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| 5CO03 Professional behaviours and valuing people |
| *Learner Assessment Brief*  **Assessment ID / CIPD\_5CO03\_23\_01** |

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*Level 5 Associate Diploma in*

* People Management
* Organisational Learning and Development
* Version 1 – Released June 2023
* Expires June 2024

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| **Unit code:** | 5CO03 | | | | | | | | | |
| **Unit title:** | Professional behaviours and valuing people | | | | | | | | | |
| **Assessment ID:** | CIPD\_5CO03\_23\_01 | | | | | | | | | |
| **Assessment start date:** |  | | | | | | | | | |
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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**

**HR and standards (December 2022)**

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

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

Promoting and delivering EDI in the workplace is an essential aspect of good people management. To reap the benefits of EDI, it’s about creating working environments and cultures where every individual can feel safe, a sense of belonging and is empowered to achieve their full potential. Whilst legal frameworks vary across different countries, in the UK the Equality Act 2010 provides legal protection for nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.  However, an effective EDI strategy goes beyond legal compliance and seeks to take an intersectional approach adding value to an organisation, contributing to the wellbeing and equality of outcomes and impact on all employees. This includes: accent, age, caring responsibilities, colour, culture, visible and invisible disability, gender identity and expression, mental health, neurodiversity, physical appearance, political opinion, pregnancy and maternity/paternity and family status and socio-economic circumstances amongst other personal characteristics and experiences. This factsheet explores what workplace equality inclusion and diversity (EDI) means, and how an effective strategy is essential to an organisation’s business objectives. It looks at the rationale for action and outlines steps organisations can take to implement and manage a successful EDI strategy, from recruitment, selection, retention, communication and training to addressing workplace behaviour and evaluating progress.[**https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/factsheet#6428**](https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/factsheet#6428)

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

Scandals involving workplace harassment and poor treatment of workers have highlighted what can happen when ethics aren’t integral to the way organisations operate. With unique access to staff throughout their careers, as well as opportunities to influence an organisation’s strategy and the way it manages its workforce, people professionals are uniquely placed to support embedding principled decision-making into daily practice. Ethics are at the heart of professionalism. To create cultures of transparency and trust, practitioners should demonstrate strong standards of integrity when advising business leaders. This factsheet explores what ethical practice means and why it matters in an organisational context. It outlines the trade-offs involved in upholding ethical values and the challenges faced by people professionals. Finally, it looks at the profession’s role in creating ethical organisational cultures.

[**https://www.cipd.co.uk/knowledge/culture/ethics/role-hr-factsheet**](https://www.cipd.co.uk/knowledge/culture/ethics/role-hr-factsheet)

# **Ethics at work: an employer’s guide**

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

In this guide, we discuss the red flags to watch out for, along with practical tips and resources to safeguard your organisation and people against ethical breaches and misconduct. The guide draws on – and complements – the latest CIPD research, and features nine areas of action employers can prioritise to ensure they behave ethically. If you’re an employer or manager looking to foster and encourage ethical behaviour in your organisation, you’ll find the practical advice you need in this guide.[**https://www.cipd.co.uk/knowledge/culture/ethics/ethics-work-guide**](https://www.cipd.co.uk/knowledge/culture/ethics/ethics-work-guide)

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

## Preparation for the Tasks:

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

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# Task One –Professional and ethical behaviours

This task requires you to consider the significance of professional and ethical behaviours for a people practitioner and the values that underpin the people practice profession.

