

5CO03 – Professional Behaviours and Valuing People – Grading grid – June_22_V2

Assessment criteria	Fail (1)	Low pass (2)	Pass (3)	High pass (4)
Task 1 – Written response - reference to academic theory and practical examples (2100 words)				
Task 1 Q1: AC1.1: Define the term professional and explain what it means to be a “people professional”.	Insufficient definition and explanation of what it means to be a people professional. Insufficient application of real examples, wider reading insights and the CIPD profession map in terms of professional and personal values. Insufficient explanation of this definition and personal values (for example, <i>fairness, honesty, inclusivity, or the concept of professional integrity</i>).	Acceptable definition and explanation of what it means to be a people professional, including; definition and personal values (for example, <i>fairness, honesty, inclusivity, or the concept of professional integrity</i>) Acceptable application of real examples, wider reading insights and the CIPD profession map in terms of professional and personal values. Presentation and layout are to an acceptable standard in line with the assessment brief, with some improvement required.	Good definition and explanation of what it means to be a people professional, including definition and personal values (for example, <i>fairness, honesty, inclusivity, or the concept of professional integrity</i>) Good application of real examples, such as own role, wider reading insights and the CIPD profession map in terms of professional and personal values. Good Presentation and layout are of a good standard in line with the assessment brief.	Confident definition and explanation of what it means to be a people professional, including definition and personal values (for example, <i>fairness, honesty, inclusivity, or the concept of professional integrity</i>) Confident application of real examples, such as own role, wider reading insights and the CIPD profession map in terms of professional and personal values. Presentation and layout are of a high professional standard.
Task 1 Q2: AC3.1: Explore how the role of a people professional (either a generalist or a particular specialist) is evolving and priorities this raises for CPD	Insufficient definition and explanation of the concepts of <u>CPD</u> and <u>Reflective Practice</u> . Insufficient exploration of how the role of a people professional is changing. Insufficient exploration of the impact these changes have on our CPD. Insufficient explanation of key characteristics of good-practice CPD.	Acceptable definition and explanation of the concepts of <u>CPD</u> e.g., “a combination of approaches, ideas and techniques that will help you manage your own learning and growth” (CIPD) and <u>Reflective Practice</u> . Acceptable exploration of how the role of a people professional is changing. e.g.: <ul style="list-style-type: none"> • People practice moving from admin to strategy • The people professional is more people-focused and tech-savvy • More specialisms and job titles e.g., Chief Happiness Officer, Chief Heart Officer, Lead People Data Scientist etc. Acceptable exploration of the impact these changes have on CPD e.g., the activities, duration and/or technology. Acceptable explanation of some key characteristics of a good-practice CPD. Presentation and layout are to an acceptable standard in line with the assessment brief, with some improvement required.	Good definition and explanation of the concepts of <u>CPD</u> e.g., “a combination of approaches, ideas and techniques that will help you manage your own learning and growth” (CIPD) and <u>Reflective Practice</u> . Good exploration of how the role of a people professional is changing, with some of your own workplace examples. e.g.: <ul style="list-style-type: none"> • People practice moving from admin to strategy • The people professional is more people-focused and tech-savvy • More specialisms and job titles e.g., Chief Happiness Officer, Chief Heart Officer, Lead People Data Scientist etc. Good exploration of the impact these changes have on CPD, e.g., the activities, duration and/or technology. Good explanation of some key characteristics of a good-practice CPD. You could link this back to the CIPD profession map. Presentation and layout are of a good standard in line with the assessment brief	Confident definition and explanation of the concepts of <u>CPD</u> e.g., “a combination of approaches, ideas and techniques that will help you manage your own learning and growth” (CIPD) and <u>Reflective Practice</u> . Confident exploration of how the role of a people professional is changing, with some of your own workplace examples. e.g.: <ul style="list-style-type: none"> • People practice moving from admin to strategy • The people professional is more people-focused and tech-savvy • More specialisms and job titles e.g., Chief Happiness Officer, Chief Heart Officer, Lead People Data Scientist etc. Confident exploration of the impact these changes have on CPD, including some impact on your own CPD, e.g., the activities, duration and/or technology. Confident explanation of some key characteristics of a good-practice CPD. Includes evidence of the use of wider reading references, including the CIPD profession map.

