

3C003

Core behaviours for people professionals

Learner Assessment Brief

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Level 3 *Foundation Certificate in*

- Version 1 - Released June 2024
- Expires June 2025
- Study Centre information only: Last moderation window is September 2025

People Practice

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3C003

Core behaviours for people professionals



This unit introduces the core behaviours for people professionals, focusing on ethical practice, professional values and professional development. It considers how certain ways of thinking and acting should be universally consistent, even in new and challenging situations, to promote a sense of wellbeing and inclusivity in the organisation.

CIPD's insight

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/>

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 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>

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>

About CPD

Continuing professional development (CPD) is defined as learning experiences which help you develop and improve your professional practice. This can include building on your strengths, as well as developing yourself where you have capability gaps. That's why it's so important for you, and why we're committed to providing you with as many opportunities, tools and resources to embed CPD into the flow of your work and life.

<https://www.cipd.org/uk/learning/cpd/about/>

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.
- Make sure 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 continuing professional development.
- Reading the CIPD Insight, Fact Sheets and related online material on these topics.



Task - draft material for a Code of Ethical and Professional Practice.

For this assessment you should assume that you work in a people practice team in a medium sized organisation.

The People Practice Director has decided to introduce a 'Code of Ethical and Professional Practice' for the team, and they would like everyone to contribute to this.

For your part, the Director would like you to explain your thoughts in relation to **five** key aspects of ethical and professional practice at work. These are:

- values and how they impact behaviour
- conforming with legislation
- working inclusively
- being inquisitive about the world of work
- being pro-active in continued professional development (CPD).

To structure your response, they have set **five** questions (see below), one for each of the **five** aspects of practice. They have asked that you respond clearly to the questions, including any examples or references that you think will be helpful.

(AC 1.1) Explanation of the 'Ethical principles' and its roleplay in people's behaviour at work.

Ethical values are the core ideas that define proper and improper conduct. They are focused on principles like trust, non-bias, adequate and timely work, and respect for other people. Applied in the context of work settings, ethical principles are of great importance for people's actions (Banks, 2022). For instance, the principle of honesty means that the employee should not lie and should not practise deceit in their interaction with others and about different tasks, and this, in turn, contributes to the creation of trust in the interaction with other members of the team and with clients. That means being fair in how one deals with fellow employees and other stakeholders with no discrimination based on various behaviours.

Ethical principles include the duty to 'not harm', which is especially important in professions where this can have a dramatic effect on others, as with medicine or accountancy (Turilli, 2020). For example, ethical practising physicians should not be money-driven, but will instead protect the

interests of the patient, while an ethical accountant will not manipulate figures to defraud, for example, investors.

These principles lead the employees to the right conduct where there may be times of conflicting self-interest and organisational expectations. When ethical principles remain as part of the organisational culture, the business will foster a moral culture in the working environment to ensure members engage in the right things in a responsible manner, nurture good interpersonal relations and perceive the business as reputable.

Explanation of ‘Professional values’ and how these can inform the way people behave at work.

Professional values are the bearings or ethics that are adhered to by the practitioner in one's field of speciality. These values are sometimes cognisant of ethical standards but are closer to the contingencies of the professions. Some examples of professional values are; in health care, the value of maintaining the privacy of the clients, in law the value of being bias-free, in journalism the value of being informative.

The following are some benefits of using values that explain how adopting these values guides workplace behaviour by providing expectations on professionals’ conduct in workplace positions (Wright *et al.*, 2021). Likewise, neutrality demands that judges and lawyers should not be biased when dealing with litigants so that everyone is treated equally.

Professional values also cover learning and developing oneself on a personal as well as a professional level. They make people update themselves with current information in their line of practice, follow certain benchmarks set by the professional body, and embark on continuous professional development (Pakkanen *et al.*, 2023). Besides the self-advantage of boosting one’s competency, this commitment also improves the general competence of the profession.

(AC 1.2) As a member of the people practise team, conforming the Equality Act 2010 relating to ethics and professional practice in my own country.

Within the practice of the people practise team, it is crucial to follow the key regulation, which is the Equality Act 2010, or other comparable regulations and laws regarding ethics and professional practice required for the creation of an inclusive, ethical, and fair workplace. Here are three examples of how this can be achieved: Here are three examples of how this can be achieved:

1. Ensuring Non-Discriminatory Hiring Practices

Since prejudice and discrimination are some of the chief evils in the workplace, one duty present in people's practice relates to preventing unfair employment practices such as discrimination during recruitment. Under the Equality Act 2010, it is unlawful for employers to discriminate against employees based on some grounds including, age, gender, race, disability, sexual orientation, religion or belief (Sriwahyuni and Khermarinah, 2024). To follow this law, I would establish and maintain a carefully planned procedure of personnel selection that will pay attention to the expertise of the applicants rather than their traits.

