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| 5CO02 Evidence-based practice |
| *Learner Assessment Brief*  **Assessment ID / CIPD\_5CO02\_23\_01** |

Text

Description automatically generated

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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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| **Please write clearly in block capitals.** **(You MUST complete all highlighted fields)** | | | | | | | | | | |
| **Centre number:** | 8 | | 7 | | | 5 | | |  | |
| **Centre name:** | Oakwood International | | | | | | | | | |
| **Learner number (1st 7 digits of CIPD Membership number):** |  |  | |  |  | |  |  | |  |
| **Learner surname:** |  | | | | | | | | | |
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| **Unit code:** | 5CO02 | | | | | | | | | |
| **Unit title:** | Evidenced-based practice | | | | | | | | | |
| **Assessment ID:** | CIPD\_5CO02\_23\_01 | | | | | | | | | |
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| **Assessment submission date:** |  | | | | | | | | | |
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**5CO02**

**Evidence-based practice**

This unit assignment addresses the significance of capturing robust quantitative and qualitative evidence to inform meaningful insight to influence critical thinking. It focuses on analysing evidence through an ethical lens to improve decision-making and how measuring the impact of people practice is essential in creating value.

### CIPD’s insight

**Technology and data use in HR functions (March 2023).**

Is there an ideal ratio when it comes to the size of HR teams in organisations? There are plenty of variables to consider. These include HR’s role in the business, the extent to which ‘HR responsibilities’ are delegated elsewhere, the capability and capacity of those with said responsibilities, and of course, how technology and data are used to support HR functions.

In this article, we outline the findings from our [survey](https://www.cipd.co.uk/knowledge/work/technology/workplace-people-management/hr-software-investment/) of 1,174 UK-based HR bosses to shed light on HR’s operating model from a technology and data perspective. Respondents were from organisations with 50 or more employees worldwide – the size we’d expect technology like HR information systems (HRIS) to become crucial for keeping track of employee records.

[**https://www.cipd.co.uk/knowledge/work/technology/workplace-people-management/technology-data-hr-functions**](https://www.cipd.co.uk/knowledge/work/technology/workplace-people-management/technology-data-hr-functions)

**Evidence-based practice** **for effective decision-making (April 2022)**

Evidence-based practice is about making better decisions, informing action that has the desired impact. An evidence-based approach to decision-making is based on a combination of using critical thinking and the best available evidence. It makes decision makers less reliant on anecdotes, received wisdom and personal experience – sources that are not trustworthy on their own. It’s important that people professionals to adopt this approach because of the huge impact management decisions have on the working lives and wellbeing of people in all sorts of organisations worldwide. This factsheet outlines the four sources of evidence considered key to effective evidence-based practice, before highlighting the importance of combining these to ensuring actions have the greatest chance of success. It outlines and refutes a number of misconceptions about evidence-based practice, before looking at literature which demonstrates the effectiveness of evidence-based practice. Finally, the factsheet explains the practical implications of applying evidence-based practice to real-life organisational scenarios.

[**https://www.cipd.co.uk/knowledge/strategy/analytics/evidence-based-practice-factsheet**](https://www.cipd.co.uk/knowledge/strategy/analytics/evidence-based-practice-factsheet)

**People analytics (May 2021)**

People analytics is about analysing data about people to solve business problems. You can find people data from HR systems, from other departments like IT, and from external sources such as salary surveys. You can use insights from people data to drive organisational change.

In this factsheet, we explain what people analytics is, why it’s important and how it’s used. We introduce key terms such as correlation, causation, predictive and prescriptive. We also discuss who is responsible for people analytics as well as the strategy and process for doing people analytics.

[**https://www.cipd.co.uk/knowledge/strategy/analytics/factsheet**](https://www.cipd.co.uk/knowledge/strategy/analytics/factsheet)

**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.



# Scenario

Your manager has just returned from the monthly Senior Management meeting where all departmental heads have been asked to present a report that showcases how they contribute to business performance. As someone who has experience in evidence-based practice and data analytics, she has asked if you would produce a report for Senior Management that explains what evidence-based practice is and its relevance to people professionals. She would also like you to include practical examples of the types of data analysis that people practitioners use to gain insight into people practices.

In readiness for this you are required to complete a report comprising two sections.