				Presentation and layout of a high professional standard.
Task 1 Q3: AC1.2: Discuss the concept of “ethical values” and how at least three values that you hold personally, impact (or could impact) on your work as a people professional.	Insufficient discussion of what is meant by ethical values, Insufficient examples of how your own personal values (for example; <i>equality, valuing others, fairness</i>) impact (or could impact) on your work as a people professional Insufficient recognition of how these values and beliefs shape ways of working and work relationships – an impact of this for your colleagues.	Acceptable discussion of what is meant by ethical values. Acceptable outline of how three examples of your own personal values (for example, <i>equality, valuing others, fairness</i>) impact (or could impact) on your work as a people professional Acceptable recognition of how these values and beliefs shape ways of working and work relationships -and impact of this for your colleagues. Presentation and layout are to an acceptable standard in line with the assessment brief, with some improvement required	Good discussion of what is meant by ethical values. Good discussion on how three examples of your own personal values (for example, <i>equality, valuing others, fairness</i>) impact (or could impact) on your work as a people professional Good recognition of how these values and beliefs shape ways of working and work relationships -and impact of this for your colleagues. Good Presentation and layout are of a good standard in line with the assessment brief.	Confident discussion of what is meant by ethical values. Competent discussion on how three examples of your own personal values (for example, <i>equality, valuing others, fairness</i>) impact (or could impact) on your work as a people professional. Clear context provided. Confident recognition of how these values and beliefs shape ways of working and work relationships -and impact of this for your colleagues. Presentation and layout are of a high professional standard.
Task 1 Q4: AC1.3 Explain why it is essential for people professional to contribute confidently to discussions and way of doing this thar are: <ul style="list-style-type: none"> • Informed • Clear • engaging 	Insufficient explanation of a contextual example where you have contributed confidently to discussions and ways of doing this that are <i>informed; clear and engaging.</i> Insufficient reference to application of good people practices.	Acceptable explanation of a contextual example where you have contributed to discussions and ways of doing this that are <i>informed; clear and engaging.</i> Examples could include being <i>courageous</i> in speaking up, ensuring key <i>processes</i> are followed or <i>improving practices</i> in HR, L&D and OD. Acceptable reference to application of good people practices. Presentation and layout are to an acceptable standard in line with the assessment brief, with some improvement required.	Good explanation of a contextual example where you have contributed effectively to discussions and ways of doing this that are <i>informed; clear and engaging</i> Examples could include being <i>courageous</i> in speaking up, ensuring key <i>processes</i> are followed or <i>improving practices</i> in HR, L&D and OD. Acceptable reference to application of good people practices Presentation and layout are of a good standard in line with the assessment brief	Confident explanation of a contextual example where you have contributed confidently to discussions and ways of doing this that are <i>informed; clear and engaging</i> Examples could include being <i>courageous</i> in speaking up, ensuring key <i>processes</i> are followed or <i>improving practices</i> in HR, L&D and OD. Evidenced base argument; recognising context and adapting approach to suit the audience Confident reference to application of good people practices Includes evidence of the use of wider reading references to support approaches and analysis. Presentation and layout are of a high professional standard.
Task 1 Q5: AC1.4: Discuss when and how to raise concerns when issues such as organisational policies or leadership approaches conflict with ethical values or legislation	Insufficient explanation of a contextual example where you have raised concerns regarding conflicts with ethical values or legislation. Insufficient references to organisational policies or leadership approaches.	Acceptable explanation of a contextual example of when and how you have raised concerns regarding conflicts with ethical values or legislation. Examples could include discrimination, harassment, or unfair dismissal processes. Acceptable references to organisational policies or leadership approaches such as Whistleblowing, CIPD values and Code of Conduct.	Good explanation of a contextual example of when and how you have raised concerns regarding conflicts with ethical values or legislation. Examples could include discrimination, harassment, or unfair dismissal processes. Good references to organisational policies or leadership approaches such as Whistleblowing, CIPD values and Code of Conduct, as well as references to key legislation such as The Equality Act 2010 or Employment Rights Act 1996.	Confident explanation of a contextual example of when and how you have raised concerns regarding conflicts with ethical values or legislation. Examples could include discrimination, harassment, or unfair dismissal processes. Confident references to organisational policies or leadership approaches such as Whistleblowing, CIPD values and Code of Conduct, as well as references to key legislation such as The Equality Act 2010 or Employment Rights Act 1996.

