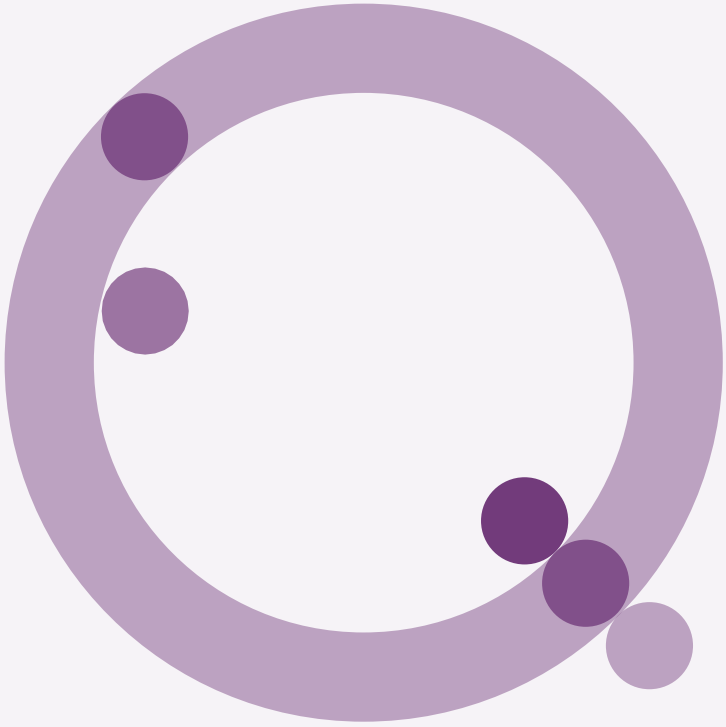
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3CO02
Principles of analytics

Learner Assessment Brief

Assessment ID / CIPD_3CO02_24_01



Level 3
Foundation Certificate in
People Practice

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This unit looks at how people professionals make both straightforward and complex choices as they perform 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

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.

https://www.cipd.org/uk/knowledge/factsheets/analytics-factsheet/

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helps them make better, more effective decisions by choosing reliable, trustworthy solutions and being less reliant on outdated received wisdom, fads or superficial quick fixes.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

https://www.cipd.org/uk/knowledge/factsheets/evidence-based-practice-factsheet/

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People analytics: Guide for people professionals (December 2023)

Knowing how to use people data to make sound business decisions is a core knowledge of a CIPD-accredited people professional. Data is one of four types of evidence that people professionals need to be comfortable with using, and is part of the evidence-based practice core knowledge in the CIPD Profession Map.

This guide defines what we mean by ‘people analytics’, advises on how you can find focus and how best to approach an investigation. It also looks at how to build a people analytics strategy.

Please note, 'people data' in many instances will contain personal information that is protected by law. Practitioners should ensure that any processing of personal data is done in accordance with the legal requirements applicable in their jurisdiction.

For more information, refer to the CIPD's topic page on data protection. If in doubt, CIPD members can contact the Employment Law Helpline or consult your legal adviser.

https://www.cipd.org/uk/knowledge/guides/analytics-practitioner-guide/

Workforce reporting (February 2024)

Workforce reporting is about communicating the value and impact of an organisation’s workforce. It is an important part of stakeholder engagement. This factsheet outlines what workforce reporting is, why it’s important and what should be included in a workforce report.

Explore our viewpoint on people analytics, along with actions for government and recommendations for employers.

https://www.cipd.org/uk/knowledge/factsheets/workforce-reporting-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.

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Preparation for the Tasks:

- 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:

- Reflecting on your own experiences of learning opportunities and continuous professional development.



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Task – Information sheet

Your manager has asked you to prepare an information sheet to give to an intake of new practitioners to the people practice team as part of their induction. The aim is to showcase how evidence-based practice and analytics are used by the people function to inform and assure sound decision-making.

She has asked for the information sheet to have two sections.

Section One

In section one she has asked you to:

- Explain what evidence-based practice is and how it might be applied within an organisation. (AC 1.1)
- Explain the importance of using data in organisations and why it is necessary to ensure that data is accurate when determining problems and issues. (AC 1.2)
- Explain the different types of data measurements used by people professionals. (AC 1.3)
- Explain how the application of agreed policies and procedures informs decisions. (AC 1.6)
- Explain how people professionals create value for people, organisations and wider stakeholders. (AC 2.1)
- Summarise the ways in which you can be customer-focused, and standards-driven in your own context. (AC 2.2)

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Section Two

In section two, your manager has asked you to provide practical working examples of how the people practice team examines, interprets and presents the findings of data in different diagrammatical formats so it can be easily understood. She has asked you to use the information in Table 1 below, about turnover rates, as an example. The table shows the number of employees leaving different departments over a three-year period.

Table 1 - Review of turnover rates 2020 - 23 – (You can download the data in Excel format from the Your Assessment section of your unit)

	2020			2021			2022			2023		
	Total	Leavers	% Turnover	Total	Leavers	% Turnover	Total	Leavers	% Turnover	Total	Leavers	% Turnover
Administration	22	4		20	8		20	9		18	2	
Maintenance	9	5		9	3		8	3		7	1	
Marketing	4	0		4	0		4	1		4	0	
Production	231	70		198	32		178	38		181	29	
People team	6	1		6	0		6	3		5	2	
Research & Design	4	1		3	0		4	0		4	1	
Sales	42	19		35	3		40	0		45	2	
Packing and despatch	36	21		15	6		16	8		15	3	
Finance	5	2		4	0		4	0		3	0	

To make the data more easily understood:

- show as a percentage the number of employees leaving each department, each year
- present the overall total leaving rate for the whole organisation as a percentage, for each year. (AC 1.4)

Present your findings using at least **two** appropriate diagrammatic forms so it can be easily understood by end users.

Having analysed your findings, comment on any issues that the data has revealed and propose potential solutions. (AC 1.5)

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Your evidence must consist of:

An information sheet for new practitioners with two sections.

- Section 1 – 1500 words
- Section 2 – Two diagrammatic forms and 500 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.

Task: Information sheet – section one Assessment criteria		Evidenced Y/N	Evidence reference
1.1	Explain what evidenced-based practice is and how it is applied within an organisation.		
1.2	Explain the importance of using data in organisations.		
1.3	Explain different types of data measurements that people professionals use.		
1.6	Explain how the application of agreed policies and procedures informs decisions.		

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Task: Information sheet – section one Assessment criteria		Evidenced Y/N	Evidence reference
2.1	Explain how people professionals create value for people, organisations and wider stakeholders.		
2.2	Summarise ways in which you can be customer-focused, and standards-driven in your own context.		

Task: Information sheet- section two Assessment criteria		Evidenced Y/N	Evidence reference
1.4	Conduct common calculations to interpret data.		
1.5	Present findings in different formats to enable informed decision making.		

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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 15	Fail
16 to 20	Low Pass
21 to 25	Pass
26 to 32	High Pass

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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. 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. 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. 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. *Evidence of wider reading, appropriately referenced, informs the answer. 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. * Whilst reference to wider reading may contribute to a '4' grading, it is not essential for a '4' to be awarded. A response which is strong in other ways, e.g. by providing strong examples or being very clear and coherent in presentation, may be sufficient to merit a '4' without evidence of wider reading.

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