# Section One –Report

For section one, you are to produce a report that provides the Senior Management team with knowledge and understanding of what evidence-based practice is and the approaches that can be taken for effective critical thinking and decision-making that ensures integrity and value is upheld.

You must ensure that you:

* Evaluate the concept of evidence-based practice and assess how approaches to evidence-based practice can be used to provide insight that supports sound decision-making across a range of people practices and organisational issues. (AC 1.1)
* Evaluate **one** appropriate analysis tool and **one** appropriate analysis method that might be applied by organisations to recognise and diagnose issues, challenges, and opportunities. (AC 1.2)
* Explain the main principles of critical thinking and describe how these might apply to your own and others’ ideas to assist objective and rational debate. (AC 1.3)
* Explain **three** decision-making processes that can be applied to ensure that effective outcomes are achieved. (AC 1.4)
* Assess **three** different ethical perspectives and explain how understanding of these can be used to inform and influence moral decision-making. (AC 1.5)
* Appraise **two** different ways organisations measure financial and non-financial performance, providing one example of each. (AC 3.1)
* Explain how people practices add value in an organisation and identify **two** methods that might be used to measure the impact of people practices. (AC 3.2)

You should relate to academic concepts, theories and professional practice throughout your report to ensure that your work is critical and informed by using key academic texts, articles and relevant publications. All cited references used should be correctly acknowledged and presented in full in a bibliography at the end of your report.

Your evidence must consist of:

* Written responses to each of the 7 instructions above.
* Approximately 2900 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.

*Section One – Report Questions*

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| Evaluate the concept of evidence-based practice including how it can be applied to decision-making in people practice. (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 450 words** |
| Evidence based practice (EBP) is utilizing the best available evidence from several resources for making decisions to increase the probability of positive outcomes. The evidence could be information or facts that support or contradict an assumption, a claim, or a hypothesis (CIPD, 2022). An effort must be exerted for collecting and evaluating evidence to make better informed decisions. The evidence’s validity and reliability must be scrutinized before it is taken to be backup decisions made (Briner, 2019).  EBP, however, is not without its own limitations. It involves evaluating and scrutinizing the best available evidence which is a skill that could not exist when decision is made. Decision maker might fall in the trap of cognitive bias like confirmation bias and cherry pick the evidence that confirms their perspectives. Additionally, available evidence is becoming invalid very soon in a VUCA world. Evidence that was valid few years ago might not be valid nowadays (cebma.org, n.d.).  **High Absence Levels:**  High absence level is a typical people practice issue that needs to be carefully evaluated using evidence-based principles. Absence data alone is not alone to make an intervention with the issue; the root cause of the issue is also a key to solve the problem. Therefore, alongside the absence data, decision maker should make a thorough qualitative and quantitative analysis of the absence data. In other words, decision maker needs to know what the real cause for the absence is. Analyzing absence data, serval measures could be used to measure the depth of the problem. For example, Bradford factor could be measured in the organization and then measured against certain benchmark, industry accepted figures or certain organization in the same industry, for example.  Using that analysis, an informed decision could be taken to solve the issue. Another round should be taken to measure the decision effectiveness.  **Updating Outdated L&D Practices:**  L&D practices play a significant role in driving the individual and organizational performance. When individuals’ and/or organizational performance are not up to the standard, it needs intervention. A tool like balanced scorecard (Kaplan and Norton, 1992) could utilized to measure the organizational performance, and the individuals’ performance KPIs could be used to measure individual performance. That kind of evidence provides valuable information about performance health in the organization which depends on L&D practices that should be revisited and updated.  A decision is made to update the L&D practices based on above evidence and the cycle repeats to measure the decision viability.  **Amendments of Policies and Procedures:**  Organizational policies and procedures are the solid ground that the organization stands on. Regular reviewing of policies and procedures is vital for organizational success including employee and customer satisfaction, and statutory compliance. Making a decision to amend them require robust evidence like stakeholders’ feedback that indicate if there is a need to change organizational policies and procedures. Statutory compliance is a must in any organization. Revieing relevant laws and comparing them to the current policies is a must for every organization. |
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| Evaluate a range of analysis tools **(One)** and methods **(One)** including how they can be applied to diagnose organisational issues, challenges, and opportunities. (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 400 words** |
| **PESTLE Analysis:**  PESTLE analysis is an activity that is used for fact-finding the external factors that could have an impact on the organization’s decision to enable it seize opportunities and avoid threats (CIPD. 2021). PESTLE analysis scans external environmental factors to the organization (Political, Economic, Sociological, Technological, Legal, Environmental). It helps the organization to diagnose external issues and challenges and expect potential opportunities.  Organization can diagnose the legal factor, for instance. If the government enforces a new law that can benefit or spoil the organization, it can utilize PESTEL analysis to scan the potential impacts on the organization whether positive of negative to maximize opportunities and minimize threats. If there is a new tax, for instance, organization could amend its strategies to cut costs to overcome the tax challenge.  PESTEL analysis also gives indication about the economic status in the market which gives a signal to the organization to expand in the market if the economic status in the market is flourishing. It could seize that opportunity that PESTLE covered.  Despite the usefulness PESTLE offers from external perspectives, it does not give any indication about the internal circumstances of the organization. It is, therefore, used for gathering data and insights about external environment of the organization. It does not help with organization’s issues, challenges, and opportunities.  I**nterviews**  An interview is an official meeting in which one or more people communicate (dictionary.com, n.d.) It involves open discussion between people to exchange information and gather insights and data.  As far as organizational issues and challenges are concerned, interviews are an effective tool that help management have insights about peoples’ perspectives and opinions about current and potential future organizational issues. For example, interviews with employees could benefit the company when its sales figures are down. Employees viewpoints about innovative marketing plans would be helpful.  Interviews could also be used to collect information and insights about challenges and opportunities. The interviewees who share their ideas and perspectives should include a wide range of stakeholders: internal, external, primary, and secondary stakeholders. For instance, when an organization decides to open a new market, interviews are an outstanding brainstorm activity to come up with different opportunities and challenges to make informed decisions.  Nevertheless, information collected during interviews are subjective and prone to bias. After all, interviews are a tool to collect personal perspectives. Additionally, interviewees may be reluctant to share their views for serval reasons, group thinking, for example.  It is important to exercise caution when using interviews to identify organizational issues, challenges, and opportunities, and to validate individual viewpoints with reliable and robust evidence. |