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

* With reference to typical activities and behaviours, appraise what it means to be a ‘people professional’. (AC 1.1)
* Discuss how ethical values underpin the work of a people professional, including **two** examples of how ethical values might be applied in a people practice context. (AC 1.2)
* Consider the importance of people professionals being able to influence others and ensure that the ‘people practice voice’ is heard in an organisation, through informed, clear and confident communication. (AC 1.3)
* For **each** of the situations below (a & b), provide an example of an issue that would cause you to raise the matter to a manager (or other authority) - **and** describe how you would do this.

a) where you consider something to be unethical (whether or not it is illegal),

b) where you believe something contravenes legislation. (AC 1.4)

* Discuss **two** theories or models relating to the human and business benefits of people at work feeling included, valued, and fairly treated, concluding your discussion with a summary of your own view of these benefits. (AC 2.1)
* Discuss **two** ways in which a people professional can build inclusivity into a people practice initiative at the design stage, **and** **two** ways of checking inclusivity after a people practice initiative is implemented. (AC 2.2)

Your evidence must consist of:

* Written responses to each of the 6 instructions above.
* Approximately 2250 words in total, refer to CIPD word count policy.
* **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 your long references. Short references should be included within the narrative. We advise you read the guidance on how to set out your references on the Learner Hub.
* Upload the completed Learner Assessment brief, with both tasks completed, through the Assignments option in the Oakwood Learner Hub

# Task one – Questions

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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. Word count: Approximately 400 words** |
| When using the term professional, it entails that people are engaged in a specific field of knowledge and skills that enable them to perform their tasks up to specific standards defined by profession governing body (Perez, 2019). It also implies presenting oneself and embracing profession key values (Herrity, 2023).  Accordingly, a professional is someone who possesses a basic knowledge of the profession, key skills, and values or behaviours that enable them to work in that profession.  To be a people professional, individual must have specialized knowledge, defined skill-set, and personal behaviours, and values and engage with and provide support to other stakeholders. To ensure a strong knowledge base and adherence the profession code of conduct, professionals must be affiliated with a professional organization or governing body that provides the necessary guidance and standards for people professionals to abide by. For example. In people profession, CIPD is the governing body that provides their fellows with the knowledge they should have, skills they should acquire, values and behaviours they should possess. CIPD, through its profession map, introduces to people professionals core behaviours so that people professional live and work principle-led, outcome-driven, evidence-based working lives (CIPD, n.d.).  For example, in the CIPD profession map, two of the main core behaviours that should be espoused by a people profession are working inclusively and valuing people.  Identifying oneself bias and challenging them and interacting with people equally are core values for a people professional based on the procession map. Empathy is understanding others’ viewpoints and emotions and valuing them and putting oneself in others’ positions. It helps people professional relate to others so that they can build relationship with them and have mutual trust. A culture of professionalism and fairness is built with others through empathy.  In business context, however, it is more likely than not for people to consider making profits on the account of personal and professional values. This is an unethical and unprofessional practice that contradicts professional standards of CIPD.  In addition, profession map introduces core and specialist knowledge that must be known by people professional, for example, people practice and employee well-being.  People professionals need to know how people interacts with the business through employee life cycle. They need to acquire the skills and knowledge to be able to effectively select and hire the best talent, appraise performance based on organizational objectives, develop, and fill skills gap, and effectively terminate employee’s life cycle with employee so that they keep good relationship with the organization.  Moreover, people professionals also need to maintain employee well-being so that they retain talented people. Dealing with people unprofessionally through the life cycle would cost the organization a lot in terms of talent and reputation as well. |

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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. Word count: Approximately 300 words** |
| Ethical values entail how people behave individually or how organizations run of a corporate level (Sherman, 2020). They help with the decision making and provide the moral compass that dictate and drive human behaviour as it is the right thing to do (CIPD, 2019). They embody the belief system of individuals about what is accepted and deemed right and what is deemed ethically unacceptable. Unethical practices do not only cause scandals for organizations, but it also influences the business itself in terms of employee performance and retention (Baker, 2022).  Personal values that could be applied in people profession and can impact people professional daily work and their relationship with different stakeholders they work with can include but do limit to:   * Integrity:   Integrity is abiding by professional ethical standard or the professional code of conduct. It entails honesty and being accountable for committing mistakes and correcting them (Perry, 202). Working with integrity is an essential ethical value that can improve how people work. For instance, employees who have a skill gap and ask colleagues for help and admit their mistakes should they happen help boosting teamwork and performance. Those people would be, also, able to gain respect, trust, and decent reputation within the organization.   * Fairness   Fairness is the quality of being imperial, just, and treat people without discrimination. It has a tremendous impact on the workplace ethos and the relationship of people one another; therefore, it must be espoused by people professionals. Advancement opportunities, for instance, should be given for be given to all employees on just basis. Employee who are treated fairly will be more engaged and committed to their work. On the other hand, unjust and inequitable work principles would result in employees feeling disengaged and alienated. |