For instance, in shortlisting, I would apply objective tools and criteria that were relevant to the job requirement and the candidate's qualifications and experience. I would also, for interviews, ensure a panel of interviewers and that all of them go through a bias awareness programme to avoid compromising the candidates' chances on account of the colour of their skin (Mhone, 2022). I would also reduce the likelihood of bias in application processing since the details that are likely to point to the applicant's gender, age or race among other characteristics would be anonymized.

2. Supporting Workplace Diversity

Equality of employment opportunity is also not just non-discrimination but equal opportunity promotion in the workplace as provided in the Equality Act 2010. Being part of the people practise team I would coordinate the campaigns and training on diversity and inclusion (Hossain *et al.*, 2020). This could be in the form of; cultural competency training displacing any form of discrimination and prejudice including that against individuals with disabilities and the lesbian, gay, bisexual, and trans-gendered.

Furthermore, I would encourage and facilitate the formation of protected characteristic-based employee resource groups (ERGs) through which the employees would have a place to report experiences of prejudice, campaign for change, and build inclusion. Advising the organisation on how to review and update policies regularly to conform to the legal provisions and conform and comply with tolerance policies is another component of the job description.

3. Managing Complaints and Grievances Impartially

It would be expected of me to handle complaints/grievances concerning discrimination or any unethical conduct and/or action professionally and legally. Concerning the Equality Act 2010, each employer must guarantee that every employee is protected from any form of harassment and

discrimination. In compliance with this, I would make sure that there are laid down processes on how to report and handle such cases.

Each case will be addressed with confidentiality, neutrality, and courtesy to all the participants in the case (Naagar, 2024). The reserved authorities would also arrange training for managers on how to handle discrimination complaints to make them competent in correctly handling these matters as prescribed by the law.

Through Applied Practice, the following will be achieved: The working environment would comply with the provisions of the Equality Act 2010 I would be able to contribute to the development of a culture of ethics and integrity in the working environment.

AC 2.1. Different ways people practitioners can demonstrate respectful and inclusive working in relation to:

Contributing views and opinions

Being respectful and considerate in working is done by several techniques, especially in sharing ideas, defining matters, and solving problems within the applicable team. Expressing one's ideas is necessary to remain calm and, at the same time, make one's vision clear (Kuknor and Bhattacharya, 2022). When expressing the ideas, consider adding facts and details that would help the audience grasp your stand. If people have misunderstandings in regards to something explained to them, they should explain the same concept using different words to lend understanding. Accept other people's opinions as feedback instead of criticism to show respect. This approach enhances the acceptance of different opinions so that they can be handled constructively.

Clarifying problems or issues

This means it is important to listen attentively and ensure that one has painstakingly understood the problem. Employ active listening to determine the depth of their concerns or complaints and consult other individuals to get a better understanding of their issues (Hopf *et al.*, 2021). Check the facts and, at the same time, make sure there are no prejudicial assumptions involved. In addition, it indicates that one understands the other and helps in identifying the breakdown of understanding as one reflects on the other party. This ensures that everyone opens with the same understanding and solutions are not derived based on limited information.

It also takes respect for individual and individual differences as critical for macro team efficiency. Understand and value the differences in the individual and his or her attributes because it will add to the diversity of the team (Slim and Reuter, 2021). Adopting professional conduct which implies portraying respect to others and being sympathetic contributes to a favourable working environment. Knowledge and use of theories of team development, for instance, forming, storming, norming, performing, and adjourning phases may improve teamwork. This includes dealing with the organisation's initial conflict, setting expectations, and emphasising work-related cooperation.

Working effectively as part of a team

One should feel free to express the viewpoints but make sure they do not appear to be dominant in any way. It involves expressing oneself without indirectly communicating or compromising that with the other persons. Generally, 'inclusivity in the workplace' mostly refers to something related to careful utterances and guaranteeing respect to other people, particularly diverse ones (Kniffin *et al.*, 2021). Thus, one should provide a contribution that shapes a positive and constructive working environment favourable for all the team members, consequently helping the team achieve a better outcome.

