

5C002

Evidence-based practice

Learner Assessment Brief

Assessment ID / CIPD_5C002_24_01



Level 5 Associate Diploma in

- People Management
- Organisational Learning and Development

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

Please write clearly in block capitals.							
Centre number:	6	6	9				
Centre name:	University of Wales Trinity Saint David						
Learner number (1st 7 digits of CIPD Membership number):	8	9	8	6	7	6	8
Learner surname:	Bonelle						
Learner other names:	Megan						
Unit code:	5C002						
Unit title:	Evidenced-based practice						
Assessment ID:	CIPD_5C002_24_01						
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Second resubmission date for centre marking - if applicable:							
Declared word count:	5350						

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Evidence-based practice



This unit assessment 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 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>

Evidence-based practice for effective decision-making (July 2023)

People professionals are faced with complex workplace decisions and need to understand 'what works' in order to influence organisational outcomes for the better.

Evidence-based practice helps them make better, more effective decisions by choosing reliable, trustworthy solutions and being less reliant on outdated received wisdom, fads or superficial quick fixes.

At the CIPD, we believe this is an important step for the people profession to take: our Profession Map describes a vision of a profession that is principles-led, evidence-based and outcomes-driven. Taking an evidence-based approach to decision-making can have a huge impact on the working lives of people in all sorts of organisations worldwide.

This factsheet outlines what evidence-based practice is and why it is so important, highlighting the four sources of evidence to draw on and combine to ensure the greatest chance of making effective decisions. It then looks to the steps we can take to move towards an evidence-based people profession.

Evidence-based practice for effective decision-making | Factsheets | CIPD

People analytics (February 2024)

People analytics is about analysing data about people to solve business problems. You can find people data from HR systems, IT systems and other departments' systems. You can also find people data from external sources such as salary surveys. Insights from people data can be used 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 discuss who's responsible for people analytics and outline the people analytics strategy and process. Explore our viewpoint on people analytics and recommendations for employers.

<https://www.cipd.org/uk/knowledge/factsheets/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 assessment, you are encouraged to plan your work with your assessor and where appropriate agree milestones so that they can help you monitor your progress.
- Refer to the indicative content in the unit to guide and support your evidence.
- Pay attention to how your evidence is presented.
- Ensure that the evidence generated for this assessment remains your own work.

You will also benefit from:

- Completing and acting on formative feedback from your assessor.
- Reflecting on your own experiences of learning opportunities and continuous professional development.
- Reading the CIPD Insight, Fact Sheets and related online material on these topics as well as key research authors on the subject.



Scenario

Your manager has asked you to complete a briefing paper for her to give to a visiting team of people practice graduates who are particularly interested in how evidenced-based practice is used in the context of people practices. The content needs to give them critical insight into what evidence-based practice is and how it is relevant to people professionals. She has also asked you to include practical examples of the types of data analysis that people professionals use.

Briefing paper - part one

For part one, you need to provide the graduates with knowledge and understanding of what evidence-based practice is and identify 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 including 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 including how these might apply to your own and others' ideas to assist objective and rational debate. (AC 1.3)
- explain **two** decision-making processes for achieving effective outcomes. (AC 1.4)
- assess how **two** different ethical perspectives 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 briefing paper to ensure that your work is critical and informed by using key academic texts, articles and relevant publications. All cited references used should be taken from credible sources and should be correctly acknowledged and presented in full in a bibliography at the end of your briefing paper.

Briefing paper - part two (quantitative and qualitative analysis review)

In part two of your briefing paper, using the information in Table 1 and Table 2 below, you should provide examples of the types of data analysis that people practitioners use. (AC 2.1, AC 2.2 and AC 2.3)

Table 1 - Performance data - (please double click on the icon to open the table)



Table one provides **performance review judgements** for employees from four departments completed across two quarters. Each individual employee's performance outcome is indicated by one of the four criteria-based judgements below:

- outstanding
- meets set individual Key Performance Indicators
- not quite there yet, and
- underperforming.

1. Present each department's performance review judgements as a percentage.
2. Those gaining 'outstanding' are entitled to a four percent bonus payment each quarter. Calculate the bonus due to each of these employees for each quarter and then provide an overall total cost of bonus payments for the organisation.

Present your findings from **Table 1** using a minimum of **three** appropriate diagrammatical forms and make justifiable recommendations based on your evaluations.

The survey data presented in **Table 2** has been collected from managers and employees on their views of the organisation's approach to monitoring performance. Review the data in **Table 2** and identify any patterns, themes or trends that might be occurring and present recommendations based on your findings.

Table 2 - Performance review survey responses from line managers and employees



There is no requirement to include evidence of the use of references to wider reading for AC 2.1 and AC 2.2.

Your evidence must consist of:

A briefing paper for new people practice graduates with two parts:

- Part one - Knowledge and understanding (2900 words)
- Part two - Quantitative and qualitative analysis review (1000 words)

Refer to CIPD word count policy.