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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. Word count: Approximately 350 words** |
| Influencing others is one of the key behaviours that should be espoused by a people professional according to CIPD profession map (CIPD, n.d.). To be able to influence other people and build a strong business case, people professional should have certain skill sets to do that effectively (Blank, 2021). Building a robust business case requires necessary tools to lead an informed, clear, and confident discussion to have that influence. Lacking these skills, people professionals would not be able to persuade others with their claim and would not have the influence. For example, amending recruitment policy and procedures that are not abiding by core values of people profession like valuing others and transparency requires a confident, clear and informed discussion to challenge the status quo and lead the change.  The tools that help people professional to lead an informed, clear, and confident discussion to influence people, for example, include but not limited to:  **Using Evidence to Support Arguments**  Based on CIPD profession map (CIPD, n.d.), evidence-based practice is a key principle that should be taken into consideration when making a decision, propose an idea, or lead a discussion. People professionals’ decisions and arguments must not be based on viewpoints and opinions; it should be based on solid evidence that back up the argument. According to French and Raven’s power forms, the power of knowledge and information based on evidence are the source of power that people professionals can utilize (mind tools, n.d.). Therefore, when leading a discussion to inform others, to amend recruitment policy and procedures for example, relevant data should be collected and analysed to have informed discussion.  **Clarifying Points and Active Listening**  When people professionals are engaged in a discussion, they should make sure that others grasp their points clearly. One approach to do that is repeating the same ideas but in different language; in other words, paraphrasing what they said. Repeating ideas with different language helps audience to pick up the idea if they missed it before clarification. In addition, jargon and technical language should be avoided to ensure better understanding (Pascual, 2023). Moreover, for the discussion to be engaging, asking for feedback and perspectives helps making sure that ideas are clearly defined. Active listening is a crucial skill in a discussion to make it engaging rather than a lecturing style which make audience alienated. |

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| Recognise when and how you would raise matters which conflict with ethical values or legislation. (AC1.4)  a) where you consider something to be unethical (whether or not it is illegal),  b) where you believe something contravenes legislation  **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. Word count: Approximately 350 words** |
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| Argue the human and business benefits of people feeling included, valued, and fairly treated at work linking to **(two)** related theory. (AC2.1)  **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. Word count: Approximately 400 words** |
| There are several benefits for employees as well as the business when individuals feel the sense of inclusion, appreciation and fair treatment on ethical basis. These benefits include lower level of absenteeism, job satisfaction, and higher level of performance.  Self-Determination Theory (SDT)  Based on Self-Determination Theory (SDT), humans have three basic needs that drive their intrinsic motivation (Ackerman, 2018). The basic human needs are autonomy, competence, and relatedness which motivate human to fulfil those needs. In other words, humans are eager to satisfy those needs. Autonomy is the need to control one’s life, and in the context of work, it needs to control working methodology and not to be micromanaged. Competence is the need to be skillful of what individual does, whereas relatedness is a need for affiliation and engage in relationship with other individuals.  Pink’s Motivation Theory  Daniel Pink (2009) argues that there are three intrinsic motivators for humans: autonomy, mastery, and purpose. Autonomy is the urge to direct our own lives; mastery is the desire to get better at what we do; while purpose is the yearning to do something greater than ourselves. Therefore, those needs drive people’s actions and motivates them to do actions for avail autonomy, mastery, and purpose in what they do. In other words, employees have the need to be autonomous, master their job, and have an abstract purpose in their job.  **Human Benefits**  Satisfying the basic intrinsic motivators let employees feel valued, engaged and dealt with fairly on ethical grounds. Granting employees autonomy over the task they are performing helps them feel valued and trusted. When they get honest and constructive feedback about their performance, they feel motivated to fill skills gap if any and feel competent about areas in which they got positive feedback. In addition, when they are treated fairly without discrimination, they fell valued and included because of the sense of relatedness. Employees would be more motivated if they knew the purpose they work for. For example, employees will be motivated to achieve organizations objectives if they know it in the first place. When employees fell valued, they are more engaged and satisfied which translated to employee retention (indeed, 2023).  **Business Benefits**  From business outlook, satisfied employees are not only satisfied and productive employee, but they are also organization’s promotors. In other words, they would be the word of mouth regarding the organization. According to research, engaged employees show 167% increase in employer promotor score (Carr, Reece, et al., 2019). Further findings from the research showed that employee performance increased by 56% as a result of employee belonging, decreasing turnover by 50% and lower sick days by 75%. |

