CIPD
Championing better work and working lives

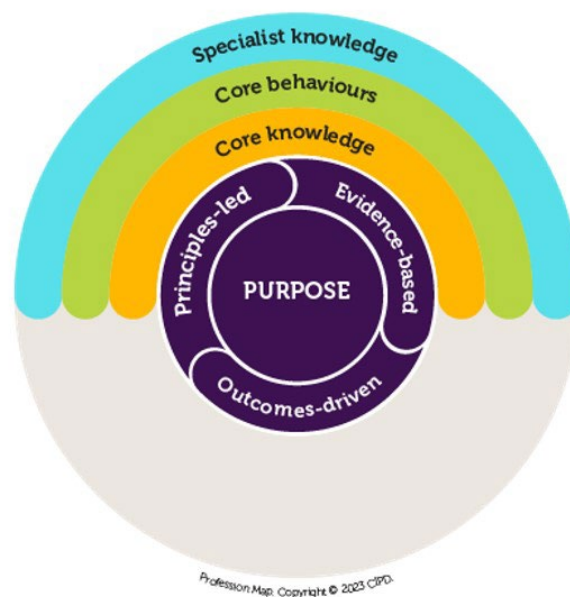*Associate Diploma in*

Organisational Learning and Development

Regulated Qualifications Framework Level 5

Contents

Introduction

The CIPD Level 5 Associate Diploma in Organisational Learning and Development is a professional qualification based on the CIPD Profession Map. The Map was launched in 2018 having been developed in collaboration with a wide range of experts working at the heart of the profession. It sets the international benchmark for the people profession and provides a strong foundation to give people professionals the confidence and capabilities to guide their decision-making, actions and behaviours.

Profession Map. Copyright © 2023 CIPD.

Each unit within the CIPD Level 5 Associate Diploma in Organisational Learning and Development has clear linkage to the Profession Map. The core units are directly aligned to the core knowledge and core behaviours of the Profession Map, as shown in **Appendix A**.

This qualification specification contains what you need to know about the structure, assessment approach and delivery content for the CIPD Level 5 Associate Diploma in Organisational Learning and Development. This specification should be used to inform your planning, delivery and assessment in combination with the CIPD centre guidance documents.

Regulated Qualifications Framework (RQF)

The UK's Regulated Qualifications Framework (RQF) categorises qualifications in England and Northern Ireland based on their size and their level of challenge or difficulty. The Credit and Qualifications Framework for Wales (CQFW) is the Welsh equivalent to the RQF and applies to qualifications designated in Wales.

The CIPD Level 5 Associate Diploma in Organisational Learning and Development is on the RQF framework, which is regulated by Ofqual and the Council for the Curriculum, Examinations & Assessment (CCEA) Regulation and is on the CQFW framework, which is regulated by Qualifications Wales. The qualification numbers for this qualification are 603/5960/2 for the RQF and C00/4155/3 for the CQFW.

Qualification size

The size of a qualification is expressed in hours. This is known as the Total Qualification Time (TQT). The TQT is the total number of hours it is estimated that an average learner will take to complete a qualification. For each unit we refer to this as Total Unit Time (TUT).

The TQT is made up of the following:

- Guided Learning Hours (GLH) – this is the time spent by a learner being taught or instructed under the immediate supervision of a lecturer, supervisor or tutor. The learning must be undertaken in real time with the simultaneous physical presence of the learner and that person, or remotely by means of simultaneous online or telephone communication.

- Additional time taken by a learner in preparation, study or any other form of participation in education or training but not under the immediate supervision of a lecturer, supervisor or tutor.

The minimum GLH for this qualification is estimated at 175 hours and the TQT is estimated at 420 hours.

The qualification and units equate to a credit value of 42, which is one tenth of the TQT.

Qualification level

The level of a qualification is determined by looking at the RQF's range of level descriptors and identifying the descriptor which provides the best match to the intended knowledge and skills outcomes for that qualification.

The level descriptors are divided into two categories:

- knowledge and understanding

- skills.

The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that level.

Level 5

RQF descriptors for Level 5

At Level 5 a learner:

- can analyse, interpret and evaluate relevant information, concepts and ideas

- is aware of the nature and scope of the area of study or work

- understands different perspectives, approaches or schools of thought and the reasoning behind them

- can determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems

- can use relevant research or development to inform actions

- can evaluate actions, methods and results.

Level comparison

The level of this qualification is comparable to:

- Level 7 in Ireland (NFQ IE)

- Level 9 in Scotland (SCQF)

- Level 5 European Qualifications Framework (EQF).

Qualification information

Qualification purpose

This qualification builds on the CIPD Level 3 Foundation Certificate in People Practice and is aimed at further expanding learners' independent practice so that they are able to evolve into learning and development leaders and managers.

Learners' work will be mainly operational with some complexity. They will contribute to the thinking around their work, analysing information to inform organisational learning and its future capability. Creating learning environments and supporting employees to continuously develop will create motivation and value through impactful learning.

Using a framework of HR and L&D understanding, behaviours and skills development, this qualification offers opportunity for learners to transition to employment as learning and development specialists.

Qualification objective

This qualification extends and fosters a deeper level of understanding and application, and naturally progresses learners' expertise in learning and development.

It is suited to individuals who:

- are aspiring to, or embarking on, a career in learning and development

- are working in a people practice role and wish to extend their knowledge and skills to help shape organisational learning and development

- are working towards or working in a learning and development role.

Entry guidance

This qualification is designed for learners aged 18+ who want to learn about people practice or L&D practice. Although there are no formal entry requirements, it is expected that centres conduct their own diagnostics to ensure that this qualification is appropriate for the learner. This should include making sure that learners can meet the requirements of the learning outcomes and can access the appropriate literacy and numeracy needed to complete the CIPD Level 5 Associate Diploma in Organisational Learning and Development.

The CIPD has a policy for learners where English is not their first language which gives guidance on appropriate English language entry requirements. The policy can be found on the CIPD website https://www.cipd.co.uk/membership/students/qualification-policies.

Qualification structure and rules of combination (ROC)

Qualification structure

Qualification title	CIPD Level 5 Associate Diploma in Organisational Learning and Development
Qualification number	QN 603/5960/2
RQF level	Level 5
Total qualification time	420 TQT
Guided learning hours	175 GLH
Total credit value	42 credits

Rules of combination

To be awarded the CIPD Level 5 Associate Diploma in Organisational Learning and Development, learners are required to **successfully complete a total of seven units.**

Three core units

Ref	Unit title	RQF	Credit	TUT	GLH
5CO01	Organisational performance and culture in practice	5	7	70	30
5CO02	Evidence-based practice	5	6	60	25
5CO03	Professional behaviours and valuing people	5	5	50	20

Plus three pathway units

Ref	Unit title	RQF	Credit	TUT	GLH
5LD01	Support informal and self-directed learning	5	6	60	25
5LD02	Design learning and development programmes to create value	5	6	60	25
5LD03	Facilitate structured learning and development activities for groups	5	6	60	25

Plus one optional unit chosen from the list below

Ref	Unit title	RQF	Credit	TUT	GLH
5OS01	Specialist employment law	5	6	60	25
5OS02	Advances in digital learning and development	5	6	60	25
5OS04	People management in an international context	5	6	60	25
5OS05	Equality, diversity and inclusion	5	6	60	25
5OS06	Leadership and management development	5	6	60	25
5OS07	Wellbeing at work	5	6	60	25

Recognition of prior learning (RPL) and exemptions

Recognition of prior learning is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning.