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| Explain the principles of critical thinking including how you apply these to your own and others’ ideas. (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 450 words** |
| Critical thinking definition and principles:  Critical thinking is a fundamental skill that should be acquired nowadays in the flow of information that must be thoroughly investigated. It is defined as the skilful and meticulous evaluating any piece of information one receives or gathers (criticalthinking.org, n.d.). One must one take any piece of information for granted; both the source of information and the receiver of the information must be critically assessed.  The source must be carefully considered; author of that piece of information might have certain interest in providing this piece of information. Therefore, using critical thinking reveals why this source provides this piece of information. Moreover, information receiver must carefully consider their own biases and preferences. They might accept a piece of information because it matches their personal preferences (confirmation bias).  For example, candidates claim they have required skills and qualifications for the job; they have an interest of getting the job. However, interviewers must validate these claims through interviews and reference checks.  Critical Thinking for people professionals:  Critical thinking is a fundamental skill for people professionals that helps them critically reflect on ideas, opinions and arguments. In addition, it is a key skill that helps people professionals construct ideas and arguments themselves based on a robust evidence and rational that enables them make a business case (CIPD, 2019). Moreover, in an era bombarded with data, critically assessing the right data from problem solving and decision making is also vital for people professional. CIPD profession map puts evidence-based practice at the heart of the profession which is not possible without critical thinking principles.  Critical Thinking and individual Ideas:  Critical thinking helps individuals to construct ideas and arguments in a meeting building a sound business case. Meeting attendees strayed away from the conversation about unrelated topics to the business case. Without critical thinking skill, individual would not notice that the conversation is going away from the business case in hand. However, critical thinking skills gives the ability to the individual notice and redirects the conversation before it is too late.  Critical Thinking and others’ ideas:  Critical thinking also helps individuals evaluate others suggestions and ideas. For example, a colleague of the team suggested to implement attendance policy that she used to work with in her previous organization. She was a skilled person and had a solid rational to use the policy. Without critical thinking and analysing the evidence, the policy would have been implemented without robust investigation. That policy would have been irrelevant to the organization’s culture and would have created employee dissatisfaction.  Critical Thinking and rational and objective debate:  Being rational and leading objective debate is a key part of critical thinking (cambridgeassessment, n.d.). It enables individuals to debate based on thorough analysis to the argument form several facets. |