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| Discuss **(two)** 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. Word count: Approximately 450 words** |
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**References**

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| **Please provide your full long reference list here. The Harvard method is preferable. Please refer to the guidance on the Learner HUB.** |
| Perez R., (2019) *What Does It Mean to Be a Professional?* Available at <https://journals.lww.com/professionalcasemanagementjournal/fulltext/2019/07000/what_does_it_mean_to_be_a_professional_.7.aspx> [Accessed 13 August 2023].  Herrity J., (2023) What Does It Mean to Be Professional? <https://www.indeed.com/career-advice/career-development/what-does-it-mean-to-be-professional> [Accessed 13 August 2023].  CIPD (n.d.) Explore the profession map Available at <https://peopleprofession.cipd.org/profession-map> [Accessed 13 August 2023].  Sherman F., (2020) *Definition of Business Ethical Values* Available at <https://smallbusiness.chron.com/definition-business-ethical-values-21096.html> [Accessed 13 August 2023].  CIPD (2019) *Ethics at work: employer’s guide (*Report*)* Available at <https://www.cipd.co.uk/Images/7919-ethics-guide_tcm18-66759.pdf> [Accessed 13 August 2023].  Baker C., (2022) *What Are Ethical Values in Business?* Available at <https://leaders.com/articles/company-culture/ethical-values/> [Accessed 13 August 2023].  Perry E., (2022) *What's integrity in the workplace and why is it important?* Available at <https://www.betterup.com/blog/integrity-in-the-workplace> [Accessed 13 August 2023].  Blank A., (2021) *3 Ways Successful People Influence Without Authority* Available at <https://www.forbes.com/sites/averyblank/2021/07/27/3-ways-successful-people-influence-without-authority/?sh=6e18cbdd10cc> [Accessed 14 August 2023].  Mind tools (n.d.) French and Raven's Five Forms of Power Available at <https://www.mindtools.com/abwzix3/french-and-ravens-five-forms-of-power> [Accessed 14 August 2023].  Pascual P., (2023) *8 Ways to Make Your Point With Precision & Clarity*  Available at <https://blog.talaera.com/2018/08/08/speaking-clarity-precision> [Accessed 14 August 2023].  Ackerman C., (2018) *Self Determination Theory and How It Explains Motivation* Available at <https://positivepsychology.com/self-determination-theory/> [Accessed 14 August 2023].  Pink D., (2009) *The puzzle of motivation*. Available at <https://www.ted.com/talks/dan_pink_the_puzzle_of_motivation> [Accessed 14 August 2023].  Indeed (2023) *Valuing Employees: 15 Ways To Make Them Feel Valued* Available at <https://www.indeed.com/career-advice/career-development/valued-employees> [Accessed 14 August 2023].  Carr E., Reece A., et al., (2019) *The Value of Belonging at Work* Available at <https://hbr.org/2019/12/the-value-of-belonging-at-work> [Accessed 14 August 2023 |

# Task Two – Professional Review

This task requires you to demonstrate your commitment to professional development and performance improvement.