For learners who have completed units from a previous CIPD qualification, there are transfer opportunities to this qualification which have been predetermined by the CIPD as planned exemptions. Details of these are listed in **Appendix B – Exemption mapping**. Non-CIPD qualifications may also be included in this list as appropriate.

For learners who have completed units from non-CIPD qualifications that they deem will map to units of this qualification, they may submit an application form accompanied by clear mapping and evidence of achievement to the CIPD for verification. This will be subject to appropriate fees and limited to exemptions against 50% of the CIPD qualifications as a maximum.

Assessment

Assessment is the process of evaluating an individual's attainment of knowledge, understanding and skills. The CIPD will set assignments for all core units. For the specialist and optional units, centres will be required to set their own assignments, based on guidance provided by the CIPD.

Centres will be required to mark the assignments and internally moderate the marks. The CIPD will conduct moderation sampling and validate centre marking before the release of results to learners.

Assessment focus

Assessment for the CIPD Level 5 Associate Diploma in Organisational Learning and Development is employer driven and aimed at real scenarios that learners may encounter in their future career.

Assessment grading

This qualification is not graded. Learners will receive either a Pass or Fail. All assessment criteria must be met in order to achieve a Pass.

Qualification achievement

All assessments for this qualification are criterion referenced, based on the achievement of specified learning outcomes.

To achieve a **Pass** for this qualification, a learner must have satisfied all the assessment criteria for each unit. If the complete qualification is not achieved, credit can be issued in the form of a statement of standalone unit credit.

Statements of standalone unit credit will be subject to the currency of the existing qualification and CIPD quality assurance checks. The CIPD's decision will be final.

Progression

Successful achievement of the CIPD Level 5 Associate Diploma in Organisational Learning and Development will allow progression onto the CIPD Level 7 Advanced Diploma in Strategic People Management or the CIPD Level 7 Diploma in Strategic Learning and Development.

Link to Apprenticeship

This specification has been mapped to the knowledge elements of the L5 LD Consultant/ Business Partner Apprenticeship. Please refer to **Appendix C** for details of this mapping.

Compliance

No part of this qualification may be altered by centres since it will compromise regulatory compliance. Centres may not amend learning outcomes, assessment criteria, assessment approach, assessment briefs, unit or qualification titling or any other regulated guidance; to do so will deem the learners' achievement null and void and centres will be subject to sanctions by the CIPD.

Unit content

All content provided in each unit is indicative. There is no mandatory content, however it is the centre's responsibility to prepare learners sufficiently so that achievement of all learning outcomes and associated assessment criteria can be achieved.

The unit format is as follows:

About the unit	gives a summary of the purpose of the unit
What you will learn	details the knowledge and skills a learner will cover
Level	indicates the level of the unit within the Regulated Qualifications Framework (RQF)
Credit value	is the value given to the unit – it is equal to the Total Qualification Time (TQT) divided by ten
Guided Learning Hours	is the average amount of time spent by a learner being directly taught or instructed by a lecturer, supervisor or tutor in real time
Total Unit Time	is the average amount of time it will take to complete the unit – this includes guided learning hours, study time, assessment preparation time and assessment time
Learning outcomes	set out what a learner will know, understand or be able to do as a result of successful completion
Assessment criteria	specify the standard required to achieve each of the learning outcomes via assessment
Indicative content	provides guidance on suggested curriculum coverage required to achieve the learning outcomes and assessment criteria
Resources	provides a list of publications, books, websites and journals that support the information covered in each unit

5CO01
Organisational performance and culture in practice

About this unit

This unit examines the connections between organisational structure and the wider world of work in a business context. It highlights the factors and trends, including the digital environment, that impact on business strategy and workforce planning, recognising the influence of culture, employee wellbeing and behaviour in delivering change and organisational performance.

What you will learn

You will learn about the connections between organisational structure, strategy and the business operating environment. You will analyse external factors and trends and assess organisational priorities and issues, including the scale of technology within organisations. You will also interpret theories and models of organisational and human behaviour and the drivers for change. Finally, you will discuss the link between the employee lifecycle and different people practice roles and how people practice connects with and supports wider people and organisational strategies. You will focus on how to support internal customer needs and ensure that business goals and objectives are delivered in line with customer requirements.

7 credits

70 hours total unit time
30 guided learning hours

Level 5

Learning outcome, assessment criteria and indicative content

1 Understand the connections between organisational structure, strategy and the business operating environment.

1.1 Evaluate the advantages and disadvantages of different types of organisation structures, including the reasons underpinning them.

Different organisational structures, for example functional, divisional, matrix; links between structure and purpose; reasons underpinning different structures, advantages and disadvantages of different structures.

1.2 Analyse connections between organisational strategy, products, services and customers.

How organisational strategies are shaped by the business and external contexts; organisational insights and organisational performance; models of strategy formulation and implementation; concept of vertical and horizontal integration of strategy.

1.3 Analyse external factors and trends impacting organisations to identify current organisational priorities.

Analysis tools and approaches. Analysis of factors such as: the market and competitive contexts of organisations, principal demographic, social and technological trends, impact of technology, globalisation and international factors, government policy and legal regulation, international bodies, including the European Union. How factors/trends affect organisational priorities; impact of organisation lifecycle.

Current priorities: for example expansion, contraction, restructuring, reorganisation, new product or service development, financial targets, skills shortages, labour shortages, technological developments, customer initiatives, staff initiatives, seasonal factors, remote working, shift to new product and service delivery.

1.4 Assess the scale of technology within organisations and how it impacts work.

Scale of technology: work systems and 'equipment' in use; currency, updating and efficacy of systems; implementation of technology across the organisation and areas where technology plays a greater or lesser role; organisation spend on technology and wasted spend ('here today gone tomorrow technology'); levels of support for using technology.

Impact of technology: on different functions, products and services provided; on worker efficiency, worker wellbeing (for example remote working, 'always-on' technology, work-life balance, wider family issues); collaborative working (social media); worker satisfaction (automation), creativity and innovation; how the work has evolved in line with the technological timeline.

2 Understand organisational culture and theoretical perspectives on how people behave at work.

2.1 Explain theories and models which examine organisational and human behaviour.

Theories and models of organisational culture; culture typologies (e.g. Schein, Hofstede, Handy). Autocratic, custodial, supportive and collegial models of organisational behaviour. Concept of Learning Organisations. Management and leadership theory and how management styles impact employee behaviour. Models of human behaviour (e.g. motivation theory).

2.2 Assess how people practices impact on organisational culture and behaviour.

Extent of people practice influence, for example people practice's role of 'people champion', setting behaviour through policy, setting behaviour through role-modelling. Potential impact on: beliefs and values; levels of openness and trust, for example through policy development; levels of motivation, for example linked to reward, engagement, relations and diversity and inclusion policies; attitude to and provisions and take-up of learning/CPD, linked to L&D policies; levels of staff wellbeing, linked to overall positioning, management and value placed on employees in the organisation.

2.3 Explain different approaches to managing change.

Change management approaches: for example, Lewin's three-step model of change; Kotter's eight-stage model; reactive approaches, proactive approaches; planned change, emergent change; radical, incremental change; levers for change; drivers of change: wider environment, task environment, internal environment.

