

Assignment Guidance for Evidence-Based Practice (5CO02)

Part 1	Assessment Criteria	Guidance
Task		
Evaluate the concept of evidence-based practice, including two examples of where Camellia's People Team could use it to ensure sound decision-making in people practice. (AC 1.1)	1.1 Evaluate the concept of evidence-based practice including how it can be applied to decision-making in people practice. Concept of evidence-based practice: making decisions based on 'effective thinking' and sound evidence, decisions that can be justified to others. Making use of strategies, including critical thinking and analysis in decision-making. Models of decision-making, for example the rational model and its limitations, bounded rationality, individual vs group decision-making, group think and group polarisation. Application of evidence-based practice: effective selection and interpretation of evidence. Effective analysis of situations and issues, critical review of theory, propositions and opinion. Assessing evidence from a variety of sources; identifying bias. Forming judgements and conclusions; developing and testing out own arguments and conclusions.	<i>For an example assignment, please see Appendix 2 of 'Studying Human Resource Management'. Please do not reference it, however as it is student work.</i> What is evidence-based practice? How can it be used? How important is it? Use chapter 2 of 'People Practice', for basic concepts, plus the CIPD Factsheet and CIPD guides and reports on Evidence based practice. Useful websites – CIPD, Centre for Evidence Based management, Science for Work. Remember that this is an <i>evaluation</i>, so analyse the concept, don't just describe it – say how useful it is, plus its limitations. Remember to refer to models and theory such as the CIPD's 6 Steps and 4 sources of data. Include examples from your own or other organisations. If you use your own organisation, give some background and use sources to underpin your points – for example, your website or internal documents.
Evaluate one appropriate analysis tool and one appropriate analysis method that Camellia might apply to diagnose issues, challenges, and opportunities. (AC 1.2)	1.2 Evaluate a range of analysis tools and methods including how they can be applied to diagnose organisational issues, challenges and opportunities. Range of analysis tools used in people practice: for example, environmental analysis tools, strategic review, future state analysis, Porter's five forces, force field analysis, Ansoff matrix, fishbone analysis, critical incident analysis, cause and effect, target operating model, balanced scorecard, McKinsey 7S; uses and applications within different areas of people practice. Range of analysis methods: for example, interviews, observations, job analysis questionnaires, work sampling, examination of organisation metrics, comparison with sector metrics.	How can we identify issues? You can mention different tools, but you are only required to analyse one - e.g. the environmental analysis tools, PESTLE or SWOT. State use and application, as well as limitations (advantages/disadvantages – see PESTLE factsheet on CIPD website, for example). Methods – evaluate one, e.g. people analytics or interviews.

Assignment Guidance for Evidence-Based Practice (5CO02)

Explain to Camellia's People Team the main principles of critical thinking, including how these might be applied at Camellia. (AC 1.3)	1.3 Explain the principles of critical thinking including how you apply these to your own and others' ideas. Principles of critical thinking: for example objective rational thinking and well-reasoned argument. Questioning and checking validity of sources and validity of 'evidence'; awareness of bias – conscious and unconscious, yours and others'. How to apply to own and others' ideas: comparing 'like with like' and recognising different methodologies, approaches and contexts; ensuring clarity of terminology and differentiating between fact and opinion; awareness of personal agendas and 'fake news', not taking information at 'face value'; managing ambiguity and complexity of information; triangulation and testing out of conclusions.	Explain principles. Explain need for critical thinking – need to base decisions on the best available evidence, need to make considered, logical, appropriate and unbiased decisions. CIPD Podcast on <i>Critical thinking</i> and CIPD guide on <i>how to write a critical review</i> are both good sources. Podcast 154: Critical Thinking - CIPD Podcast on Spotify Please also use books from the library – search for 'critical thinking'. Relate this section to your role/people management.
Explain at least two decision-making processes that Camellia's People Team could apply to ensure that effective outcomes are achieved. (AC 1.4)	1.4 Explain a range of decision-making processes. Decision-making processes: for example best fit, future pacing, problem-outcome frame, action learning approaches, De Bono (six thinking hats).	Research decision making processes. The following resources are useful: Decision Making - CMI (managers.org.uk) The pocket book 'Decision making and Problem solving' by John Adair (Kogan page website, sample chapter). Decision Making and Problem Solving Kogan Page Chapter 20 of 'Organizational Behaviour' by Buchanan and Huczynski (see library catalogue). Give examples of TWO processes and how they could be used in people practice.
Assess how at least two different ethical perspectives could influence decision-making by the People Team at Camellia. (AC 1.5)	1.5 Assess how different ethical perspectives can influence decision-making. Ethical perspectives: theories of ethics for example utilitarianism, deontology/ Kantianism, communitarianism, altruism; ethical values, for example democracy, fairness, honesty, equality; ethics and religion; ethics and business; examples of ethical dilemmas and outcomes. How they influence decision-making: examples of ethical dilemmas and outcomes and the underlying rationales; examples of how different perspectives might result in certain decisions, for example	<i>Armstrong's Handbook of Human Resource Management Practice</i> contains a good introduction to theory in relation to ethics. Ethical perspectives are also discussed on page 70 of <i>People Practice</i> and in <i>Studying Human Resource Management</i> (p.152). Assess TWO ethical perspectives, for example utilitarianism and deontology. Relate them to people management. The following CIPD factsheet and report are also particularly useful for this section: Ethical Practice and the Role of People Professionals Factsheets CIPD

