

5CO02 – Evidence-based practice – Grading grid – 22_V1

| Assessment criteria | Fail (1) | Low pass (2) | Pass (3) | High pass (4) |
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| Task 1 – Your first task is to write a report which provides the audience with an understanding of what evidence-based practice is and the strategies that can be taken for effective critical thinking and decision-making. Word count – 2900. | | | | |
| Task 1 AC 1.1 Evaluate the concept of evidence-based practice, including how it can be applied to decision-making in people practice. | Insufficient evaluation of the concept of evidence-based practice. Insufficient examples of how the concept of evidence-based practice can be applied to decision-making in people practice. No clear identification of people practices. Examples provided do not support the answers | Acceptable evaluation of the concept of evidence-based practice. Acceptable examples of how two evidence-based approaches (critical thinking, group decision making, rationale model) can be applied including the strengths, drawbacks and how they support sound decision making. Acceptable discussion on the two chosen approaches, applying them to three people practice or organisational issues (out of date L&D practices, high absence levels, staff skills shortages). Acceptable use of examples to support the answer. Presentation and layout are to an acceptable standard in line with the assessment brief, with some improvement required. | Good evaluation of the concept of evidence-based practice. Good examples of how two evidence-based approaches (critical thinking, group decision making, rationale model) can be applied, including the strengths, drawbacks and how they support sound decision making. Good discussion on the two chosen approaches, applying them to at least three people practice or organisation issues of evidence-based approaches (such as high absence levels, out of date L&D practices, staff skills shortages). Report is of a good standard and includes all the relevant sections required in a business report. Presentation and layout are of a good standard in line with the assessment brief. | Confident evaluation of evidence-based practice and approaches. Well-chosen examples (critical thinking, group decision making, rationale model) and references applied, including the strengths, drawbacks and how they support sound decision making to a well-structured discussion. Confident discussion on the two chosen approaches, applying them to least three people practices or organisation issues applied to key factors of evidence-based approaches. Report is of a high standard and includes all the relevant sections required in a business report. |
| Task 1 AC1.2 Evaluate a range of analysis tools and methods, including how they can be applied to diagnose organisational issues, challenges, and opportunities. | Insufficient use of an analysis tool to diagnose organisational issues, current and future issues, challenges, and opportunities. Insufficient use of a method applied to diagnose current and future issues, challenges, and opportunities. Presentation of content is not in line with the assessment brief | Acceptable evaluation of one analysis tool (Fishbone, Balanced scorecard, PESTLE, SWOT, or Porter's Five Forces) to diagnose operational issues, current and/or future issues (legislation), challenges (new competitors) and opportunities (growth). Acceptable evaluation of one method (interviews, surveys, focus | Good evaluation of one appropriate analysis tool (Fishbone, Balanced scorecard, PESTLE, SWOT, or Porter's Five Forces) to diagnose operational issues, current and/or future issues (legislation), challenges (new competitors) and opportunities (growth). | Confident evaluation of one analysis tool (Fishbone, Balanced scorecard, PESTLE, SWOT, or Porter's Five Forces) and an evaluation of one appropriate method applied to diagnose organisational issues, current and/or future issues (legislation), challenges (new competitors) and opportunities (growth). Well-chosen examples and references are applied. |