2.4 Discuss models for how change is experienced.

Models for how people experience change: for example, Tannenbaum and Hanna three-stage model; Kubler-Ross adapted model: the coping cycle; Spencer and Adams' seven-stage model; readiness for change and resistance to change.

2.5 Assess the importance of wellbeing at work and the different factors which impact wellbeing.

Importance of wellbeing at work: how wellbeing at work impacts on the individual: for example, worker engagement; worker motivation; job satisfaction and purpose; physical and mental health; self-image and resilience. Links to psychological contract, work-life balance, wider family issues. Links to motivation, for example expectancy theory's effort-performance-reward-engagement cycle.

Impact: on levels of worker commitment and issues resulting from this for the organisation, for example issues resulting from reduced attendance, punctuality, capability and efficiency. Issues resulting from impoverished relationships and greater potential for stress and interpersonal conflict.

3 Understand how people practice supports the achievement of business goals and objectives.

3.1 Discuss the links between the employee lifecycle and different people practice roles.

Definitions of lifecycle, for example attraction, recruitment, induction/onboarding, development, retention/engagement (including reward/relations, promotion/succession planning), exit/separation, possible post-employment connections. Overview of people practice roles at each stage and how this continues to evolve. Touch points along lifecycle for particular areas of people practice (HR, L&D, OD) and different people practice roles.

3.2 Analyse how people practice connects with other areas of an organisation and supports wider people and organisational strategies.

Connections: links between people practice and the strategy-making function ('top table'); links between people practice and business/operational functions; business partnering; vertical and horizontal integration.

Learning outcome, assessment criteria and indicative content

Support: How people practice strategy is derived from and supports organisational/corporate strategy. Services provided by different areas of people practice (for example, policy development, legislative compliance, recruitment, L&D, skills analysis, management development) and how these support the business and its employees.

3.3 Discuss processes for consulting and engaging with internal customers to understand their needs.

Consulting processes: how people practice liaises with and identifies internal customer needs; consultation and communication processes; stakeholder analysis; needs analysis activities. The importance of regular and effective ongoing liaison with stakeholders. Monitoring and evaluation activities.

Learning resources

Books

Taylor, S. and Woodhams, C. (eds). (2022) *Studying human resource management*. 3rd ed. London: CIPD Kogan Page.

Cookson, G, (2022) *HR for Hybrid working*. Kogan Page. Chapter 4 pp67-85; Chapter 8 pp163-182; Various parts of Chapters 5 – 10 pp89-219.

Armstrong, M. and Taylor, S. (2023) *Armstrong's handbook of human resource management practice*. 16th ed. London: Kogan Page.

Armstrong, M. (2020) Armstrong's handbook of strategic human resource management. 7th ed. London: Kogan Page.

Boxall, P. and Purcell, J. (2022) *Strategy and human resource management*. 5th ed. London: Bloomsbury Academic.

Burnes, B. (2017) *Managing change*. 7th ed. Harlow: Pearson Education.

Cameron, E. and Green, M. (2019) Making sense of change management: a complete guide to the models, tools and techniques of organizational change. 5th ed. London: Kogan Page.

Cheung-Judge, M.Y. and Holbeche, L. (2021*) Organisation development: a practitioner's guide for OD and HR*. 3ed ed. London: Kogan Page.

Cureton, P. (2017) Developing and using consultancy skills (e-book). London: CIPD Kogan Page.

Horn, R. (2009) *The business skills handbook*. London: CIPD Kogan Page.

Phillips, J., Trotter, W. and Phillips, P. (2015) Maximizing the value of consulting: a guide for internal and external consultants. Oxford: Wiley.

Planellas, M and Muni, A. (2020) *Strategic decisions: the 30 most useful models*. Cambridge: Cambridge University Press.

Scott, B. and Barnes, B. (2011) *Consulting on the Inside: A Practical Guide for Internal Consultants*. 2nd ed. Alexandria, VA: Association for Talent Development.

Smith, R., King, D., Sidhu, R. and Skelsky, D. (eds). (2014) The effective change manager's handbook: essential guidance to the change management body of knowledge. London: Kogan Page.

Taylor, S. and Perkins. G. (2021) *Work and Employment in a Changing Business Environment*. London: CIPD Kogan Page.

Key journals

Human Resources

Available at: www.hrmagazine.co.uk/

People Management

Available at: www.peoplemanagement.co.uk/

Personnel Today

Available at: www.personneltoday.com/

Online resources

Battista, M. (2021) *PESTLE analysis*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/strategy/organisational-development/pestle-analysis-factsheet

Boys, J. (2022) *Understanding the economy and the labour market*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/work/trends/economy-labour-market-factsheet

CIPD. (2022) *Health and wellbeing at work*. Report. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/culture/well-being/health-well-being-work

Learning resources

George, S. (2021) *Change management*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/strategy/change/management-factsheet

Gifford, J. (2021) *Strategic human resource management*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/strategy/hr/strategic-hrm-factsheet

Gifford, J., Cotton, C. and Young, J. (2021) *Financial wellbeing: an evidence review. Practice summary and guidance*. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/culture/well-being/evidence-financial-wellbeing

Green, M. (2022) *Ethical practice and the role of HR*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/culture/ethics/role-hr-factsheet

Green, M. (2022) *Organisation development*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/strategy/organisational-development/factsheet

Wilson, M. (2021) *SWOT analysis*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/strategy/organisational-development/swot-analysis-factsheet

Young, J. (2022) *Organisational climate and culture*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/culture/working-environment/organisation-culture-change-factsheet

Websites

www.cipd.co.uk

Website for the Chartered Institute of Personnel and Development (CIPD)

https://peopleprofession.cipd.org/profession-map

Website for the CIPD's New Profession Map

www.gov.co.uk

Website for all government information and services, including government departments, agencies and public bodies.

5CO02
Evidence-based practice

About this unit

This unit addresses the significance of capturing robust quantitative and qualitative evidence to inform meaningful insight and 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.

What you will learn

You will develop understanding of the concepts of evidence-based practice and the tools and methods that are applied to diagnose issues, challenges and opportunities. You will explain the principles of critical thinking and assess how different ethical perspectives can influence decision-making. Key insights and analysis tools and methods will be covered, and you will interpret data relating to a people practice issues before presenting your findings and evaluating the benefits, risks and financial implications of solutions. Finally, you will be able to explain how to measure the impact and value people practice contributions make to the organisation.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

Learning outcome, assessment criteria and indicative content

1 Understand strategies for effective critical thinking and decision-making.

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.

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.

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.

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).

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 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.

2 Understand the importance of decision-making strategies to solve people practice issues.

2.1 With reference to a people practice issue, interpret analytical data using appropriate analysis tools and methods.

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.

2.2 Present key findings for stakeholders from people practice activities and initiatives.

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).

2.3 Make justified recommendations based on evaluation of the benefits, risks and financial implications of potential solutions.

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.

3 Be able to measure the impact and value of people practice to the organisation.

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.

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 (for example staff satisfaction surveys, absence data, wellbeing).