Assignment Guidance for Evidence-Based Practice (5CO02)

	utilitarianism, deontology, the impact of religious and personal beliefs on workplace decision-making. Different approaches to dealing with capability and performance issues based on ethical values, compassionate and punitive responses to work issues. How ethics can impact on management and leadership styles and consequently on organisation culture.	Ethical Decision Making in the Workplace Reports CIPD
Appraise one way that Camellia's People Team could measure financial performance and one way that Camellia's People Team could measure non-financial performance. (AC 3.1)	3.1 Appraise different ways organisations measure financial and non-financial performance. Measurements of financial and non-financial performance: for example revenue, gross and net profit, cash flow, return on investment, productivity, key performance indicators, service level agreements, balanced scorecard or similar performance management tools; stakeholder benefits and feedback, customer satisfaction, legal compliance, compliance with environmental standards, sector ratings	Appraise TWO different ways. For this section you are required to 'appraise', not just describe, so remember to state usefulness or advantages/disadvantages. Note different ways of measuring performance based on sector (private/public). Remember that this is about organisations, not people practice. Use organisational examples, maybe from your own company. Example source on financial measures: 13 Financial Performance Measures Managers Should Monitor HBS Online
Explain how recruitment and selection activities might add value at Camellia and two methods that might be used to measure the impact and value of these activities. (AC 3.2)	3.2 Explain how to measure the impact and value of people practice using a variety of methods. Impact and value: concepts and definitions of impact and value; how people practice creates value. Impacts: for example short and long term, positive and negative, direct and indirect impacts. Reasons for measuring: for example check and ensure that objectives being achieved, ensure a people practice contribution, justify spend on people practice, continuously improve people practice activities, identify further needs, identify gaps, enable informed business decisions. Methods: for example cost-benefit analysis, evaluation, validation, ROI, ROE. Models of evaluation; evaluation methods, determining evaluation scope and criteria; types of information and evidence for evaluation; evaluation tools	Explain concept of 'adding value'. Chapter 1 of <i>Studying Human Resource Management</i> introduces this concept (page 6). There is also information in chapter 6 (p.135). Describe TWO methods of measuring the impact of people practices, e.g. Return on Investment. How do we know our initiatives have worked? Cost-benefit analysis and ROI is mentioned in this guide: People analytics: Guide for people professionals CIPD

Assignment Guidance for Evidence-Based Practice (5CO02)

	(for example staff satisfaction surveys, absence data, wellbeing).	
Overall guidance	Stick to the word count – 2900 words for part 1, plus or minus 10%. Use references to underpin your points. Include models, theories and organisational examples and to a certain extent, employment law (e.g. Equality Act 2010), where relevant. The format is a briefing paper – you will need to include a suitable title and subheadings for each question. Remember to put the assessment criteria number at the end of each subheading (e.g. AC 1.1). Include a Reference List/Bibliography at the end of the whole report – use Harvard Referencing as your format. List should be in alphabetical order. A bibliography is a list of the sources that you specifically cited in your assignment, plus others that you used to inform your work.	