To complete the task, you are asked to undertake some reflection, self-assessment, and consideration of other’s feedback, leading to an identification of your strengths, weaknesses, and development areas. Following this identification, you will formulate a range of formal and/or informal activities to address your development needs and support your continuous development.

The task then shifts to a retrospective stance, where you are asked to reflect on the impact of development activities already undertaken, in the last 12 months.

All **five** activities below must be completed.

* Reflect on your own approach to working inclusively and building positive working relationships with others. (AC 2.3)
* Explore how the role of a people professional (specialist or generalist) is evolving and the implications this has for your CPD. (AC 3.1)
* With reference to your responses for Q1 & Q2, **and feedback on your behaviours or performance obtained from (at least) one other person**, assess your current strengths, weaknesses, and development needs.  Your response should include an explanation of the feedback received and how it has informed your self- assessment. (AC 3.2)
* In follow-up to your self-assessment, identify a range of formal or informal development activities you will undertake to support your ongoing professional development. Your response should include a brief description of your chosen activities and your reasons for selecting them. (AC 3.3)

*(Note: If using the CIPD ‘My Learning Plan’, you may find it useful to self-assess against the behaviours: ‘Working Inclusively’ and ‘Passion for Learning’ (along with other relevant areas) as this will stimulate development ideas around the areas at Q1 and Q2 above. (However, there is no requirement to provide copies of these self-assessment pages.)* *Your Learning Plan activities can be ‘copied and pasted’ into your assignment document, and edited so that you are not adding unnecessarily to your word count.)*

* Reflect on the impact of **three** previous learning activities (i.e., not the activities planned at Q4 above) on your behaviour and performance. The selected activities may be any formal/planned or informal/unplanned activities undertaken in the last 12 months, which you consider to have impacted your behaviour and performance. (AC 3.4)

Present your reflections, attached to your assignment, as either:

* your own format CPD record, edited to include just the **three** selected activities, or
* a report (or reports) from the CIPD ‘My CPD Reflections’ tool.

Your evidence must consist of:

* Written responses to questions 1-4,

(Approximately 1000 words in total, refer to CIPD word count policy)

* Either:
* an own-format CPD record, edited to include just the three selected activities, or
* a report (or reports) covering the three selected activities, from the CIPD My CPD Reflections tool.

(Not included in word count.)

# Task Two – Professional Review Questions

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| Reflect on your own approach to working inclusively and building positive working relationships with others. (AC2.3)  **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. Word count: Approximately 200 words** |
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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. Word count: Approximately 250 words** |
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| Assess your strengths, weaknesses and development areas based on self-assessment **and** feedback from others. (AC 3.2)  **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. Word count: Approximately 250 words** |
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| Formulate a range of formal and/or informal continuing professional development (CPD) activities to support your learning journey. (AC 3.3)  **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. Word count: Approximately 300 words** |
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| Reflect on the impact of your continuing professional development activities on own behaviour and performance. (AC 3.4)  **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. NO WORD COUNT** |
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*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. |  |  |
| 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. |  |  |
| 3.1 | Explore how the role of a people professional is evolving and the implications this has for continuing professional development. |  |  |
| 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

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| **I can confirm that this assessment is all my own work and where I have used materials from other sources, they have been properly acknowledged.** | |
| **Learner name:** |  |
| **Learner signature:** |  |
| **We cannot accept a typed or e-signature**. You need to scan or photograph your handwritten signature and inset the image here. **You MUST add a new date for each submission.** **\*This should be the date on which you submit your assessment.**  **Submission Date 1:**    **Submission Date 2:**    **Submission Date 3:** |  |

## Declaration by Assessor

**I confirm that:**

* **I am satisfied that to the best of my knowledge, the work produced is solely that of the learner.**
* **The learner’s work was conducted under the conditions laid out by the assessment brief.**

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| **1st submission Assessor name:** |  |
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| **Date:** |  |
| **2nd submission Assessor name:** |  |
| **Assessor signature:** |  |
| **Date:** |  |
| **3rd submission Assessor name:** |  |
| **Assessor signature:** |  |

**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.

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| **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. |