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| | | <p>groups and observations) applied to diagnose current and future issues, challenges, and opportunities.</p> <p>Presentation and layout are of an acceptable standard, in line with the assessment brief, with some improvement required.</p> | <p>Good evaluation of one appropriate method (interviews, surveys, focus groups and observations) applied to diagnose current and future issues, challenges, and opportunities.</p> <p>Presentation and layout are of a good standard, in line with the assessment brief.</p> | <p>Presentation and layout are of a high professional standard, in line with the assessment brief.</p> |
| <p>Task 1</p> <p>AC 1.3</p> <p>Explain the principles of critical thinking, including how you apply these to your own and others' ideas.</p> | <p>Insufficient explanation of critical thinking or an inconclusive definition and description.</p> <p>Insufficient explanation of the principles that should be applied to their work and the work of others.</p> <p>Presentation of content is insufficient and not in line with the assessment brief.</p> | <p>Acceptable explanation of critical thinking with a definition and description including (objective rationale thinking, checking source validity, considering unconscious bias, not jumping to conclusions).</p> <p>Acceptable explanation of the principles that should be applied to your work (for example, presenting and checking facts and data, remaining objective in your approach and presentation, and providing evidence not emotion).</p> <p>Acceptable explanation of the principles that should be applied to the work of others (for example, being aware of an author's credibility, research methods and source, checking their claims and presenting fact not opinion).</p> <p>Presentation and layout are of an acceptable standard, in line with the assessment brief, with some improvement required.</p> | <p>Good explanation of critical thinking, with a definition and description demonstrating either further research or examples</p> <p>Good explanation of the principles that should be applied to your work (for example, presenting and checking facts and data, remaining objective in your approach and presentation, and providing evidence not emotion).</p> <p>Good explanation of the principles that should be applied to the work of others (for example, being aware of an author's credibility, research methods and source, checking their claims and presenting fact not opinion).</p> <p>Presentation and layout are of a good standard, in line with the assessment brief.</p> | <p>Confident explanation of critical thinking with a definition and description demonstrating further research and examples.</p> <p>Confident explanation of the principles that should be applied to your work (for example, presenting and checking facts and data, remaining objective in your approach and presentation, and providing evidence not emotion).</p> <p>Confident explanation of the principles that should be applied to the work of others (for example, being aware of an author's credibility, research methods and source, checking their claims and presenting fact, not opinion) demonstrating evidence of further reading and confident examples.</p> <p>Presentation and layout are of a high professional standard, in line with the assessment brief.</p> |
| <p>Task 1</p> <p>AC 1.4</p> <p>Explain a range of decision-making processes.</p> | <p>Insufficient explanation of three decision making tools/approaches and how they can help one people practice issue.</p> | <p>Acceptable explanation of three decision making tools/approaches (best fit, future pacing, problem-outcome frame, action learning approaches, De Bono six hats) and how they can</p> | <p>Good explanation of three decision making tools/approaches (best fit, future pacing, problem-outcome frame, action learning approaches, De Bono six hats) and how they can</p> | <p>Confident explanation of three decision making tools/approaches (best fit, future pacing, problem-outcome frame, action learning approaches, De Bono six hats) and how they can help one people practice issue (high staff turnover or skills gaps)</p> |

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| | Presentation of content is insufficient and not in line with the assessment brief | help one people practice issue (high staff turnover or skills gap). Presentation and layout are of an acceptable standard, in line with the assessment brief, with some improvement required | help one people practice issue (high staff turnover or skills gap). Presentation and layout are of a good standard, in line with the assessment brief. | demonstrating evidence of further research and confident examples. Presentation and layout are of a high professional standard, in line with the assessment brief. |
| Task 1 AC 1.5 Assess how different ethical perspectives can influence decision-making. | Insufficient assessment of two ethical theories and how they can influence decision making. Presentation of content is insufficient and not in line with the assessment brief. | Acceptable assessment of two ethical theories (utilitarianism, deontology/ Kantianism, communitarianism, or altruism) and how they can influence decision making (for example: utilitarianism, deontology, the impact of religious and personal beliefs on workplace decision-making). Presentation and layout are of an acceptable standard, in line with the assessment brief, with some improvement required. | Good assessment of two ethical theories (utilitarianism, deontology/ Kantianism, communitarianism, or altruism) and how they can influence decision making, (for example: utilitarianism, deontology, the impact of religious and personal beliefs on workplace decision-making). Presentation and layout are of a good standard, in line with the assessment brief. | Confident assessment of two ethical theories (utilitarianism, deontology/ Kantianism, communitarianism, or altruism) and how they can influence decision making, (for example utilitarianism, deontology, the impact of religious and personal beliefs on workplace decision-making) demonstrating evidence of further research and confident examples. Presentation and layout are of a high professional standard, in line with the assessment brief. |
| Task 1 AC 3.1 Appraise different ways organisations measure financial and non-financial performance. | Insufficient appraisal of one financial and one non-financial measure, including an opinion of what they can and cannot be used to measure. Presentation of content is insufficient and not in line with the assessment brief. | Acceptable appraisal of one financial (revenue, gross and net profit, cash flow, return on investment) and one non-financial measure, (service level agreements, stakeholder benefits and feedback, customer satisfaction, legal compliance) including an appraisal of what they can and cannot be used to measure. Presentation and layout are of an acceptable standard, in line with the assessment brief, with some improvement required. | Good appraisal of one financial (revenue, gross and net profit, cash flow, return on investment) and one non-financial measure, (service level agreements, stakeholder benefits and feedback, customer satisfaction, legal compliance) including an appraisal of what they can and cannot be used to measure. Presentation and layout are of a good standard, in line with the assessment brief. | Confident appraisal of one financial (revenue, gross and net profit, cash flow, return on investment) and one non-financial measure, (service level agreements, stakeholder benefits and feedback, customer satisfaction, legal compliance) including an appraisal of what they can and cannot be used to measure, demonstrating evidence of further research and confident examples. Presentation and layout are of a high professional standard, in line with the assessment brief. |
| Task 1 AC 3.2 Explain how to measure the impact and value of people practice using a variety of methods. | Insufficient concepts and definitions of impact (short and long term) and value. Insufficient examples of two ways that people practices can add value. | Acceptable concepts and definitions of impact and value. Acceptable examples of two ways that people practices can add value. | Good concepts and definitions of impact and value. Good examples of two ways that people practices can add value. Good examples of two methods (cost-benefit analysis, evaluation, | Confident concepts and definitions of impact and value. Confident examples of two ways that people practices can add value, demonstrating evidence of further research and examples. |

