

5C003

Professional behaviours and valuing people

Learner Assessment Brief

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Level 5 Associate Diploma in

- People Management
- Organisational Learning and Development

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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>

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>

Ethical practice and the role of people professionals (November 2023)

Scandals involving workplace harassment and poor treatment of workers have highlighted what can happen when ethics aren't integral to the way an organisation operates. Having unique access to staff and opportunities to influence an organisation's strategy and the way it manages its workforce; people professionals are uniquely placed within an organisation. They can support the embedding of principled decision-making into daily practice. Ethics are at the heart of professionalism. To create cultures of transparency and trust, practitioners should demonstrate strong standards of integrity when advising business leaders.

This factsheet explores what ethical practice means and why it matters in an organisational context. It outlines the trade-offs involved in upholding ethical values and the challenges faced by people professionals. Finally, it looks at the profession's role in creating ethical organisational cultures.

<https://www.cipd.org/uk/knowledge/factsheets/ethics-role-hr-factsheet/>

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

Ethical values provide the moral compass by which we live our lives and make decisions: '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>

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 assessment, you are encouraged to plan your 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.
- 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.



Task - Professional and ethical behaviours

This assessment, like the unit it is based on, considers some key professional and ethical behaviours that are expected of a people practice professional.

The assessment requires you to demonstrate, in written responses, your knowledge and abilities against each of these requirements. To assist you to do this, the assessment poses 11 questions, one for each of the requirements.

You should respond to each of the 11 questions, providing a mix of theoretical knowledge, practical examples and personal reflection as required. Some of the questions ask you to include feedback from others, and so **before you commence this assessment you are advised to identify and collect relevant feedback from at least one other person who has an insight into your behaviour at work.** You will also need to set up some continued professional development (CPD) documentation if you do not have this already.

When submitting your responses, please ensure that these are clearly signposted typically using sub-headings or question numbers and AC references to link your responses to the relevant question. You should also ensure that your work complies with the wordcount requirements stated at the end of this assessment brief.

Please respond to all 11 questions below:

An effective people practice professional will:

1. **Understand the purpose and value of the people profession.**
Q: With reference to the CIPD Profession Map, appraise what it means to be a people professional. (AC 1.1)
2. **Know own personal and ethical values and apply these consistently in their (people practice) work.**
Q: Discuss your personal and ethical values (one of each), with examples of how these are evident in your work. (If you have yet to work in people practice, explore how you believe your values would inform your work.) (AC 1.2)
3. **Know the importance of people professionals contributing to discussions in an informed, clear and confident way to influence others.**
Q: Discuss reasons why this is important and the consequences of people practitioners not being willing or able to influence others. (AC 1.3)
4. **Know when and how to raise matters that might be unethical or illegal.**
Q: Discuss, with examples, when and how you would react to both unethical and illegal matters (one of each). (AC 1.4)
5. **Be able to make use of related theory and thinking, to argue the human and business benefits of people feeling included, valued, and fairly treated at work.**
Q: Demonstrate your ability to do this with a written argument, which poses different theoretical perspectives, as well as your own. (AC 2.1)

- 6. Know how to design people practice initiatives to be inclusive and how to check inclusivity after an initiative has been implemented.**

Q: Discuss, with examples, how you have, or would, achieve **both** of these (AC 2.2)

- 7. Be able to work inclusively with others and build positive working relationships.**

Q: Using a combination of your own reflections **and** feedback from at least **one** other person, discuss your ability to work inclusively and positively with others. (AC 2.3)

There is no requirement to include evidence of the use of references to wider reading for AC 2.3

- 8. Understand how the people practitioner role is evolving and the implications this has for your ongoing professional development.**

Q: Demonstrate your understanding of this with a written response **and** related entries in your CPD Plan. (AC 3.1)

- 9. Be able to assess (own) strengths, weaknesses and development areas, based on own considerations and feedback from others.**

Using a combination of your own conclusions **and** feedback from at least **one** other person, assess yourself against a specification of your choice (such as a role/job description or any **two** of the core behaviour areas of the CIPD Profession Map (associate level)). Briefly explain the outcome of your assessment (strengths, weaknesses and development areas) and the information that informed your conclusions. (AC 3.2)

