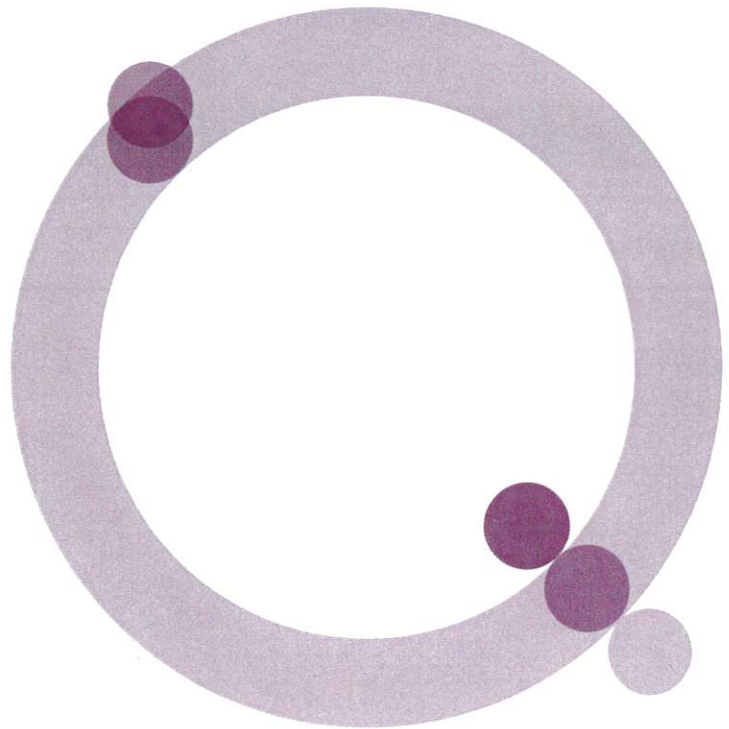


3CO02

Principles of analytics

Learner Assessment Brief

Assessment ID / CIPD_3CO02_21_01

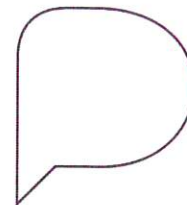


Level 3
Foundation Certificate in
People Practice

Please write clearly in block capitals.												
Centre number												
Learner number		2	1	2	4	4	6	2				
Learner surname		MATHIAS										
Learner other names		AMELIA										
Assessor name												
Assessor electronic signature												
Internal quality assurer name												
Internal quality assurer electronic signature												
Assignment start date												
Assignment end date												
Assignment submission date												
Assignment re-submission date for centre marking (only re-submission allowed) one												

3CO02

Principles of analytics



This unit looks at how people professionals make both straightforward and complex choices as they carry out their roles. It focuses on how utilising a diverse range of analytics and evidence is essential to the rationalisation and enhancement of working practices and situational decision-making to create value.

CIPD's insight

Using evidence in HR decision-making: 10 lessons from the COVID-19 crisis (June 2020)

Watch a video and download the slides from our webinar with Rob Briner and David D'Souza discussing what the current crisis can teach HR about becoming more evidence-based

Being evidence-based is at the heart of the CIPD's new Profession Map and a vital skill for all people professionals to develop. What can we as a profession learn from this crisis about making more evidence-based HR decisions?

<https://www.cipd.co.uk/knowledge/coronavirus/webinars/using-evidence-HR-decision-making-17-june-2020>

Evidence-based practice for effective decision-making (August 2020)

Effective HR decision-making is based on considering the best available evidence combined with critical thinking.

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.

<https://www.cipd.co.uk/knowledge/strategy/analytics/evidence-based-practice-factsheet>

Case study

Your recently appointed People Practice manager is surprised by the limited use of metrics in the department and wants to address this concern by raising the knowledge and understanding of the People Practice Team. The manager wants to express that using different forms of evidence and data can help make informed decisions and judgments on all manner of working practices and situations. You have been asked to prepare a presentation and presenters notes in readiness to be given to the People Practice Team on their next learning and development day. Also, by way of an example it has been requested that you provide interpretation of survey data that has been collected from three departments in the organisation.