Learning resources

Books

Waite, K, Beevers, K, Small, N, Tomlinson, K, Hussain, S. (2021) *People Practice: A Complete Guide*. Kogan Page. Chapter 2. pp 44-67

Barends, E. and Rousseau, D. M. (2018) Evidence Based Management – How to Use Evidence to Make Better Decisions. Kogan Page. London.

Baron, A and Armstrong, M (2007) Human *Capital Management: Achieving added value through people*, Kogan Page, London

Chatford, T. (2022) Critical Thinking: Your *Guide to Effective Argument, Successful Analysis and Independent Study*. 2nd Ed. Sage Publications Ltd.

Eremenko, K, (2020) *Confident data skills*.4th ed. London: Kogan Page.

Khan, N, Millner, D, (2020) Introduction to People Analytics: A Practical Guide to Data Driven HR 3rd Ed. Kogan Page.

Key journals

Barends, E, Rousseau, D and Briner, R (2014) Evidence Based Management: The basic principles, Centre for Evidence-Based Management Amsterdam.

Briner, R (2019) The basics of evidence-based practice, People + Strategy, **42** (1), pp 16-21

Koch, A J, D'Mello, S D and Sackett, P R (2015) A meta-analysis of gender stereotypes and bias in experimental simulations of employment decision making, Journal of Applied Psychology, **100** (1), p 128

Online resources

CIPD Podcase 154: Critical Thinking CIPD.

Evidence-based practice for HR 7th May 2019 Podcast. Chartered Institute of Personnel and Development. London.

Green, M, Russell, T. (2022) Ethical practice and the role of people professionals. Chartered Institute of Personnel and Development. London. available at: https://www.cipd.co.uk/knowledge/culture/ethics/role-hr-factsheet#15763

Hill, S., Houghton, E. (2018) Getting started with people analytics: a practical guide. Chartered Institute of Personnel and Development. London. Available at: https://www.cipd.co.uk/Images/peope-analytics-guide_tcm18-51569.pdf

Houghton, E. (2018) People analytics: driving business performance with people data. Chartered Institute of Personnel and Development. London.

Houghton, E, (2019) Human capital measurement and reporting. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/analytics/human-capital-factsheet

Houghton, E, (2019) People analytics. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/analytics/evidence-based-practice-factsheet

Mohdazaini, H. (2022) Workforce Reporting. Factsheet. London: Chartered Institute of Personnel and Development. www.cipd.co.uk/knowledge/strategy/analytics/human-capital-factsheet

Muller-Heyndyk, R (2019) HR the worst function on data, HR Magazine, https://www.hrmagazine.co.uk/content/news/hr-the-worst-function-on-data (archived at https://perma.cc/CAC4-43DZ)

Rousseau, D. (2020) *Making evidence-based decisions in an uncertain world. Organizational Dynamics*. Vol 49, Issue 1. January-March. Reviewed in In a Nutshell, Issue 96.

Severson, E. (2019) *Real-life EBM: what it feels like to lead evidence-based HR*. People + Strategy. Vol 42. No 1. Pp 22-27.

Learning resources

Young, J, (2022) Evidence-based practice for effective decision-making. Factsheet. London: Chartered Institute of Development.

Websites

www.cipd.co.uk

5CO03
Professional behaviours and valuing people

About this unit

This unit focuses on how applying core professional behaviours such as ethical practice, courage and inclusivity can build positive working relationships and support employee voice and wellbeing. It considers how developing and mastering new professional behaviours and practice can impact performance.

What you will learn

You will explore professional and ethical behaviours in the context of people practice by appraising what it means to be a people professional and how personal and ethical values can be applied, including contributing to discussions with confidence and conviction to influence others. You will learn how to champion inclusive and collaborative strategies, arguing the human and business benefits of inclusive behaviours and the right to be fairly treated at work. Additionally, you will design and evaluate solutions aimed at building positive working relationships. Finally, you will demonstrate personal commitment to learning, professional development and performance improvement by exploring how the role of a people professional is evolving. You will also assess your own strengths, weaknesses and development areas and formulate a range of CPD activities to support your learning journey.

5 credits

50 hours total unit time
20 guided learning hours

Level 5

1 Be able to demonstrate professional and ethical behaviours, in the context of people practice.

1.1 Appraise what it means to be a people professional.

Definition of professional; professional specifications and frameworks, professional requirements, CIPD Profession Map, professional values, personal values (for example fairness, honesty, equality, inclusivity, valuing others, evidence-based decision-making); concept of 'professional integrity'.

1.2 Recognise how personal and ethical values can be applied in the context of people practice.

The importance of knowing one's own personal values and using these as a framework for behaviour and practice. Knowing how personal values integrate (or not) with organisational and/or professional values and if/how differences can be reconciled. Recognising how personal values and beliefs shape ways of working and work relationships – and the impact of this for colleagues. Demonstrating professional courage – speaking up for ethical standpoints within the workplace and supporting others to do the same.

1.3 Consider the importance of people professionals contributing to discussions in an informed, clear and confident way to influence others.

The need for people professionals to contribute confidently and courageously to discussions to inform and influence others. Knowing when and how to speak up and contribute expert opinion and information so that the HR/L&D/OD purpose (for example as defined by the CIPD Profession Map) is clearly

represented and can be effectively fulfilled.

Techniques for informed, clear and engaging communication, for example: gaining attention; using volume, tone, and pace; summarising and checking understanding. Using listening skills and questioning to understand different viewpoints and clarify questions. Making an evidence-based argument; using facts and data to support contributions. Using examples to illustrate key points and enhance engagement. Recognising context and adapting content to suit the audience.

1.4 Recognise when and how you would raise matters which conflict with ethical values or legislation.

When and how to raise issues, for example organisational policies and practices, organisational leadership style, personal relationships, conflict style. Examples of 'matters which conflict', for example with legal matters, with ethical values, with personal values. Concept of 'whistleblowing', high-profile examples.

2 Be able to champion inclusive and collaborative strategies for building positive working relationships.

2.1 Argue the human and business benefits of people feeling included, valued, and fairly treated at work linking to related theory.

Human and business benefits: for example, job satisfaction, reduced dispute and conflict, corporate reputation; enhanced worker wellbeing, increased retention and reduced turnover rates, reduced sickness, increased efficiency and effectiveness of work.

Relevant theory: theorists and thinkers, for example Maslow, McLelland, Daniel

Pink, David Rock; concepts of 'worker engagement' and 'worker wellbeing'.

2.2 Discuss strategies for designing and ensuring inclusive people practices.

Enabling others to have a voice when designing and delivering solutions which impact them. Strategies for engaging with others in the design of people practice initiatives, for example, discussions, email and documentary exchanges, research or consultation activities.

Others: for example, those directly impacted by the solution, those with relative insights or contributions to offer, partners in joint working, those with authority or responsibility in the area concerned.

Strategies for checking the inclusivity of people practices: for example, informal or formal feedback; consultation re the extent to which the practice reaches and embraces different agendas and needs.

2.3 Reflect on your own approach to working inclusively and building positive working relationships with others.

Approaches, for example valuing people as individuals and recognising the value and benefits of diversity; actively seeking and listening to diverse views and opinions; building trust and providing appropriate support when needed; finding opportunities to collaborate with wider colleagues; sharing knowledge and expertise to solve problems.

3 Be able to demonstrate personal commitment to learning, professional development and performance improvement.

3.1 Explore how the role of a people professional is evolving and the implications this has for continuing professional development.