AC 2.2. Recommendations to promote practice about current issues and developments in the world of work and people practice

To remain curious about people matters and things happening within the people function and the world of work, integrated strategies are needed. One method that could be used is through keeping questions and active inquiry (Carroll and Conboy, 2020). When an individual questions client and poses inquiries such as "What new things are being observed in the area of employee engagement?". People carry out formal and informal research to keep curiosity on a high level. This is something that needs updating through professional journals, articles, and reports that would increase knowledge in the field. However, new books on leadership, human resources, and organisational behaviour knowledge provide new and efficient orientations and brief reviews (Verbeke and Zimmermann, 2022). Since it is an academic database, there are a lot of academic papers and case studies and by using Google Scholar it is easy to access the most relevant ones.

Another example of such an approach used is the news feeds and blog approach, which aims at updating the existing knowledge of a person. The newsletters and the establishment of alerts from credible sources imply that one has ideas on recent trends in the industry. Blogs established by

authors with backgrounds in a particular industry provide factual information and implementations in real life (Dachner *et al.*, 2021). These resources inform new practices and the emerging challenges facing the field. Networking and professionalism also contribute to the development of the capacity to seek knowledge on-going. Such meetings as conferences, webinars, and workshops act as an opportunity to receive knowledge and to speak with counterparts and professionals. The people working in this field of human resources can get affiliated with any of the professional organisations that offer timely information, resources, career connections, and other relevant information on current trends. They all enable learning and staff development to go on continually.

Another way is to track the activity of competitors in order not to miss something important. By doing so, one will be in a position to observe some trends in other competitors' practices and be in a position to find some chances for improvement or even redefinition (Hopfet *al.*, 2021). It helps to sustain competition and see that new societal strategies are being imposed in the profession. Lastly, self-learning through online classes and self-assessments enhances the understanding as well as competency level. Engaging in courses offered on LinkedIn Learning or other platforms allows the person to come across many issues within the area of interest.

AC 2.3. Explanation of the way people practitioners can be proactive in their approach to continued professional development (CPD).

Continued professional development (CPD) is important to people practitioners as it keeps individuals current as to the trends, skills, and knowledge necessary for practice (Karas *et al.*, 2020). It is not simply about building up new competencies but also about reviewing existing accumulated knowledge, discovering gaps, and then trying to eliminate them. The idea here is to evaluate a person's competencies and acquisition of new knowledge in the light of present and future job requirements, establish achievable learning objectives, and engage in practice enhancing the acquisition of such knowledge.

Lifelong learning is the primary requirement for people practitioners and they can embrace the CPD in the following manner (Friedman, 2023). They can have clear and tangible objectives regarding their own development and have a constant practice of, for instance, workshops, courses, and networking events. Documentation of these activities is important as well because it enables the practitioners to observe the effects of their learning on practice while practising. They also have to be proactive in the process to look for feedback that will in turn be useful in modifying the practice in accordance with the changing dynamics of the profession.

Level 3 Foundation Certificate in People Practice

This is also important because it enables the practitioners to see how the learning acquired has been implemented and its success or otherwise (King *et al.*, 2021). The reflective nature of this process also makes it possible to discover so-called ‘knowledge and skills gaps’, which will, in turn, make development efforts more pointed and efficient. Lastly, engaging in a systematic and strategic approach to working CPD ensures that people practitioners keep updated and adopt strong professional profiles (Yam *et al.*, 2020). These are useful in their jobs and organisations as well as helping those who practise as people practitioners to grow in their careers.

Also, in my CPD approach, I seek professional development proactively by enrolling in the Diversity and Inclusion Workshop and the Ethics in the Workplace course. I have been able to note areas of strength and areas of development. These have been helpful because criticising or evaluating these activities has helped me to use insights acquired in my working experiences and observe the enhanced collaboration and decision-making in teams. I pay attention to ensuring that my skills match the professional demands now and, in the future, to produce ongoing progress in terms of skills. Such a proactive approach to CPD enables me to remain proactive and dynamic in my job as well as have the propensity to foster the organisational culture and goals.

Present your CPD record as an attachment, either in the form of a formal/structured CPD Record or as pages from the CIPD ‘My CPD Reflections’ tool or another appropriate format as agreed with your centre. (AC 2.3)

CPD Record:

A	B	C	D	E
Development Activities (Formal or informal or work based activities)	Why you chose the activity, reason for your choice, as well as what the activity involved	Reflect on the outcomes of each activity on work/behaviour/performance	How has this learning impacted on your performance/behaviour? What did you gain from completing the activity- good or bad	Have your reflections made you aware of any further development needs? What are they? Conclusions you can draw from

