfactory but – some development could be useful | Perform well - development not currently needed |
| Keep up-to-date with external trends and developments and consider how they will impact on your work |  | **X** |  |
| Seek opportunities to test new ways of doing things to make improvements |  | **X** |  |
| Demonstrate a proactive approach to developing your professional knowledge, skills and experience |  | **X** | **X** |
| Regularly ask for and act on feedback to learn and develop |  |  | **X** |
| Demonstrate awareness of your own strengths and development areas, and the limits of your expertise |  |  | **X** |

### 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, ethical, and inclusive behaviours.**  **Assessment criteria** | | **Evidenced Y/N** | **Evidence reference** |
| --- | --- | --- | --- |
| 1.1 | Appraise what it means to be a people professional. |  |  |
| 3.1 | Explore how the role of a people professional is evolving and the implications this has for continuing professional development. |  |  |
| 1.2 | Recognise how personal and ethical values can be applied in the context of people practice. |  |  |
| 1.3 | Consider the importance of people professionals contributing to discussions in an informed, clear and confident way to influence others. |  |  |
| 1.4 | Recognise when and how you would raise matters which conflict with ethical values or legislation. |  |  |
| 2.1 | Argue the human and business benefits of people feeling included, valued, and fairly treated at work linking to related theory. |  |  |
| 2.2 | Discuss strategies for designing and ensuring inclusive people practices. |  |  |

| **Task 2 – Professional Development**  **Assessment criteria** | | **Evidenced Y/N** | **Evidence reference** |
| --- | --- | --- | --- |
| 2.3 | Reflect on your own approach to working inclusively and building positive working relationships with others. |  |  |
| 3.2 | Assess your strengths, weaknesses and development areas based on self-assessment and feedback from others. |  |  |
| 3.3 | Formulate a range of formal and/or informal continuing professional development (CPD) activities to support your learning journey. |  |  |
| 3.4 | Reflect on the impact of your continuing professional development activities on own behaviour and performance. |  |  |

### 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 and referenced.** |
| **Learner name:** |
| **Learner signature:**  **We cannot accept a typed or e-signature**. You need to scan or photograph your handwritten signature and insert the image here. |
| **Submission Date 1:**  **Submission Date 2:**  **Submission Date 3:** |

## Declaration by Assessor

|  |
| --- |
| **I confirm that:**   * **The learner’s work was conducted under any conditions laid out by the assessment brief.** * **I am satisfied that to the best of my knowledge, the work produced is solely that of the learner.** |
| |  |  | | --- | --- | | **1st submission Assessor name:** |  | | **Assessor signature:** |  | | **Date:** |  | | **2nd submission Assessor name:** |  | | **Assessor signature:** |  | | **Date:** |  | | **3rd submission Assessor name:** |  | | **Assessor signature:** |  | | **Date:** |  | |
|  |

5CO03

Professional behaviours and valuing people

# 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 21** | **Fail** |
| **22 to 28** | **Low Pass** |
| **29 to 35** | **Pass** |
| **36 to 44** | **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.  Insufficient or no evidence of the use of references to wider reading to help inform answer. |
| **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.  Sufficient evidence of the use of references to wider reading to help inform answer. |
| **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.  Good evidence of the use of references to wider reading to help inform answer. |
| **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.  Considerable evidence of the use of references to wider reading to inform answer. |

# Marking grid and feedback for learner

|  |  |
| --- | --- |
| **Unit 5CO03: Assessor Feedback to Learner** | |
| **Centre number** | *875* |
| **Centre name** | Oakwood International |
| **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** | | **Date** | **Marker initials** | **Mark**  **1-4** |
| 1.1 | | Appraise what it means to be a people professional. | |  |  |  |
| *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* |
| 3.1 | | Explore how the role of a people professional is evolving and the implications this has for continuing professional development. | |  |  |  |
| *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 | | Recognise how personal and ethical values can be applied in the context of people 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* |
| 1.3 | | Consider the importance of people professionals contributing to discussions in an informed, clear and confident way to influence others. | |  |  |  |
| *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* |
| 1.4 | | Recognise when and how you would raise matters which conflict with ethical values or legislation. | |  |  |  |
| *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 | | Argue the human and business benefits of people feeling included, valued, and fairly treated at work linking to related theory. | |  |  |  |
| *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 | | Discuss strategies for designing and ensuring inclusive people practices. | |  |  |  |
| *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 TASK 1** | | | |  |  | *Enter total marks here* |
| **Total marks for TASK 1 (resubmission 1 if applicable)** | | | |  |  | *Enter total marks here* |
| **Total marks for TASK 1 (resubmission 2 if applicable)** | | | |  |  | *Enter total marks here* |

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|  |  | | **TASK 2** | | | |
| **AC Number** | | **Assessment Criteria** | | **Date** | **Marker initials** | **Mark**  **1-4** |
| 2.3 | | Reflect on your own approach to working inclusively and building positive working relationships with others. | |  |  |  |
| *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* |
| 3.2 | | Assess your strengths, weaknesses and development areas based on self- assessment and feedback from others. | |  |  |  |
| *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* |
| 3.3 | | Formulate a range of formal and/or informal continuing professional development (CPD) activities to support your learning journey. | |  |  |  |
| *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* |
| 3.4 | | Reflect on the impact of your continuing professional development activities on own behaviour and performance. | |  |  |  |
| *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 TASK 2** | | | |  |  | *Enter total marks here* |
| **Total marks for TASK 2 (resubmission 1 if applicable)** | | | |  |  | *Enter total marks here* |
| **Total marks for TASK 2 (resubmission 2 if applicable)** | | | |  |  | *Enter total marks here* |

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| **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* | | | |