Emerging knowledge and skills required and the implications for CPD, for example business acumen, technology savvy, specialist expertise, work skills, collaborative working skills, remote working/working from home, self-management, communication skills.

3.2 Assess your strengths, weaknesses and development areas based on self-assessment and feedback from others.

People and contexts for gaining feedback, formal and informal feedback, regular and ad hoc feedback, feedback methods and media, feedback as incoming information, triangulation of received feedback, relevance and importance of feedback, how to structure feedback, self-assessment methods and relevant frameworks to assess against. Bias issues in self-assessment and others' feedback. Utilising the CIPD Profession Map.

3.3 Formulate a range of formal and/or informal continuing professional development (CPD) activities to support your learning journey.

CPD models and theory, CIPD and other sector and professional requirements for CPD, for example formal and informal, self-directed learning, coaching, mentoring, work, applying learning as appropriate, shadowing, skills practice, investigation and research, reading, blogs, webcasts, videos, social media discussions and forums, conferences, training courses, on-job and off-job learning, characteristics of a good-

practice CPD plan, how to complete a
CPD plan.

**3.4 Reflect on the impact of your continuing
professional development activities on
own behaviour and performance.**

Concept and theory of reflective practice,
outputs of reflection (for example,
records, plans), evaluating/measuring
behaviour changes, evaluating/measuring
performance changes, checking changes
are positive and meet intended outcomes,
impact on own performance and
behaviour.

Learning resources

Books

Taylor, S. and Woodhams, C. (eds). (2022) *Studying human resource management*. 3rd ed. London: CIPD Kogan Page.

Cookson, G, (2022) *HR for Hybrid working*. Kogan Page. Chapter 12 pp247-258.

Beevers, K., Hayden, D. and Rea, A. (2019) *Learning and development practice in the workplace*. 4th ed. London: CIPD Kogan Page.

Angier, T. (Editor). (2023) *Ethics: The Key Thinkers* 2nd Ed. London: Bloomsbury

Armstrong, M. and Taylor, S. (2023) *Armstrong's handbook of human resource management* practice. 16th ed. London: Kogan Page.

Cottrell, S. (2023) Critical Thinking Skills: Effective Analysis, Argument and Reflection. 4th Ed. London: Bloomsbury.

Covey, S. R. (2017) The 7 Habits of Highly Effective People: Revised and Updated: 30th Anniversary Edition. London: Simon & Schuster UK

Frost, S. and Alidina, R. (2019) Building an Inclusive Organization: Leveraging the Power of a Diverse Workforce. London: Kogan Page

Planellas, M and Muni, A. (2020) *Strategic decisions: the 30 most useful models*. Cambridge: Cambridge University Press.

Taylor, S. and Perkins. G. (2021) *Work and Employment in a Changing Business Environment*. London: CIPD Kogan Page.

Online Resources

Baczor, L. and Zheltoukhova, K. (2017) *HR professionalism: what do we stand for?* Report. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/Images/professional-identity-research-report-updatedPFFMay20_tcm18-17960.pdf

CIPD. (2022) *Code of Conduct and Ethics 2023*. Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/Images/cipd-code-of-conduct-and-ethics_tcm18-112336.pdf

CIPD. *Ethics at Work*. Webinar Series. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/culture/ethics/ethics-work-guide/webinar-series

CIPD. (2022) *About CPD*. Case Studies and Guidance. Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/learn/cpd/about

Green, M., Bond, H., Miller, J. and Gifford, J. (2018) *Diversity and inclusion at work: facing up to the business case*. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/Images/diversity-and-inclusion-at-work_2018-facing-up-to-the-business-case-1_tcm18-44146.pdf

Green, M. (2020) The role of emotion in professional decision-making. (Review of the Article The role of emotion in professional decision-making by West, C. and Zhong, C.) Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/news-views/nutshell/issue-99/decision-making

Green, M., Peters, R., Young, J. (2020) *People Profession 2030 A collective view of future trends*. Report. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/Images/people-profession-2030-report-compressed_tcm18-86095.pdf

Hayden, D. (2019) *Learning and development evolving practice*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/development/evolving-practice-factsheet

Learning resources

Journals

Human Resources

Available at: www.hrmagazine.co.uk/

People Management

Available at:
www.peoplemanagement.co.uk/

Websites

www.cipd.co.uk

Website for the Chartered Institute of Personnel and Development (CIPD)

https://peopleprofession.cipd.org/profession-map

Website for the CIPD's New Profession Map

https://www.cipd.co.uk/learn/cpd/map

Link for registration to the CIPD Self-Assessment tool

www.gov.co.uk

Website for all government information and services, including government departments, agencies and public bodies.

5LD01
Support informal and self-directed learning

About this unit

This unit recognises that much of the learning that takes place in organisations happens informally, usually in the form of individuals learning from, and with, each other or accessing learning content as and when required. Equally, individuals are increasingly wanting to learn at their own pace and in a way that fits with their personal schedules and lifestyles. Being able to champion and support informal and self-directed learning is an essential skill for learning and development professionals. This unit explores that skill and the practical steps that can be taken to encourage informal and self-directed learning and gain the many benefits these processes can bring for both organisations and the individuals who work with them.

What you will learn

You will learn about the theoretical concepts of informal and self-directed learning and how they apply in the workplace. You will also learn about the benefits and risks they hold for both organisations and individuals. You will also explore steps that organisations can take to reduce barriers and to encourage informal and self-directed learning, including the already significant but still huge potential use of digital and technological innovations. You will explore ways of assessing the impact of informal learning so that it does not go unrecognised and can inform further development planning. Finally, you will learn how informal and self-directed learning can be supported by the effective curation of materials and consolidate your own learning by curating a bank of resources in relation to a specific area of learning.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

Learning outcome, assessment criteria and indicative content

1 Understand theoretical concepts of informal and self-directed learning.

1.1 Explain what is meant by the terms 'formal learning' and 'informal learning' in a workplace context.

Formal learning; for example, structured learning programmes, planned learning events, workshops, courses and accredited learning programmes.

Informal learning; learning that takes place naturally, unplanned learning, learning accessed just-in-time, in-the-flow of work and as needed; informal learning with and from others; learning often outside or complimentary to structured learning and development programmes.

Related theories and models: (for example, Jennings 70/20/10 (or 10/20/70,); Bersin 'Learning in the flow of work'). Overlap and blurring of definitions. Ways formal and informal learning can complement each other and be combined to create comprehensive learning pathways.

1.2 Discuss theories of how people learn from, and with, others and how this applies in the workplace.

Recognition that much informal learning involves learning from, and with, others.

Social learning theory; for example, Bandura, Vygotsky, Bruner, Revans, Jarche, Siemens and Downes. Collaborative learning theory; learning through working with others towards a shared goal. Examples of how social and collaborative learning takes place in a workplace context, for example, observation of others, informal one-to-one support, 'buddying', learning from discussions and joint working, joining

together to form informal learning groups.

1.3 Explain the concept of self-directed learning and how this might take place in the workplace.

Definitions and interpretation; self-directed learning, self-determined learning, individuals learning at their own pace, by their preferred method and in a way that fits with their work schedules and lifestyles. Related theories and models; for example, Deci and Ryan, Knowles, Hase and Kenyon. Examples of how self-directed learning might take place in a workplace context, for example, self-selection of learning options from an LMS systems, self-managed informal learning, self-determination of professional learning options, self-managed personal and professional development process.