		Presentation and layout are to an acceptable standard in line with the assessment brief, with some improvement required.	Includes some reflection on the conversation, including some techniques and impacts. Presentation and layout are of a good standard in line with the assessment brief	Includes confident reflection on the conversation, including some techniques and impacts. Includes evidence of the use of wider reading references to underpin approaches and analysis. Presentation and layout are of a high professional standard.
Task 1 Q6: AC2.1: 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.	Insufficient argument for ethical people practices, underpinned with insufficient supporting theory. Insufficient discussion on the business and human benefits of people at work feeling included, valued, and fairly treated.	Acceptable argument for ethical people practices underpinned with some supporting theory, such as Rock, Maslow, and Pink. Acceptable discussion on the business and human benefits of people at work feeling included, valued, and fairly treated. E.g., <i>What does Pink say about motivation and reward? How does this support your argument?</i> You could consider job satisfaction or enhanced worker well-being, reduced sickness or increased retention. You could apply the CIPD Insight report here. Presentation and layout are to an acceptable standard in line with the assessment brief, with some improvement required.	Good argument for ethical people practices underpinned with supporting theory, such as Rock, Maslow, and Pink. Good discussion on the business and human benefits of people at work feeling included, valued, and fairly treated. E.g., <i>What does Pink say about motivation and reward? How does this support your argument?</i> Includes a good workplace example such as job satisfaction or enhanced worker well-being, reduced sickness or increased retention. You could apply the CIPD Insight report here. Presentation and layout are of a good standard in line with the assessment brief.	Confident and robust argument for ethical people practice underpinned with supporting theory, such as Rock, Maslow, and Pink. Confident and well supported discussion on the business and human benefits of people at work feeling included, valued, and fairly treated. E.g., <i>What does Pink say about motivation and reward? How does this support your argument?</i> Includes a confident workplace example such as job satisfaction or enhanced worker well-being, reduced sickness or increased retention. Includes evidence , in the form of wider reading references, to support your argument, such as the CIPD Insight report. Presentation and layout are of a high professional standard.
Task 1 Q7: AC2.2: 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: <ul style="list-style-type: none"> 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 	Insufficient example of a solution that meets a particular need for introducing a new policy or initiative. Insufficient description of strategies for designing and checking the solution to ensure it is inclusive and meets the needs of all those it is aimed at.	Acceptable identification of an example of a solution that meets a particular need for introducing a new policy or initiative, with some insight into the need and reasons for the solution. For example, by introducing flexible working in response to an engagement survey and benchmarking research. Acceptable description of strategies for designing and checking the solution to ensure it is inclusive and meets the needs of all those it is aimed at. Strategies for design could be enabling others to have a voice when designing and delivering solutions which impact them through discussions, emails, research or consultation activities, Strategies for checking could be through informal/ formal feedback. Presentation and layout are to an acceptable standard in line with the assessment brief, with some improvement required.	Good identification of an example of a solution that meets a particular need for introducing a new policy or initiative, with some insight into the need and reasons for the solution. For example, by introducing flexible working in response to an engagement survey and benchmarking research. Good description of strategies for designing and checking the solution to ensure it is inclusive and meets the needs of all those it is aimed at. Strategies for design could be enabling others to have a voice when designing and delivering solutions which impact them through discussions, emails, research or consultation activities, Strategies for checking could be through informal/ formal feedback. Presentation and layout are of a good standard in line with the assessment brief.	Confident identification of an example of a solution that meets a particular need for introducing a new policy or initiative, with some insight into the need and reasons for the solution. For example, by introducing flexible working in response to an engagement survey and benchmarking research. Confident description of strategies for designing and checking the solution to ensure it is inclusive and meets the needs of all those it is aimed at. Strategies for design could be enabling others to have a voice when designing and delivering solutions which impact them through discussions, emails, research or consultation activities, Strategies for checking could be through informal/ formal feedback Confident Presentation and layout are of a high professional standard.