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 materials on these topics.



Task one – Presentation with Presenter's Notes

The presentation must provide knowledge and understanding of how evidence-based practice informs organisational measures and outcomes and how creating value benefits employees, customers and wider stakeholders. Ensure that you:

- define what is meant by evidence-based practice and how it is applied within organisations, providing three examples of different types of evidence-based practice that can be used to inform principle-led judgements and outcomes for an organisation. (1.1),
- explain the reasons why it is important to use data to help assist organisational improvements and why this data need to be timely, ethical and accurate. (1.2)
- explain two different types of data measurements and information that can be used by people professionals, and how they are each used to collect and collate information to support effective decision making. (1.3)
- explain how organisational policies, procedures and other forms of evidence can be used to support appropriate choices and decisions. (1.5)
- explain the range of internal and external customers and stakeholders, that people professionals work with, and the part that influencing plays within the relationships (2.1)
- explain what is meant by creating value as a people professional, and identify benefits of providing value to customers and stakeholders (2.2)
- drawing on good practice examples, explain how the work that people professionals perform benefits others within an organisation in supporting good practice, open cultures, commitment and engagement. (2.4)
- explain how social media can be used internally and externally in workplaces to improve communication and organisational practices, highlighting the risks in a work context. (2.3)
- outline how you can, in your own work or a voluntary role, achieve and maintain a customer focused attitude to ensure consistent high standards and customer satisfaction. (2.5)

Your evidence must consist of:

- Slide deck with presenter's notes (maximum 10 slides with approximately 1,750 words)

Task two – example of analysis of data to inform practice

A mini survey on the quality of work has recently been carried out as a pilot and the raw data from the first three departments, Research & Design, Administration and Marketing has just been collected. The People Practice manager has asked you to represent the data as percentages and analyse the survey results.

- 1) Review the sets of raw numerical data that have been provided in the tables below and convert them to percentages to illustrate the results.

- 2) Provide an analysis of these, identifying themes, patterns and trends that appear to be occurring.

As a part of this analysis, consider the possible issues that have been revealed by the data.

Research and Design. (412 employees, 22 employees did not participate in the survey)			
Agree or strongly agree	Neither agree nor disagree	Disagree or strongly disagree	
187	52	151	It's difficult to fulfil commitments outside my work because I spend too much time on my job.
288	92	10	The organisation provides flexi-time.
347	20	23	I'm allowed to work from home
9	8	373	I'm aware that that the organisation has the opportunity to job share
384	6	0	I have scope to use my own initiative in my job role
377	10	3	I'm provided with the opportunity to develop my skills
302	40	48	My line manager values the work I do.
270	26	94	I feel secure in my job role
388	1	1	I'm expected to complete my work outside of my contracted hours
289	98	3	Absence rates in my department are low

Administration (65 employees, 4 employees did not participate in the survey)	Agree or strongly agree	Neither agree nor disagree	Disagree or strongly disagree
It's difficult to fulfil commitments outside my work because I spend too much time on my job.	58	1	2
The organisation provides flexi-time.	4	0	57
I'm allowed to work from home	0	18	43
I'm aware that that the organisation has the opportunity to job share	8	3	50
I have scope to use my own initiative in my job role	3	49	9
I'm provided with the opportunity to develop my skills	21	5	35
My line manager values the work I do.	18	18	25
I feel secure in my job role	51	4	6
I'm expected to complete my work outside of my contracted hours	61	0	0
Absence rates in my department are low	3	0	58

Marketing (18 employees all responded to the survey)	Agree or strongly agree	Neither agree nor disagree	Disagree or strongly disagree
It's difficult to fulfil commitments outside my work because I spend too much time on my job.	2	0	16
The organisation provides flexi-time.	18	0	0
I'm allowed to work from home	0	0	18
I'm aware that that the organisation has the opportunity to job share	0	18	0
I have scope to use my own initiative in my job role	15	3	0
I'm provided with the opportunity to develop my skills	14	1	3
My line manager values the work I do.	12	1	5