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| | <p>Insufficient examples of two methods that might be used to measure the impact of a range of people practices.</p> <p>Presentation of content is insufficient and not in line with the assessment brief.</p> | <p>Acceptable examples of two methods (cost-benefit analysis, evaluation, validation, ROI) that might be used to measure the impact (short and long term) of a range of people practices.</p> <p>Presentation and layout are of an acceptable standard, in line with the assessment brief, with some improvement required.</p> | <p>validation, ROI) that might be used to measure the impact (short and long term) of a range of people practices.</p> <p>Presentation and layout are of a good standard, in line with the assessment brief.</p> | <p>Confident examples of two methods (cost-benefit analysis, evaluation, validation, ROI) that might be used to measure the impact of a range of people practices, demonstrating evidence of further research and examples.</p> <p>Presentation and layout are of a high professional standard, in line with the assessment brief.</p> |
| <p>Task 2 – Your second task is to write a quantitative and qualitative analysis review. Word count - 1000 words (not including diagrams)</p> <p>By way of exemplifying the importance of decision-making strategies and how these can be used by people practitioners to solve people practice issues, your manager wants you to illustrate to the audience how the people professional department interprets different types of data to inform sound decision making. Completion of these two activities Table 1 and Table 2 will address the following:</p> | | | | |
| <p>Task 2</p> <p>AC2.1:</p> <p>With reference to a people practice issue, interpret analytical data using appropriate analysis tools and methods.</p> <p>(Students must use the information provided in the Assignment Brief (see Table 1 and Table 2 information in Assignment brief - Excel spreadsheet attached))</p> | <p>Insufficient use of analytical tools (for example, functions in Excel; percentages; translating data sets) to review absence data (Table 1) and provide findings (all five must be covered):</p> <ul style="list-style-type: none"> a) Trends across departments b) Absence by types c) Absence by gender d) Total days lost through absence e) Annual costs through absence based on a 37-hour week <p>Insufficient use of analytical tools to review employee feedback scores to Manager (Table 2)</p> <p>Insufficient demonstration of calculations / methods of analysis.</p> <p>Presentation and layout of content are insufficient and not in line with the assessment brief.</p> | <p>Acceptable use of analytical tools (for example, functions in Excel; percentages; translating data sets) to review absence data (Table 1) and provide findings (all five must be covered):</p> <ul style="list-style-type: none"> a) Trends across departments b) Absence by types c) Absence by gender d) Total days lost through absence e) Annual costs through absence based on a 37-hour week <p>Acceptable use of analytical tools to review employee feedback scores to Manager (Table 2)</p> <p>Acceptable interpretation and demonstration of calculations / methods of analysis</p> <p>Presentation and layout of content are of an acceptable standard, in line with the assessment brief, with some improvement required</p> | <p>Good use of analytical tools (for example, functions in Excel; percentages; translating data sets) to review absence data (Table 1) and provide findings (all five must be covered):</p> <ul style="list-style-type: none"> a) Trends across departments b) Absence by types c) Absence by gender d) Total days lost through absence e) Annual costs through absence based on a 37-hour week <p>Good use of analytical tools to review employee feedback scores to Manager (Table 2)</p> <p>Good interpretation and demonstration of calculations / methods of analysis</p> <p>Presentation and layout of content are of a good standard in line with the assessment brief</p> | <p>Confident use of analytical tools (for example, functions in excel; percentages; translating data sets) to review absence data (Table 1) and provide findings of (all five must be covered):</p> <ul style="list-style-type: none"> a) Trends across departments b) Absence by type c) Absence by gender d) Total days lost through absence e) Annual costs through absence based on a 37-hour week <p>Confident use of analytical tools to review employee feedback scores to Manager (Table 2)</p> <p>Confident interpretation and demonstration of calculations and analysis methods, demonstrating evidence for further research and examples</p> <p>Presentation and layout are of a high professional standard, in line with the assessment brief.</p> |