Task 2

Activity 1: A short written summary of information used to inform the assessment (Approx. 150 words) plus, CIPD Learning Hub 'Self-assessment' screen shots <u>OR</u> assessment templates for all 5 behaviours . (Attached as appendices and not included in word count.)				
<p>Task 2 – Activity 1</p> <p>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: ALL competencies for each of the five behaviours MUST be included.</p> <ul style="list-style-type: none">▪ Ethical Practice▪ Professional Courage and Influence▪ Valuing People▪ Working Inclusively▪ Passion for Learning <p>NB update to clarify is NOT a skills application criterion</p>	<p>Insufficient summary of information used to inform the assessment of your practice: For example, sources used to include the CIPD Map / self-assessment tool; feedback from others.</p> <p>Incomplete Self-assessment:</p> <ul style="list-style-type: none">- Less than five CIPD Profession Map core behaviours included. (Ethical Practice, Professional Courage, and Influence; Valuing People, Working Inclusively and Passion for Learning <p>Less than two pieces of feedback from others regarding strengths and weaknesses as a people professional. (This can be from peers, line managers or customers).</p>	<p>Acceptable summary of information used to inform the assessment of your practice. For example, sources used to include the CIPD Map / self-assessment tool, feedback from others.</p> <p>Completed Self-assessment which must include:</p> <ul style="list-style-type: none">- Five CIPD Profession Map core behaviours included. (Ethical Practice, Professional Courage, and Influence; Valuing People, Working Inclusively and Passion for Learning- ALL competencies for each of the five behaviours MUST be included <p>Two pieces of feedback from others regarding strengths and weaknesses as a people professional. (This can be from peers, line managers or customers).</p> <p>Presentation and layout are to an acceptable standard in line with the assessment brief, with some improvement required.</p>	<p>Good summary of information used to inform the assessment of your practice. For example, sources used to include the CIPD Map / self-assessment tool, feedback from others.</p> <p>Completed Self-assessment which must include:</p> <ul style="list-style-type: none">- Five CIPD Profession Map core behaviours included. (Ethical Practice, Professional Courage, and Influence; Valuing People, Working Inclusively and Passion for Learning- ALL competencies for each of the five behaviours MUST be included- <p>Two pieces of feedback from others regarding strengths and weaknesses as a people professional. (This can be from peers, line managers or customers)</p> <p>Presentation and layout are of a good standard in line with the assessment brief.</p>	<p>Confident summary of information used to inform the assessment of your practice. For example, sources used to include the CIPD Map / self-assessment tool, feedback from others.</p> <p>Complete Self-assessment which must include:</p> <ul style="list-style-type: none">- Five CIPD Profession Map core behaviours included. (<i>Ethical Practice, Professional Courage, and Influence; Valuing People, Working Inclusively and Passion for Learning</i>- ALL competencies for each of the five behaviours MUST be included <p>Two pieces of feedback from others regarding strengths and weaknesses as a people professional. (This can be from peers, line managers or customers).</p> <p>Includes evidence of the use of wider reading references to underpin approaches and analysis.</p> <p>Presentation is of a high professional standard</p>
<p>Task 2 – Activity 1</p> <p>AC2.3: Reflect on your own approach to working inclusively and building positive working relationships with others.</p>	<p>Insufficient summary reflection of assessment activities and feedback from others (AC3.2), demonstrating knowledge of own approach to working inclusively and building positive working relationships with others.</p> <p>For example, valuing people as individuals and recognising the value and benefits of diversity; actively seeking and listening to diverse views and opinions; building trust and providing appropriate support when needed; finding opportunities to collaborate with wider colleagues; sharing knowledge and expertise to solve problems.</p>	<p>Acceptable summary reflection on assessment activities and feedback from others (AC3.2), demonstrating knowledge of own approach to working inclusively and building positive working relationships with others.</p> <p>For example, valuing people as individuals and recognising the value and benefits of diversity; actively seeking and listening to diverse views and opinions; building trust and providing appropriate support when needed; finding opportunities to collaborate with wider colleagues; sharing knowledge and expertise to solve problems</p>	<p>Good summary reflection on assessment activities and feedback from others (AC3.2), demonstrating knowledge of own approach to working inclusively and building positive working relationships with others.</p> <p>For example, valuing people as individuals and recognising the value and benefits of diversity; actively seeking and listening to diverse views and opinions; building trust and providing appropriate support when needed; finding opportunities to collaborate with wider colleagues; sharing knowledge and expertise to solve problems</p>	<p>Competent summary reflection on assessment activities and feedback from others (AC3.2), demonstrating knowledge of own approach to working inclusively and building positive working relationships with others.</p> <p>For example, valuing people as individuals and recognising the value and benefits of diversity; actively seeking and listening to diverse views and opinions; building trust and providing appropriate support when needed; finding opportunities to collaborate with wider colleagues; sharing knowledge and expertise to solve problems</p> <p>Presentation is of a high professional standard</p>