Part 2	Assessment Criteria	Guidance
When you look at the spreadsheet, you see that 46 employees have responded to the survey. The survey contains nine statements and employees have indicated the extent to which they agree with each statement, using a five-point Likert scale. The spreadsheet shows how many employees selected each option. For example, five employees stated that they strongly agree with the statement, 'My line manager discusses my development opportunities with me'. You decide to calculate the percentage of employees who selected each option for each	With reference to a people practice issue, interpret analytical data using appropriate analysis tools and methods. (AC 2.1) Interpretation of raw data (quantitative - numerical and qualitative - narrative feedback) derived from the analysis, for example causes, effects, trends, patterns, themes, anomalies, further questions. For example, process documentation, records of errors, complaints, shortfalls, successes. Evidence relating to outcomes (tangible/intangible); evidence relating to new or unmet requirements. Present key findings for stakeholders from people practice activities and initiatives. (AC 2.2) Presentation of key findings: appropriate formats for presenting evaluation of findings; presenting data, for example using diagrammatical forms such as graphs, charts; reports, briefing papers, presentations relating to people performance calculations. Organisation data: datasets related to specific HR/L&D/OD activities (for example: reward data, recruitment data, compliance data). Make justified recommendations based on evaluation of the benefits, risks and financial implications of potential solutions. (AC 2.3)	Table 1: To display the percentages, you could create a new table and add that to your word document. Use a minimum of two diagrammatical forms such as pie charts/stacked bar graphs/line graphs to illustrate the data. State briefly what the data is telling us and then make at least 2 recommendations, supported by literature (e.g. CIPD factsheets). Comment on benefits, risks and financial implications of your recommendations. Table 2: Analyse the data to pull out themes. You could change the data to percentages and also group strongly agree/agree and disagree/strongly disagree to see if this helps you identify themes. Make at least 2 recommendations and ensure they are underpinned by credible sources – e.g. CIPD factsheets and reports. Make sure you mention benefits, risks and financial implications – for

Assignment Guidance for Evidence-Based Practice (5CO02)

statement. Then you need to calculate a mean score for each statement by multiplying the number of responses at each scale point by that point's value (1-5), adding the results, and dividing by the total number of respondents. For the mean scores, please round up or down to the nearest whole number. (AC 2.1) Present your findings for Charlotte, using two different chart formats, one chart showing the mean scores and one chart showing the survey responses as percentages. Below each chart, ensure you include a written interpretation of what the chart shows. (AC 2.2) Based on what you discovered when analysing the survey results, make at least three recommendations to improve learning and development at Camellia. Recommendations must be justified and include benefits, risks and financial implications. (AC 2.3).	Benefits (for example achievement of objectives, enhanced worker productivity, customer engagement, improved organisational culture, enhanced metrics and business awareness, increased capabilities, perception of fair policy and processes, legal compliance). Risks (for example legal, health and safety, financial, reputational, capability, impact on worker or customer engagement). Financial implications: direct costs (costs of implementing the solution) and indirect costs (for example loss of working time, need for skills upgrade in relation to the solution); costs in relation to the short and long term benefits (cost benefit analysis, return on investment); costs in relation to budget limitations and feasibility of solutions.	example, if you are recommending training for line managers or HR, say specifically what they may need training on, how much it might cost (direct/indirect costs such as time) plus the benefits to the business, potential return on investment and any risks involved. Useful resources: HR and line managers – getting the relationship right CIPD Business Partnering Factsheets CIPD Line Managers' Role in Supporting the People Profession Factsheets CIPD The People Profession CIPD
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Assignment Guidance for Evidence-Based Practice (5CO02)

Overall guidance	Stick to the word count – 1000 words, plus or minus 10%. There is no need to state the assessment criteria (2.1 etc) in subheadings for part 2. Display your data in a clear way – use different diagrams, for example, bar charts, stacked bar graphs, pie-charts, line graphs etc. Make sure recommendations are underpinned with sources (references) and cover benefits, risks and financial implications. Bear in mind the general criteria for a low pass and make sure that your responses: •demonstrate the minimum level of knowledge, understanding or skill required to meet the AC. •include an appropriate example where this is required to support the answer. •include evidence of some wider reading to help inform the answer. •include a reference and/or in-text citation where these are required. •refer to the case study or scenario where these are provided in the assessment brief. •respond to the question or task •have an appropriate format or structure which meets the requirements set out in the brief.	