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| Task 2 AC2.2: Present the findings for stakeholders from people practice activities and initiatives | Insufficient presentation of all findings for stakeholders (Table 1 and Table 2) to identify key insights (patterns and trends) in people practice issues, using little or no diagrammatic formats (e.g., pie charts; line graph, bar chart) with little or no written explanation. Presentation and layout of content are insufficient and not in line with the assessment brief. | Acceptable presentation of all findings (Table 1 and Table 2) to identify key insights (patterns and trends) in people practice issues, using acceptable diagrammatic formats (e.g., pie charts; line graph, bar chart) with some written explanation. Presentation and layout are of an acceptable standard, in line with the assessment brief, with some improvement required. | Good presentation of the relevant data provided (Table 1 and Table 2) to identify key insights (patterns and trends) in people practice issues, using a range of diagrammatic formats (e.g., pie charts; line graph, bar chart) with good written explanation. Presentation and layout are of a good standard, in line with the assessment brief. | Confident presentation of the relevant data provided (Table 1 and Table 2) to identify key insights (patterns and trends) in people practice issues., using a range of diagrammatic formats (e.g., pie charts; line graph, bar chart) demonstrating evidence of further research and examples in a competent and detailed written explanation Presentation and layout are of a high professional standard, in line with the assessment brief. |
| Task 2 AC2.3: Make justified recommendations based on evaluation of the benefits, risks and financial implications of potential solutions | Insufficient evaluation of the data with Insufficient justification of two recommendations considering the rationale, benefits, risks, and financial implications of the recommendations. Presentation and layout of content are insufficient and not in line with the assessment brief. | Acceptable evaluation of the data with justification of two acceptable recommendations considering the rationale, benefits (e.g., achievement of objectives; enhanced work productivity), risks (e.g., legal) and financial implications (e.g., indirect costs) of the recommendations. Presentation and layout are of an acceptable standard, in line with the assessment brief, with some improvement required. | Good evaluation of the data with justification of two good recommendations considering the rationale, benefits (e.g., achievement of objectives; enhanced work productivity), risks (e.g., legal) and financial implications (e.g., indirect costs) of the recommendations. Presentation and layout are of a good standard, in line with the assessment brief | Confident evaluation of the data with justification of two confident recommendations considering the rationale, benefits (e.g., achievement of objectives; enhanced work productivity), risks (e.g., legal) and financial implications (e.g., indirect costs) of the recommendations, while demonstrating further research and examples. Presentation and layout are of a high professional standard, in line with the assessment brief |

Further information

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

As learners will be using the same set of data this will attract a higher similarity score than usual in Turnitin – please ensure you check the TII report prior to reverting the script to be skipped for this reason