1.4 Assess the potential benefits and risks of informal and self-directed learning for both individuals and organisations.

Potential benefits: empowering employees, learner self-awareness and self-reliance; greater individualisation/personalisation of learning; potential for greater targeting of development activities in relation to unique learning needs; potential for wider awareness, sharing, signposting of development opportunities; learning accessed just-in-time, in-the-flow of work and as needed, potential increase in overall organisation knowledge; benefits of communities of practice; more agile employees and organisations; potential for increased worker satisfaction, psychological contract and engagement; more effective formal learning and development in the organisation through blended options; support the transfer of learning to the workplace.

Potential risks: non-engagement; cognitive learning not utilised or

developed into skills or behaviour change; lone learners and lack of stimulation from others; challenges of less support; lack of networking opportunities; failure to recognise 'mistakes' in learning or reinforce poor practice (passing on mistakes and misunderstandings); lack of alignment between individual choices and organisation requirements; incomplete/non-standard understanding of new systems, products, services, etc. (may be better delivered more formally to relevant groups).

2 Understand how to encourage and engage individuals in informal and self-directed learning.

2.1 Explain the steps organisations can take to encourage informal learning.

Promoting a learning culture, becoming a 'learning organisation', recognising the value of informal and social learning. Accepting potential time and resource implications of informal learning. Provision of (informal and formal) coaching and mentoring schemes, buddying and inexperienced/experienced worker partnering. Encouraging communities of practice/social learning activities (internal and external, and profession based). Provision of effective environments for learning, provision of resources, curation of resources to support learning themes and requirements. Insights from adult learning theory, psychology, and neuroscience.

2.2 Explain the steps organisations can take to encourage self-directed learning.

Provision of learning options; provision of support for individual learning, including financial and resource support. Provision of effective environments for learning, provision of learning resources, curation of resources to support learning themes

and requirements. Challenging and overcoming reasons for non-engagement: for example, self-image, self-beliefs and learning history; perceived lack of relevance to work and/or work aspirations; perceived lack of relevance to personal objectives; logistical factors. Insights from adult learning theory, psychology, and neuroscience.

2.3 Assess how digital and technological innovation is encouraging and enabling informal and self-directed learning.

Impact of smart devices; access to instant micro-learning; social media and learning networks, for example X, LinkedIn, Facebook, Instagram, YouTube, AI, etc.. Knowledge sharing tools (e.g. Slack, SharePoint, Dropbox) Concepts of 'connectivism' and 'online communities of practice'; development of a 'communication culture'. Impact of augmented and virtual reality and artificial intelligence. Role of L&D in providing digital learning options and resources.

2.4 Discuss strategies for supporting individuals to reflect on and measure the impact of informal and self-directed learning.

Strategies and support such as regular meetings and discussions with coaches, mentors and line managers; provision of self-assessment tools. Support for personal goal-setting and self-assessment, linking into other formal or informal L&D activities where impact and transfer assessment takes place; collecting peer or other feedback, links to 'performance conversations' with the line manager; internal and external reward. Concepts of reflective practice, for example: Driscoll, Gibbs, Rolfe et al.

3 Be able to support informal and self-directed learning through the curation of learning resources.

3.1 Explain principles underpinning the curation of learning resources.

Structure and approach to curation; factors influencing the selection of materials, for example relevance to purpose, quality, engagement, ease of access, cognitive and professional level; recognition that resources don't have to be created; use/collate from a huge amount of existing materials and information available; factors influencing access (selected platform or distribution method, user access skills and/or permissions); difference between central L&D-curated versus learner-curated; use of subject-matter experts; curation models; Jarche's 'seek, sense, share' model, Higgins' 'digital curation, lifestyle' model.

3.2 Curate a range of accessible learning resources in relation to a specific area of learning using an appropriate platform/method to make them accessible to others.

Defining accessibility needs of learners in a given context; types, strengths and weaknesses of different curated resource types, text, video (including recorded webinars), audio (podcast), interactive resources/e-learning, articles, photos, signposting to references, good practice, case studies, blogs, social media; choice of platforms and/or methods: use of intranets, LMS/LXP/CPD systems, knowledge sharing and online collative tools, HR systems, e-portfolio, apps, email, social media, artificial intelligence.

Learning resources

Books

Beevers, K., Hayden, D. and Rea, A. (2019) *Learning and development practice in the workplace*. 4th ed. London: CIPD Kogan Page.

Cookson, G, (2022) *HR for Hybrid working*. Kogan Page. Chapter 10 pp199-219.

Doloriert, C., Boulton, W. and Sambrook, S. (2017*) Facilitating collective and social learning* (e-book). London: CIPD Kogan Page.

Hart, J. (2020) Modern workplace learning: how to build a continuous learning culture. modernworkplacelearning.com.

Hase, S. and Kenyon, C. (eds) (2013) *Self-determined learning: heutagogy in action*. London: Bloomsbury Academic.

Lancaster, A. (2019) Driving performance through learning: develop employees through effective workplace learning. London: Kogan Page.

Illeris, K. (2011) The fundamentals of workplace learning: understanding how people learn in working life. Abingdon: Routledge.

Silvalingham, N. (2023) Learning at speed: How to upskill and reskill your workforce at pace to drive business performance. London: Kogan Page

Wheeler, S (2019) Digital learning in organisations: Help your workforce capitalize on technology. London: Kogan Page

Online Resources

Cassidy, N (2023) *Evidence-based L&D: learning off the job*. Podcast. London: Chartered Institute of Personnel and Development. Available at:

https://www.cipd.org/uk/knowledge/podcasts/adjacent-learning/

Cassidy, N (2023) *Evidence-based L&D: the power of reflection*. Podcast. London: Chartered Institute of Personnel and Development. Available at:

https://www.cipd.org/uk/knowledge/podcasts/ld-reflective-practice/

Lancaster, A., James, D., Graham, K. (2019) *Learning in the Flow of Work*. Podcast. London: Chartered Institute of Personnel and Development. Available at:

https://www.cipd.org/uk/knowledge/podcasts/learning-flow-work/

Key journals

People Management
Available at:
www.peoplemanagement.co.uk/

TD: Talent Development
Available at:
www.cipd.co.uk/knowledge/journals

Websites

www.cipd.co.uk/knowledge
Link to the CIPD's Knowledge Hub, providing resources on 15 key topics in HR and L&D, including factsheets, research reports, guides, survey reports and more, as well as online journals.

www.td.org/
Website of the Association for Talent Development (ATD), formerly ASTD, the American association concerned with developing talent in organisation.

5LD02
Design learning and development programmes to create value

About this unit

This unit addresses the relationship between an organisation's learning and development needs and the design of learning programmes, pathways and activities to meet these. It focusses on the essential skills of clearly identifying what is required from learning and development, and effectively combining a range of different learning methods, both formal and informal, to meet these requirements. The unit considers key factors, including how to measure learning impact and how to make use of the insights offered by psychology, to create impactful learning experiences that support organisational performance and productivity.

