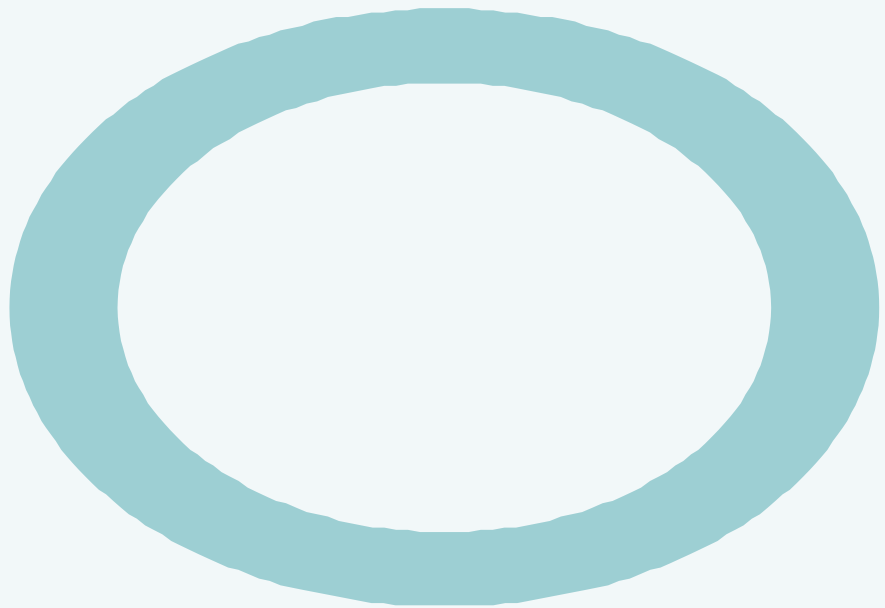


5CO02

Evidence-based practice

Learner Assessment Brief

Assessment ID / CIPD_5CO02_21_02



Level 5 Associate Diploma in

- People Management
- Organisational Learning and Development

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

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 is important for People Practitioners to adopt this approach because of the huge impact management decisions have on the working lives of people in all sorts of organisations worldwide. Managers have an obligation to find the best evidence when making important decisions to strengthen the well-being of their workers as well as ensuring their organisation's success.



Case study

The company director has requested that your HR department provides a report to senior management at their forthcoming annual meeting to show how evidence-based practice approaches can be used to inform sound decision-making on people practices and business-related matters. Your departmental manager has asked you to provide this report.

In addition, for the second part of the report, you have been asked to provide them with examples that demonstrate how people practitioners gain understanding and insight through interpretation of data.

Preparation for the Tasks:

- You are encouraged to start with the reading, listening and watching required for this unit before moving on to plan your content with your tutor and agree staged deadlines so that they can help you manage 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 the sole instigator for this task and your recommendations are being presented to key stakeholders and final decision-makers
- Make sure that all work generated for this assignment remains your own.
- If you work with others on a Task, you must clearly detail your personal contribution so that you can be fairly assessed for your part.

You will also benefit from:

- Acting on formative feedback from your Assessor.
- Reflecting on your own experiences of learning opportunities and training and development processes.
- Reviewing examples of business proposals, the principles of their format and content.
- Reading the CIPD Fact Sheets and related on-line material on these topics.



Report: Part one

You are required to prepare a report to senior managers at their forthcoming annual meeting. The report needs to:

- Provide evaluation of the concept of evidence-based practice and assess how evidence-based practice approaches can be used to provide insight to support sound decision-making and judgments for people practitioners across a range of people practices and organisational issues. (1.1)
- Provide evaluation of one appropriate analysis tool and one method that might be applied by organisations to recognise and diagnose current and future issues, challenges, and opportunities. (1.2)
- Explain the main principles of critical thinking and describe how these might apply to individual and work colleagues' ideas to assist objective and rational debate. (1.3)
- Assess a range of different ethical theories and perspectives and explain how understanding of these can be used to inform and influence moral decision-making. (1.4)
- Explain a range of approaches that could be taken by people practitioners to identify possible solutions to a specific issue relating to people practice. (2.3)
- Appraise one approach an organisation can take to measure financial and non-financial performance. (3.1)
- Explain how a variety of people practices add value in an organisation and identify a range of methods that might be used to measure the impact of a range of people practices (3.4)

Report Part two: Data analysis and review

Section two of the report needs to showcase to senior managers how people professionals use and analyse data on people practices.

1. Below is the data of labour turnover across three departments over a five-year period.

| Year | Administration Total in department = 32 | Drivers Total in department = 141 | Production Total in department = 385 |
|------|---|---|--|
| 2016 | 4 | 21 | 39 |
| 2017 | 2 | 18 | 54 |
| 2018 | 8 | 32 | 82 |
| 2019 | 12 | 16 | 80 |
| 2020 | 9 | 32 | 112 |

The costs for recruiting an employee up until 2018 was £2065 however this rose to £3012 from this date onwards.

- Present the costings for each year across each of the three departments.

- Represent the turnover per year as a percentage of the total number of employees in each department.
2. Presented below are two sets of data that has been collected from two departments during exit interviews. Table 1 shows the feedback that has been elicited from employees in production and table 2 is from payroll.
- Review and analyse the two data sets below.