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| Explain a range **(three)** of decision-making processes. (AC 1.4)  **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. Word count: Approximately 400 words** |
| **Kepner Tregoe process**  The Kepner Tregoe process is a method for making decisions and solving problems that is founded on a rational model of thinking, which involves adopting a systematic thought process to tackle a problem and come up with a solution. The process is composed of four stages: Firstly, the problem is scrutinized and comprehended. Secondly, the root cause of the problem is identified, and what is not the cause as well. Thirdly, a decision is made and evaluated. Finally, any potential problems that may arise from that decision are evaluated and backup plans are created (Mulder, 2012).  Applying this method to employee turnover, for example, requires clear understanding of the issue using relevant evidence and comparing it against a benchmark. Then, causes are gathered and analysed to check what is the root cause and what is not. Next, any potential issues that could arise from the decision must be studied and planned for to be mitigated.  **Future pacing**  Future pacing is a method that allows individuals to imagine the potential outcomes of a problem if it remains unresolved (negative consequences), as well as the potential outcomes if a particular decision is made to address the problem (positive consequences) (Edwards, 2020).  In the case of employee turnover, for example,this technique can be used to help decision makers to address this issue. Management could use data as evidence to anticipate the future of the organization if the turnover problem remains as it is. Additionally, decision-makers can predict the potential outcomes of various proposed solutions and select the most effective one based on their future vision of the outcome.  PDCA continuous feedback loop  The PDCA continuous feedback loop is a multistep decision-making technique. First, data is gathered to identify the problem and determine a solution (Plan). Next, the proposed solution is tested on a small scale (Do). The effectiveness of the solution is then evaluated, and feedback is collected (Check). Finally, if the solution is considered successful, it is implemented (Act) (CIToolkit, 2020).  Applying this model on employee turnover, for example, this approach can be utilized to carefully plan and implement a solution. For example, a retention policy may be developed and put into action (Do) to assess its effectiveness. The next step involves evaluating the policy's impact through employee satisfaction surveys, comparing the results to previous data (Check). If the policy is deemed successful based on employee satisfaction, it is implemented on a larger scale (Act). However, if the policy is not successful, the process is repeated from the first step (Plan) and continued until a viable solution is found. |

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| Assess how different ethical perspectives can influence decision-making. (AC 1.5)  **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** |
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| Appraise **(two)** different ways organisations measure financial and non-financial performance. (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 400 words** |
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| Explain how to measure the impact and value of people practice using a variety of **(two)** methods. (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 400 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.** |
| CIPD. (2020) Evidence-based practice for effective decision-making [online]. Factsheet. London: CIPD. Available from: <https://www.cipd.co.uk/knowledge/strategy/analytics/evidence-based-practice-factsheet> [Accessed 30 July 2023].  Briner, R. (2019) The Basics of Evidence-Based Practice. People + Strategy. 42 (1), 16-21. Available from: <https://cebma.org/wp-content/uploads/Briner-The-Basics-of-Evidence-Based-Practice.pdf> [Accessed 30 July 2023].  CEBMA (n.d.) Centre of Evidence Based Management. *What are the limitations of evidence-based practice?* Available at <https://cebma.org/faq/limitations-evidence-based-practice/> [Accessed 30 July 2023].  Kaplan R., and Norton D., (1992) *The Balanced Scorecard—Measures that Drive Performance* Available at <https://hbr.org/1992/01/the-balanced-scorecard-measures-that-drive-performance-2> [Accessed 30 July 2023].  CIPD (2021) PESTLE *Analysis* Available at <https://www.cipd.org/globalassets/media/knowledge/knowledge-hub/factsheets/pestle-analysis-factsheet_20221230T092611.pdf> [Accessed 30 July 2023].  Dictionary.com (n.d.) *Interview.* Available at <https://www.dictionary.com/browse/interview> [Accessed 30 July 2023].  Mulder, P. (2012). *Kepner Tregoe Method of Problem Solving explained*. Available at: <https://www.toolshero.com/problem-solving/kepner-tregoe-method/> [Accessed 30 July 2023].  Edwards J., (2020) *Future Pacing and Why You Want to Use It* Available at <https://medium.com/sales-copywriting-content-marketing-with-jim/future-pacing-and-why-you-want-to-use-it-a5fc1078513> [Accessed 30 July 2023].  Continuous Improvement Toolkit (CIToolkit). (2020) *PDCA Cycle*. Available at: <https://citoolkit.com/articles/pdca-cycle/> [Accessed 30 July 2023].  Criticalthinking.org (n.d.) *Defining Critical Thinking* Available at <https://www.criticalthinking.org/pages/defining-critical-thinking/766> [Accessed 31 July 2023].  CIPD (2019) *Critical Thinking* (Podcast) Available at <https://www.cipd.org/en/knowledge/podcasts/critical-thinking> [Accessed 31 July 2023].  Cambridge Assessment (n.d.) *Critical Thinking Deriving the definition* Available at <https://www.cambridgeassessment.org.uk/Images/109971-critical-thinking-factsheet-1.pdf> [Accessed 31 July 2023]. |