What you will learn

You will explore the many ways that learning and development contributes to the organisation and who the key stakeholders for learning might be. You will learn how to clarify requirements of learning programmes and how to identify specific learning needs. You will also learn about the essential factors that need to be considered when designing learning programmes, from key logistical factors through to how inclusivity and accessibility can be built into programmes, as well as the importance of considering and including impact measurement activities at the design stage. You will go on to explore different learning delivery methods and activities, how they can be effectively blended and spaced, and the different bodies of science which underpin learning design. Finally, you will have an opportunity to consolidate your learning by designing your own engaging learning and development solution to address identified objectives.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

Learning outcome, assessment criteria and indicative content

1 Understand how learning and development supports the achievement of organisational and individual goals.

1.1 Discuss different ways learning and development supports the achievement of organisational goals.

Organisational strategy and goals: for example, profit, competitiveness, market position, expansion, diversification, increased technology, rebrand, differentiation of products/services. Different services provided by L&D and how they support the business, how L&D priorities are derived from and support the organisational strategy; for example, addressing short- and long-term skills shortages, induction and speed to competency, capability and development; supporting innovation and competitive edge; workforce retention and succession planning. Worker engagement and satisfaction.

The vital connection with managers. Business partnering and performance consulting to maintain and expand capability and solve performance problems. Working with other areas of the organisation such as HR, IT, finance, and marketing functions to achieve goals and objectives.

1.2 Identify key stakeholders for learning and development and ways of gaining their commitment to programmes.

Key stakeholders: for example, directors/CEO, managers, workforce, teams, project teams, specialists, external stakeholders. Finance, IT, L&D function. Different stakeholders in relation to different programmes. Stakeholder requirements of L&D programmes – e.g. capability building, nature of programme (methods, timing

etc), financial requirements, prioritisation of requirements.

1.3 Explain methods for identifying team and individual learning needs and key principles governing their use.

Need analysis methods: job analysis, skills audits, surveys, observations, assessments, performance review, performance consulting conversations, interviews, questionnaires, evaluation data, learning system data, customer/other feedback. Principles: for example, ethics, fairness, data-use, clean language, recognition of bias, balanced analysis, evidence-based conclusions. Importance of alignment between individual, team, and organisational learning objectives. Talent and succession plans and career development.

1.4 Explain the importance of setting clear, agreed learning and development objectives and ways of doing this.

Importance of alignment between individual, team, and organisational learning objectives. Importance of clear, shared and agreed objectives and clarity of expectations (outputs) from learning and development. Direct connection between type of learning objectives and methods selected to meet needs. Important connection between learning objectives and evaluation and impact criteria.

Models and theories of objective-setting: for example, consideration of Mager, Bloom's Taxonomy. Difference between aims, objectives and learning outcomes.

Learning outcome, assessment criteria and indicative content

2 Understand factors to be considered when designing learning and development programmes.

2.1 Explore legal, logistical, and financial factors to be considered when designing learning and development.

Legal – health, safety and welfare, equalities law, data protection, professional compliance requirements; regulatory training; different international legal systems.

Logistical – organisation activity patterns, working schedules and learner availability, resource and system availability, limitations of delivery methods and learner support mechanisms, dispersed and international workforces, time-zones, learning locations and travel implications.

Financial – budgets, design and delivery costs, hidden costs, financial impact on work.

2.2 Explain how inclusivity and accessibility can be built into learning and development at the design stage.

Recognition of different learner contexts, learning needs, personal motivations, and available support mechanisms.

Liaison and involvement with learner groups at the design stage. Inclusion of different learning methods and activities. Differentiation of activities and resources (for example format, media, display) in relation to different learner levels, needs and work contexts. Awareness and sensitivity to cultural norms and practices and their potential impact on the selection of delivery methods, resources, materials, etc. Language and terminology, potential barriers for non-native speakers. Ensuring consistency of programmes and programme quality

across different groups, sites, and geographies.

2.3 Explain how the impact of learning and development can be measured and why this must be considered at the design stage.

Concepts of evaluation and impact measurement: for example, Kirkpatrick, Katzell, Brinkerhoff, LTEM and Weinbauer-Heidel and Ibeschitz-Manderbach.

Determining the scope and level of evaluation, evaluation approaches and methods, sources of evaluation data and insights (quantitative and qualitative) and timings of evaluation.

Importance of, and rationale for, full consideration of evaluation at design stage. Potential issues if not included within the design stage.

3 Be able to design engaging learning and development programmes, underpinned by learning theory, that address identified objectives.

3.1 Assess how aspects of learning-related psychology and neuroscience have influenced approaches to the design of learning and development.

Learning-related psychology; for example, behaviourist, cognitive, and constructivist theories of learning. Concept of scaffolded learning. Theories of adult learning, e.g. Knowles. Aspects of neuroscience; for example, spacing and sequencing, managing attention and engagement, cognitive overload, concept of neuroplasticity. Critical evaluation of popular theories, models and neuroscience.

Learning outcome, assessment criteria and indicative content

3.2 Discuss a range of learning and development delivery methods and how they can be blended to form an engaging and effective learning and development programme.

Delivery methods; for example, face-to-face facilitation, informal/on-job learning, technology-based activities, coaching and mentoring, social learning activities, resource-based learning. Pre-learning and flipped classroom. Bite-size and microlearning. Practice time/activities. Reflection time/activities. Individual support.

Definition and concepts of blended learning. Considerations involved in blending different activities; for example, effective sequencing and combining of learning content, preferences for blending different activities, spacing and managing cognitive load. Workplace time requirements, resource implications, best fit with workplace factors.

Formats for specifying L&D 'programmes'.

3.3 Design a learning and development programme which addresses identified learning and development objectives and includes:
- **different delivery methods**
- **engagement techniques**
- **impact measurement activities.**

Delivery methods; as above (3.2).

Engagement techniques; for example, involving learners in the design process, embracing learner ownership, recognising and addressing obstacles and resistance, building choice into activities, effective sequencing and spacing, creative and inclusive use of multimedia learning resources; use of stories, narratives and activities which generate emotional responses, positioning of methods and activities to generate attention. Creating an inclusive learning environment. Engaging learners through effective joining instructions, flipped classroom techniques to build interest, clear linking of learning to workplace and work/personal benefits, and application of learner-centred design and learning psychology.

Evaluation/impact measurement activities; for example, short term – tests, questionnaires, surveys, observations. Longer term; workplace application, manager feedback, work-based projects, measurement of added value.

Learning resources

Books

Beevers, K., Hayden, D. and Rea, A. (2019) *Learning and development practice in the workplace*. 4th ed. London: CIPD Kogan Page.

Clark, D. (2020) Artificial intelligence for learning: How to use AI to support employee development. London: Kogan Page

Collins, S. (2023) Neuroscience for Learning and Development: How to Apply Neuroscience and Psychology for Improved Learning and Training. London: Kogan Page

Knowles, M.S. (1980) The modern practice of adult education: from pedagogy to andragogy. New York: Association Press.

Lancaster, A. (2019) Driving performance through learning: develop employees through effective workplace learning. London: Kogan Page.

Neelen, M. and Kirschner, P.A. (2020) Evidence-informed learning design: creating training to improve performance. London: Kogan Page.

Nichol, S. (2023) Learning habits: Drive a learning culture to improve employee and business performance. London: Kogan Page

Parry-Slater, M. (2021) The Learning and development handbook: a learning practitioner's toolkit. London: Kogan Page.

Shackleton-Jones, N. (2019) How people learn: designing education and training that works to improve performance. London: Kogan Page.