Marketing (18 employees all responded to the survey)	Agree or strongly agree	17	Absence rates in my department are low	
	Neither agree nor disagree	1	I'm expected to complete my work outside of my contracted hours	
	Disagree or strongly disagree	0	I feel secure in my job role	
		5		

Absence rates for each department over a three-month period as a total of hours based on a contractual week of 37.5 hours are as follows:

Department	Hours lost through absence	Average hourly pay
Research and Design	1876 hours lost through absence	£35.00
Administration	237 hours lost through absence	£12.50
Marketing	20 hours lost through absence	£28.00

- 3) Calculate how many working days are lost in a three-month period for each department based on the above figures.
- 4) Estimate the projected average loss of working days over a 12-month period if these rates were to continue.
- 5) Calculate the costs of pay assuming all absentees are contractually paid full remuneration whilst off sick during the three-month period. (1.4)

Your evidence must consist of:

- Analysis of data (approximately 500 words)

Assessment Criteria Evidence Checklist

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

Task 1 – Presentation with presenter notes		
Assessment criteria	Evidenced Y/N	Evidence reference
1.1 Review evidence-based practice and how it is applied within an organisation.		<i>Presentation</i>
1.2 Explain the importance of using data, including why it is essential for timely, ethical and accurate analysis and evaluation of personal information.		
1.3 Explain different types of data measurements in relation to the work of people professionals and how these are used to accurately retrieve and collate data to inform decision making.		
1.5 Explain how the application of agreed procedures, policies and sources of evidence helps to make choices and informed decisions.		
2.1 Explain the range of customers and stakeholders with whom people professionals work and the role that influencing plays in creating value for them.		
2.2 Review the concept of creating value as a people professional and the significance for people, organisations, and wider stakeholders.		
2.3 Explain how social media can enhance working practices internally and externally, including the associated risks.		
2.4 Explain how working as a people professional benefits other people in an organisation.		
2.5 Summarise ways in which you can be customer-focused, and standards-driven in your own context.		

Task 2 – Example Analysis of data to inform practice		
Assessment criteria	Evidenced Y/N	Evidence reference
1.4 Interpret common calculations and basic financial information from organisational data.		<i>Analysis</i>

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: AMELIA MATHIAS

Learner signature: 

Date: 20/06/2022

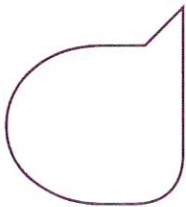
Declaration by Assessor

I confirm that I am satisfied that to the best of my knowledge, the work produced is solely that of the learner.

Assessor name:

Assessor signature:

Date:



3CO02 Principles of Analytics

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	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.
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.
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.
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. Includes clear evidence of the use of references to wider reading to help inform answer.

Marking grid

Task 1 – Assessment criteria		Mark (1-4)
1.1	Review evidence-based practice and how it is applied within an organisation.	
1.2	Explain the importance of using data, including why it is essential for timely, ethical and accurate analysis and evaluation of personal information.	
1.3	Explain different types of data measurements in relation to the work of people professionals and how these are used to accurately retrieve and collate data to inform decision making.	
1.5	Explain how the application of agreed procedures, policies and sources of evidence helps to make choices and informed decisions.	
2.1	Explain the range of customers and stakeholders with whom people professionals work and the role that influencing plays in creating value for them.	
2.2	Review the concept of creating value as a people professional and the significance for people, organisations, and wider stakeholders.	
2.3	Explain how social media can enhance working practices internally and externally, including the associated risks.	
2.4	Explain how working as a people professional benefits other people in an organisation.	
2.5	Summarise ways in which you can be customer-focused, and standards-driven in your own context.	
Task 2 – Assessment criteria		Mark (1-4)
1.4	Interpret common calculations and basic financial information from organisational data.	
Total for the task		
Total marks for unit		