# Section Two – Quantitative and qualitative analysis review

For section two, you are to provide a quantitative and qualitative analysis review using the two sets of data provided.

Firstly, review the Equality, Diversity, Inclusion and Salary data that is presented in **Table** **1** and provide analysis of it to show the:

1. percentage of each gender by type.
2. ethnicity as a percentage per team.
3. disability percentage as an organisational whole and by teams.
4. salary difference across genders.
5. overall average salary paid by the organisation.

Present your findings using appropriate diagrammatical forms and make justifiable recommendations based on your evaluations.

**Table 1 – Equality, Diversity and Inclusion Salary Data** – (please click on the icon to open the table)

Table 1



Secondly, **Table 2** gives the rating feedback scores for a sample of 300 employees taken from a recent survey on hybrid working practices. Provide scrutiny of the applied scores, present written commentary on any themes or patterns that might be occurring, and present recommendations based on your findings.

**Table 2 – Feedback scores from a recent employee survey on hybrid working practices**

Table 2



Completion of the above two activities will address the following ACs:

* With reference to a people practice issue, interpret analytical data using appropriate analysis tools and methods. (AC 2.1)
* Present key findings for stakeholders from people practice activities and initiatives. (AC 2.2)
* Make justified recommendations based on evaluation of the benefits, risks and financial implications of potential solutions. (AC 2.3)

Your evidence must consist of:

* Written responses to each of the 3 instructions above.
* Approximately 1000 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.

*Section Two – Analysis Questions*

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| With reference to a people practice issue, interpret analytical data using appropriate analysis tools and methods. (AC 2.1)  **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**  **You must show your calculations in this section** |
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| Present key findings for stakeholders from people practice activities and initiatives. (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 200 words**  **You must insert your graphs in this section** |
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| Make justified recommendations based on evaluation of the benefits, risks and financial implications of potential solutions. (AC 2.3)  **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 400 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.** |
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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.

| **Section 1 – Report**  **Assessment criteria** | | **Evidenced Y/N** | **Evidence reference** |
| --- | --- | --- | --- |
| 1.1 | Evaluate the concept of evidence-based practice including how it can be applied to decision-making in people practice. |  |  |
| 1.2 | Evaluate a range of analysis tools and methods including how they can be applied to diagnose organisational issues, challenges and opportunities. |  |  |
| 1.3 | Explain the principles of critical thinking including how you apply these to your own and others’ ideas. |  |  |
| 1.4 | Explain a range of decision-making processes. |  |  |
| 1.5 | Assess how different ethical perspectives can influence decision-making. |  |  |
| 3.1 | Appraise different ways organisations measure financial and non-financial performance. |  |  |
| 3.2 | Explain how to measure the impact and value of people practice using a variety of methods. |  |  |

| **Section 2 – Quantitative and qualitative analysis review**  **Assessment criteria** | | **Evidenced Y/N** | **Evidence reference** |
| --- | --- | --- | --- |
| 2.1 | With reference to a people practice issue, interpret analytical data using appropriate analysis tools and methods. |  |  |
| 2.2 | Present key findings for stakeholders from people practice activities and initiatives. |  |  |
| 2.3 | Make justified recommendations based on evaluation of the benefits, risks and financial implications of potential solutions. |  |  |

Declaration of Authentication

## Declaration by learner

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

**5CO02   
Evidence-based practice**

# 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 19** | **Fail** |
| **20 to 25** | **Low Pass** |
| **26 to 32** | **Pass** |
| **33 to 40** | **High Pass** |

# Marking Descriptors

| **Mark** | **Range** | **Descriptor** |
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| **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. |