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.

Briefing paper - part one		Evidenced Y/N	Evidence reference
Assessment criteria			
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.		

Briefing paper - part two (quantitative and qualitative analysis review)		Evidenced Y/N	Evidence reference
Assessment criteria			
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:

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: Megan Bonelle

Learner signature: M. Bonelle

Date* 21/11/2024

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

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

Marking Descriptors

Mark	Range	Descriptor
1	Fail	The response DOES NOT demonstrate sufficient knowledge, understanding or skill (as appropriate) to meet the AC. Insufficient examples included where required to support answer. Insufficient or no evidence of the use of wider reading to help inform answer. Presentation or structure of response is not appropriate and does not meet the requirement of the question/assessment brief.
2	Low Pass	The response demonstrates an acceptable level of knowledge, understanding or skill (as appropriate) to meet the AC. Sufficient acceptable examples included where required to support answer. * Sufficient evidence of appropriate wider reading to help inform answer. Satisfactory in-text referencing. Answer is acceptable but could be clearer in responding to the question/task and presented in a more coherent way. Required format adopted but some improvement required to the structure and presentation of the response.
3	Pass	The response demonstrates a good level of knowledge, understanding or skill (as appropriate) to meet the AC. Includes confident use of examples, where required to support the answer. * Good evidence of appropriate wider reading to help inform answer. A good standard of in-text referencing. Answer responds clearly to the question/task and is well expressed. Presentation and structure of response is appropriate for the question/task.
4	High Pass	The response demonstrates a wide and confident level of knowledge, understanding or skill (as appropriate) to meet the AC. Includes strong examples that illustrate the points being made and support the answer. *Considerable evidence of appropriate wider reading to inform answer. An excellent standard of in-text referencing. Answer responds clearly to the question/task and is particularly well expressed or argued. Presentation and structure of response is clear, coherent, and responds directly to the requirements of the question/task.
		* Evidence of wider reading is an important feature of assessments at this level. However, whilst a good and appropriate level of this should be seen across the assessment, there is no requirement for references to appear within every AC response. The following AC(s) do not require the use of references to wider reading: AC 2.1 and AC 2.2.

Marking grid and feedback for learner

Unit 5C002: Assessor Feedback to Learner	
Centre number	669
Centre name	University of Wales Trinity Saint David
Learner number (1st 7 digits of CIPD Membership number)	
Learner surname	
Learner other names (e.g. first name and middle name(s))	

Note to Assessor - Please enter a **mark** for each AC. You need only provide **feedback** where you have awarded a mark of 1. This feedback should be developmental.

Briefing paper - part one		
AC Number	Assessment Criteria	Mark 1-4
1.1	Evaluate the concept of evidence-based practice including how it can be applied to decision-making in people practice.	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
1.2	Evaluate a range of analysis tools and methods including how they can be applied to diagnose organisational issues, challenges and opportunities.	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
1.3	Explain the principles of critical thinking including how you apply these to your own and others' ideas.	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
1.4	Explain a range of decision-making processes.	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	

1.5	Assess how different ethical perspectives can influence decision-making.	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
3.1	Appraise different ways organisations measure financial and non-financial performance.	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
3.2	Explain how to measure the impact and value of people practice using a variety of methods.	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
Total marks for TASK 1		
Total marks for TASK 1 (resubmission 1 if applicable)		
Total marks for TASK 1 (resubmission 2 if applicable)		

Briefing paper - part two		
AC Number	Assessment Criteria	Mark 1-4
2.1	With reference to a people practice issue, interpret analytical data using appropriate analysis tools and methods.	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
2.2	Present key findings for stakeholders from people practice activities and initiatives.	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	

2.3	Make justified recommendations based on evaluation of the benefits, risks and financial implications of potential solutions.	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
Total marks for TASK 2		
Total marks for TASK 2 (resubmission 1 if applicable)		

Total marks for UNIT		Grade	
Total marks for UNIT (resubmission 1 if applicable)		Grade (resubmission 1 if applicable)	
Total marks for UNIT (resubmission 2 if applicable)		Grade (resubmission 2 if applicable)	
Assessor Feedback Summary <i>Please use this box to summarise your feedback on the assessment overall. This should highlight strengths and any areas for improvement, either referring to specific ACs or commenting more generally across the assessment. (Note: developmental feedback on any ACs awarded a mark of 1 should have already been provided in the relevant box of the assessment form above. Please use a different font colour for any resubmission comments)</i>			
Assessor name	Submission	Resubmission 1	Resubmission 2
Assessor signature* <i>I confirm that I am satisfied that to the best of my knowledge, the work produced is solely that of the learner.</i>			
Date			

*This must be a true signature, so a handwritten signature, or a photo or scan of a handwritten signature, or an e-signature. A typed signature is not acceptable.