There is no requirement to include evidence of the use of references to wider reading for AC 3.2

- 10. Be able to formulate a range of appropriate CPD options to support ongoing learning.**

Following on from your self-assessment, identify a range of formal or informal development activities and add these to your CPD Plan/document. Provide a brief explanation as to why you have selected these activities. (AC 3.3)

There is no requirement to include evidence of the use of references to wider reading for AC 3.3

- 11. Be able to reflect on and draw conclusions about the effectiveness of development activities.**

Reflect on **three** development activities, already undertaken, that have had an impact on your work behaviour or performance, explaining how they have impacted you. (Your reflections should be presented within your CPD Record document.) (AC 3.4)

There is no requirement to include evidence of the use of references to wider reading for AC 3.4

TASK

Your evidence must consist of:

- Written responses to questions 1-10 (Approximately 3250 words in total, refer to CIPD word count policy)
- A CPD Plan/Record document, format as preferred, edited to provide just the required information for Qs 8, 10 & 11. (Not included in word count)

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 - Professional and ethical behaviours.		Evidenced Y/N	Evidence reference
Assessment criteria			
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.		
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.		

Task - Professional and ethical behaviours.		Evidenced Y/N	Evidence reference
Assessment criteria			
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.		

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Assessment Criteria marking descriptors.

Assessors will mark in line with the following assessment criteria (AC) marking descriptors, and will indicate where the learner sits within the marking band range *for each AC*.

Assessors must provide a mark from 1 to 4 for each assessment criteria within the unit. Assessors should use the mark descriptor grid as guidance so they can provide comprehensive feedback that is developmental for learners. Please be aware that not all the mark descriptors will be present in **every** assessment criterion, so assessors must use their discretion in making grading decisions.

The grid below shows the range for each unit assessment result based on total number of marks awarded across all assessment criteria.

To pass the unit assessment learners must achieve a 2 (Low Pass) or above 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	<p>The response DOES NOT demonstrate sufficient knowledge, understanding or skill (as appropriate) to meet the AC.</p> <p>Insufficient examples included where required to support answer.</p> <p>Insufficient or no evidence of the use of wider reading to help inform answer.</p> <p>Presentation or structure of response is not appropriate and does not meet the requirement of the question/assessment brief.</p>
2	Low Pass	<p>The response demonstrates an acceptable level of knowledge, understanding or skill (as appropriate) to meet the AC.</p> <p>Sufficient acceptable examples included where required to support answer.</p> <p>* Sufficient evidence of appropriate wider reading to help inform answer. Satisfactory in-text referencing.</p> <p>Answer is acceptable but could be clearer in responding to the question/task and presented in a more coherent way.</p> <p>Required format adopted but some improvement required to the structure and presentation of the response.</p>
3	Pass	<p>The response demonstrates a good level of knowledge, understanding or skill (as appropriate) to meet the AC.</p> <p>Includes confident use of examples, where required to support the answer.</p> <p>* Good evidence of appropriate wider reading to help inform answer. A good standard of in-text referencing.</p> <p>Answer responds clearly to the question/task and is well expressed.</p> <p>Presentation and structure of response is appropriate for the question/task.</p>
4	High Pass	<p>The response demonstrates a wide and confident level of knowledge, understanding or skill (as appropriate) to meet the AC.</p> <p>Includes strong examples that illustrate the points being made and support the answer.</p> <p>*Considerable evidence of appropriate wider reading to inform answer. An excellent standard of in-text referencing.</p> <p>Answer responds clearly to the question/task and is particularly well expressed or argued.</p> <p>Presentation and structure of response is clear, coherent, and responds directly to the requirements of the question/task.</p>
		<p>* Evidence of wider reading is an important feature of assessments at this level. However, whilst a good and appropriate level of this should be seen across the assessment, there is no requirement for references to appear within every AC response. The following AC(s) do not require referencing: AC 2.3, AC 3.2, AC 3.3 and AC 3.4.</p>