Table 1.

| Production – the data represents the number of employees making the comment of their main reason for leaving (52 refused to comment). | | | |
|---|----|--|----|
| Left the job role because there was limited opportunity to enhance career. | 24 | Left because the work was boring or monotonous | 45 |
| Left the role because targets set by their line manager were unachievable. | 3 | Left because the working hours were unsocial | 38 |
| Left the job because their manager was aggressive and difficult to work with. | 52 | Left because of unforeseen life change | 4 |
| Left because there was limited opportunity to develop | 12 | Left through ill health | 14 |
| The role did not afford the opportunity to flexible working | 68 | Left because I wanted to retire early | 7 |
| Left because the working environment was not conducive to well-being | 15 | Left due to travel difficulties | 5 |
| Left to pursue another career | 82 | Left due to poor pay | 94 |
| Left because there was conflict amongst fellow employees | 34 | Left due to limited reward incentives | 87 |
| Left to go to further/higher education | 19 | Left due to emigrating to another country | 1 |
| Left because of leaving the area | 5 | Left due to care responsibilities | 18 |

Table 2.

| Payroll - the data represents the number of employees making the comment of their main reason for leaving (27 refused to comment). | | | |
|--|----|--|----|
| Left the job role because there was limited opportunity to enhance career. | 4 | Left because the work was boring or monotonous | 12 |
| Left the role because targets set by their line manager were unachievable. | 17 | Left because the working hours were unsocial | 2 |
| Left the job because their manager was aggressive and difficult to work with. | 7 | Left because of unforeseen life change | 4 |
| Left because there was limited opportunity to develop | 2 | Left through ill health | 1 |
| The role did not afford the opportunity to flexible working | 3 | Left because I wanted to retire early | 0 |
| Left because the working environment was not conducive to well-being | 1 | Left due to travel difficulties | 0 |
| Left to pursue another career | 3 | Left due to poor pay | 2 |
| Left because there was conflict amongst fellow employees | 4 | Left due to limited reward incentives | 5 |
| Left to go to further/higher education | 8 | Left due to emigrating to another country | 0 |
| Left because of leaving the area | 3 | Left due to care responsibilities | 8 |

- From the analysis present your findings using appropriate methods to highlight themes and trends that appear to be occurring. (2.1, 2.2, 3.2, 3.3)
- Make at least three recommendations to reduce employee turnover based on your analysis. Provide a rationale for your recommendations based on an evaluation of the benefits, risks and financial implications of potential solutions. (2.4)

It is essential that you relate to academic concepts, theories and professional practice for the tasks to ensure that your work is supported by analysis. Please ensure that any references and sources drawn upon are acknowledged correctly and supported by a bibliography.

Your evidence must consist of:

Report : (approximately 3900 words), refer to CIPD word count policy.

Assessment Criteria Evidence Checklist

Use this as a checklist to make sure that you have included the required evidence to meet the task. Please enter the evidence title and where it can be referred to. An example has been provided for you.

| A: 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. | | <i>Report</i> |
| 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 | Assess how different ethical perspectives can influence decision making. | | |
| 2.3 | Explain a range of decision-making processes to identify potential solutions to a specific people practice issue. | | |
| 3.1 | Appraise different ways organisations measure financial and non-financial performance. | | |
| 3.4 | Measure the impact and value of people practice using a variety of methods. | | |

| Task two: Data analysis and review | | Evidenced Y/N | Evidence reference |
|---|---|----------------------|---------------------------|
| Assessment criteria | | | |
| 2.1 | Interpret analytical data using appropriate analysis tools and methods. | | <i>Report</i> |
| 2.2 | Review relevant evidence to identify key insights into a people practice issue. | | |
| 2.4 | Provide a rationale for your decision based on evaluation of the benefits, risks and financial implications of potential solutions. | | |
| 3.2 | Scrutinise key systems and data used to inform people practice in relation to measures of work and people performance calculations. | | |
| 3.3 | Collate key findings for stakeholders from people practice activities and initiatives. | | |

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Assessment Criteria marking descriptors.

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

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

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

To pass the unit assessment learners must achieve a 2 (Low Pass) or above for each of the assessment criteria.

The overall result achieved will dictate the outcome the learner receives for the unit, provided **NONE** of the assessment criteria have been failed or referred.

Please note that learners will receive a **Pass or Fail** result from the CIPD at unit level. **Referral** grades can be used internally by the centre.

| Overall mark | Unit result |
|--------------|-------------|
| 0 to 23 | Fail |
| 24 to 30 | Low Pass |
| 31 to 39 | Pass |
| 40 to 48 | High Pass |

Marking Descriptors

| Mark | Range | Descriptor |
|------|-----------|--|
| 1 | Fail | <p>Insufficient demonstration of knowledge, understanding or skills (as appropriate) required to meet the AC.</p> <p>Insufficient examples included, where required, to support answers.</p> <p>Presentation and structure of assignment is not appropriate and does not meet the assessment brief.</p> |
| 2 | Low Pass | <p>Demonstrates an acceptable level of knowledge, understanding or skills (as appropriate) required to meet the AC.</p> <p>Sufficient and acceptable examples included, where required, to support answers.</p> <p>Required format adopted but some improvement required to the structure and presentation of the assignment.</p> <p>Answers are acceptable but could be clearer in responding to the task and presented in a more coherent way.</p> |
| 3 | Pass | <p>Demonstrates good knowledge, understanding or skills (as appropriate) required to meet the AC.</p> <p>Includes confident use of examples, where required, to support each answer.</p> <p>Presentation and structure of assignment is appropriate for the assessment brief.</p> <p>Answers are clear and well expressed.</p> |
| 4 | High Pass | <p>Demonstrates a wide range and confident level of knowledge, understanding or skill (as appropriate).</p> <p>Includes strong examples that illustrate the point being made, that link and support the answer well.</p> <p>Answers are applied to the case organisation or an alternative organisation.</p> <p>Answers are clear, concise and well argued, directly respond to what has been asked.</p> <p>The presentation of the assignment is well structured, coherent and focusses on the need of the questions.</p> <p>Includes clear evidence of the use of references to wider reading to help inform answer.</p> |