Level 3 Foundation Certificate in People Practice

				this.
1. Diversity and Inclusion Workshop	I selected this workshop to better comprehend the policies of inclusiveness and to implement them in our company. The session consisted of activities such as the use of drama and group discussions, as a way of enhancing learning.	I was enlightened by this workshop as it made me realise how as much as I have an active level of bias, I also have an automatic kind of bias. I learned how it reframed decisions to pay attention to diversity, and how it redefined recruitment.	The major advantage of the applied workshop's recommendations is the improved work climate within the team in the given organisation. This problem area has helped me become more proficient in setting up an environment that can foster appreciation for all the members of the team.	I knew that I required professional development in diversity and inclusion approaches and leadership. My next step should be to go for certification or extra courses in these fields.
2. Compliance at Work-Place E-learning Course	Of all the courses in my curriculum, this one was chosen to enhance my knowledge of ethical conduct in	The course helped to improve skills in providing solutions based on principles and making people	I have enhanced my ethical standards which have also enhanced the trust of my team members towards	I realized that attending a professional development session on ethical leadership as well as conflict

Level 3 Foundation Certificate in People Practice

	the workplace and organisational culture. It helped in structuring ways of handling ethical dilemmas.	understand ethical norms. It enhanced my level of compliance with ethical standards and increased the culture of ethical practices in my line of duty.	adhering to the set company values. This has resulted in logical reasoning of issues and increased issue clarity and rationality throughout the context of the argument.	resolution skills would benefit me. Regarding these aspects, I intend to pursue additional education or engage in a mentorship program.
3. Leadership Coaching Programme	This program was selected in order to increase leadership competencies and change dynamics in a team. They gave constructive criticism on what to do in order to embrace effective leadership.	This enhanced my capacity to manage and encourage the workforce primarily on enhanced performance. I have also improved in areas of communication, especially in dealing with colleagues and managing groups.	This has also enhanced staff relations hence competent work and production. The action has changed me by making me become more strategic as a leader in my leadership style.	In order to enhance a number of leadership skills that are inherent in me, I require to acquire more talent in the area of strategic thinking. They need to additionally consider training in strategic planning and visioning.

Level 3 Foundation Certificate in People Practice

4. Ethical Leadership conference.	Participating in this conference will help me to become familiar with the recent developments in ethical leadership and build stronger professionalism on how to model ethical behaviour in the organisation.	I garnered many useful tips and skills with regard to ethical leadership practices in the course of the conference to enhance my skills in influencing and the manner in which I lead the ethical practices of the organisational culture	For my learning needs, I have to seek further education on Organisational Behaviour and Change Management. Training in these areas is also planned for the future.	
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Your evidence must consist of:

- A written response to questions 1 - 5.
(Approximately 2000 words, refer to CIPD word count policy).
- A CPD Record.
(Not included in word count).

1st Task - Draft material for a Code of Ethical and Professional Practice Learning outcomes covered: LO1 & LO2

AC 1.1
AC 1.2
AC 2.1
AC 2.2
AC 2.3

CPD Record

Learning outcomes covered: LO2

CPD Record – either using the template on the guidance or ‘My CPD reflections’ tool. (Not included in word count).

Reference List Harvard style

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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: draft material for Code of Ethical and Professional Practice		
Assessment criteria	Evidenced Y/N	Evidence reference
1. Explain ethical principles and professional values including how these can inform approaches to work.		
1. Specify ways in which you conform consistently with relevant regulation and law within the context of ethics and professional practice.		
2. Summarise ways of demonstrating respectful and inclusive working, in relation to: <ul style="list-style-type: none"> ● contributing your views and opinions ● clarifying problems or issues ● working effectively as part of a team. 		
2. Recommend ways in which you can show inquisitiveness about issues and developments in the people profession and the wider world of work.		

Task: draft material for Code of Ethical and Professional Practice		
Assessment criteria	Evidenced Y/N	Evidence reference
2. Demonstrate proactive approaches to developing, recording and reflecting on your professional knowledge, skills and experiences.		

Declaration of Authentication

Declaration by learner

I can confirm that:

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

I understand the consequences of [malpractice](#) and accept that any violation of this agreement may result in disciplinary action.

Learner name:

Learner signature:

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

3C003**Core behaviours for people professionals****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 9	Fail
10 to 12	Low Pass
13 to 16	Pass
17 to 20	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>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>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>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>*Evidence of wider reading, appropriately referenced, informs the answer.</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>* Whilst reference to wider reading may contribute to a '4' grading, it is not essential for a '4' to be awarded. A response which is strong in other ways, e.g. by providing strong examples or being very clear and coherent in presentation, may be sufficient to merit a '4' without evidence of wider reading.</p>