		Presentation and layout are to an acceptable standard in line with the assessment brief, with some improvement required.	Presentation and layout are of a good standard in line with the assessment brief	
Activity 2: A short written explanation for choice of development activities (Approx. 250 words) plus, CIPD Learning Hub 'My Learning Plan' screen shots OR relevant pages (extract) from PDP (Attached as appendices and not included in the word count.)				
Task 2 – Activity 2 AC3.3 Having identified your main development needs in relation to these 5 areas , formulate appropriate development activities to meet three of those needs and add these to your professional development/learning plan Make your selection from your assessment scorings / results. – with focus on areas of weakness .	Insufficient identification of weaker areas; with less than <i>three</i> development objectives. Incomplete PDP. Insufficient explanation of how you plan to meet these objectives in terms of the <u>specific</u> development activities. Examples could include - formal / informal; self-directed learning; coaching / mentoring; shadowing others; research; reading blogs / webcasts; videos; social media discussions and forums; training courses (on the job or off the job).	Acceptable identification of weaker areas; with at least three development objectives. Complete PDP. Acceptable explanation of how you plan to meet these objectives in terms of the <u>specific</u> development activities. Examples could include - formal / informal; self-directed learning; coaching / mentoring; shadowing others; research; reading blogs / webcasts; videos; social media discussions and forums; training courses (on the job or off the job). For example, if one of your objectives is to improve communication skills, your development activities could include watching a specific Ted Talk and coaching. Presentation and layout are to an acceptable standard in line with the assessment brief, with some improvement required.	Good identification of weaker areas; with at least three development objectives. Complete PDP. Good explanation of how you plan to meet these objectives in terms of the <u>specific</u> development activities. Examples could include - formal / informal; self-directed learning; coaching / mentoring; shadowing others; research; reading blogs / webcasts; videos; social media discussions and forums; training courses (on the job or off the job) For example, if one of your objectives is to improve communication skills, your development activities could include watching a specific Ted Talk and coaching Good justification included with some evidence of wider reading (for example, CPD models and theory – Boud or 5Rs) Presentation and layout are of a good standard in line with the assessment brief.	Confident identification of weaker areas; with at least three development objectives. Complete PDP. Confident explanation of how you plan to meet these objectives in terms of the <u>specific</u> development activities e.g., <i>reading a book, attending a seminar, leading a project, being mentored etc.</i> <i>E.g., if one of your objectives is to improve communication skills, your development activities could include watching a specific Ted Talk and coaching.</i> <i>Includes details of specific resources and references where appropriate.</i> Confident justification included. with competent use of wider reading (for example, CPD models and theory – Boud or 5Rs) to underpin the discussion. Presentation and layout are of a high professional standard.
Activity 3: Written reflections on 3 different development activities, presented either in CIPD Learning Hub 'My Reflections' format or as a free text written section within the assignment. (Approx. 750 words).				
Task 2 – Activity 3 AC3.4 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.	Insufficient reflection on three (formal or informal) development activities undertaken over the last 12 months. Some/all the following omitted: <ul style="list-style-type: none"> Dates What you did Why you completed this activity What you learnt from the activity How you will use this in the future 	Acceptable reflection on three (formal or informal) development activities undertaken over the last 12 months. Some insight into the following: <ul style="list-style-type: none"> Dates What you did Why you completed this activity What you learnt from the activity How you will use this in the future Presentation and layout are to an acceptable standard in line with the assessment brief, with some improvement required.	Good reflection on three (formal or informal) development activities undertaken over the last 12 months, with some explanation of how each of these activities have impacted on your behaviour and performance. Good insight into the following: <ul style="list-style-type: none"> Dates What you did Why you completed this activity What you learnt from the activity How you will use this in the future. 	Confident reflection on three (formal or informal) development activities undertaken over the last 12 months, with some explanation of how each of these activities have impacted on your behaviour and performance. Detailed discussions relating to the following: <ul style="list-style-type: none"> Dates What you did Why you completed this activity What you learnt from the activity How you will use this in the future.

			<p>Good reflection with some use of wider reading / theory of reflective practice (e.g., Gibbs Reflective Cycle; Driscoll; Kolb)</p> <p>Presentation and layout are of a good standard in line with the assessment brief.</p>	<p>Confident reflection with competent use of wider reading / theory of reflective practice (e.g., Gibbs Reflective Cycle; Driscoll; Kolb)</p> <p>Presentation and layout are of a high professional standard.</p>
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Further information

Please note: the examples given above are for guidance but not an exhaustive list. Therefore, if a learner selects to use examples not included above but in line with the criteria they should be graded accordingly.

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**

OPTION 2: Offline Documentation.

- For the self-assessment (Activity 1), **an example template** for the first 2 core behaviours can be found in 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.