Willis, P. (1981) Learning to Labour: How Working Class Kids Get Working Class Jobs. New York: Columbia University Press

Key journals

People Management
Available at:
www.peoplemanagement.co.uk/

Online resources

Cassidy, N (2023) *Evidence-based L&D: Designing learning for purpose, not trend*. Podcast. London: Chartered Institute of Personnel and Development. Available at:

https://www.cipd.org/uk/knowledge/podcasts/purposeful-learning-design

Hayden, D. (2023) *Learning theories that impact on design*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.org/uk/knowledge/factsheets/learning-theories

Hayden, D. (2023) *What-is-a-learning-and-development-strategy*. Factsheet. London: Chartered Institute of Personnel and Development. Available at:

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

Websites

www.cipd.org/uk/knowledge/

Website of the Chartered Institute of Personnel and Development and link to the CIPD's Knowledge Hub, providing resources on 15 key topics in HR and L&D, including factsheets, research reports, guides, survey reports and more, as well as online journals and the HR and L&D Database

www.td.org/
Website of the Association for Talent Development (ATD), formerly ASTD, the American association concerned with developing talent in organisations.

5LD03
Facilitate structured learning and development activities for groups

About this unit

This unit is about the effective facilitation of structured learning activities, sometimes referred to as 'formal' learning activities. It focusses on the prime L&D skill of managing and enabling learning to take place in a group context. Whilst much of the unit considers the art and practice of facilitation in general terms, it has an extra focus on the essential skill of face-to-face facilitation. (Note: the specific skills of online facilitation are further explored in the Optional Unit 5OS02). As well as considering underpinning ethics and principles, the unit explores the specialist skills involved before, during, and after facilitation which ensure inclusive and outstanding group-based learning experiences.

What you will learn

You will begin by exploring how to prepare for facilitating learning activities, including preparation of engaging, valid and accessible learning media, and resources. You will learn about the concept of facilitation, how to manage group dynamics and a range of facilitation techniques which support learning. You will also learn the important skill of monitoring and being able to adjust activities in real-time, to meet the individual needs of group members. You will explore ethical factors involved in the facilitation of learning and experiment with your own ability to deliver effective and inclusive group-based learning activity. Finally, you will explore the concept of 'transfer of learning', the role of line managers and learning and development in supporting this, and why learning transfer is a crucial component of workplace learning activities.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

Learning outcome, assessment criteria and indicative content

1 Be able to prepare for facilitation of learning and development activities for groups.

1.1 Explore factors to consider in preparation for group-based learning and development activities.

Preparing learners; for example, using approaches based on adult learning theory and aspects of pre-learning such as provision of advance information and resources, effective and enhanced approaches to 'joining instructions'. Communication and partnering with the business to ensure learner preparation and engagement prior to the L&D activity.

Preparing physical resources; for example, preparing the space for effective learning, ensuring availability of physical and technical equipment and technology. Health, safety and wellbeing factors, reasonable adjustments for specific learning needs, and inclusivity.

Own professional readiness; for example, own sufficiency of L&D/facilitation skills and experience, own subject knowledge, familiarisation with material, managing own emotional state, insights into the learners and their context.

1.2 Explain principles underpinning the selection of learning resources and materials to support learning activities.

Resource types; for example, audio visual/presentation software, flipchart, practice equipment, display objects, handouts, exercises and materials, workbooks, digital resources – videos, podcasts, animations, infographics, survey tools.

Accessibility considerations, for example media, language, learner competence, disability and inclusion. Strategies for differentiating the choice and use of

resources to meet individual needs within a group context.

Use of psychology-based 'tests' and personality or learner 'assessments' – importance of establishing (and being open about) validity of psychology-based resources before presenting to learners.

Recognition of bias in materials and resources, for example racial and gender stereotyping; cultural bias; personal characteristics; examples of how poorly designed materials can exclude or alienate learners; strategies for checking materials against bias.

2 Be able to facilitate inclusive group-based learning and development activities.

2.1 Discuss the concept of facilitation and ethical factors involved in the facilitation of group-based learning.

Facilitation models. Spectrum of facilitation methods - from instructor/presenter through different degrees of trainer/facilitator. Shifting the locus of control and balance of responsibility for learning, and the learning process, from facilitator to learners. Encouraging and supporting learners to maximise their own learning within the group.

Ethics: Facilitator-learner relationship, power dynamics – facilitator ability to influence through language and actions. Group behaviours and dynamics. Concepts of bias: unconscious bias, cultural bias (on part of facilitator, on part of group members) and how these can impact group facilitation. Techniques to manage and maintain a positive group dynamic.

2.2 Explain a range of learning facilitation methods and techniques and how they can be applied to support learning.

Facilitation methods and techniques; for example formulating effective ways of working with all learners; using appropriate opening and initial engagement activities, for example welcomes, icebreakers and warmups; presenting/sharing/inputting content; facilitating learner activities and discussions; facilitating skills development, for example demonstration, supported practice, role play, managing feedback activities, facilitating pair, team, group and learner-led activities; reviewing and closing activities.

2.3 Discuss techniques for monitoring the effectiveness of learning activities during facilitation and making real-time adjustments to meet the needs of individual learners within a group context.

Techniques for monitoring group and individual learning within a group context *during* facilitation; for example, informal questioning, observation, assessment activities, performance in learning activities and group work. Concepts of differentiation and 'real-time' adaptation of learning activities for individuals within a group.

'Responding in the moment', making real-time adjustments; for example, to activities, resources, allocation of resources, roles, or ways of participating. Balancing individual and group needs.

2.4 Facilitate face-to-face, group-based learning and development activity that is inclusive and meets objectives.

Effective preparation of resources, learners, and self. Use of appropriate learning resources, (e.g. slides, video, handouts, practice materials, to support

and enhance learning. Effective application of facilitation techniques; for example, presenting/sharing/inputting content; facilitating learner activities and discussions; facilitating skills development, for example demonstration, supported practice, role play, managing feedback, facilitating pair, team, group and learner-led activities; reviewing and closing activities. Encouraging and supporting learners to maximise their own learning within the group.

3 Understand strategies which support the transfer of learning to the workplace.

3.1 Explain the concept of 'transfer of learning' and its significance in workplace learning.

Prime organisational need for learning to support performance. Debates around value of L&D if transfer is not achieved. Debates around 'learning for learning's sake' versus learning to improve performance, knowledge, skills or behaviour. Thinkers and models, for example Kirkpatrick, Katzell, Brinkerhoff's success case method, LTEM and Weinbauer-Heidel and Ibeschitz-Manderbach.

3.2 Evaluate strategies for supporting the transfer of learning from learning and development activities to the workplace.

The importance of ensuring effective learning during/from activities. Promoting the concept of learner responsibility for application and transfer. Transfer strategies, for example action planning within programme; work-based projects started within programme and taken forward; action learning sets; social learning groups; curated materials. Appropriately spaced follow-up L&D activities; follow-up resources; formally

designed line manager involvement;
work-based coaching; ongoing reviews;
work-based assessment; practice
facilities, support and encouragement for
informal learning and knowledge-sharing.

3.3 Evaluate the role of line managers in supporting transfer of learning for their team members, and how learning and development can support them in this.

Evaluation of manager responsibility for
learning transfer. Benefits of manager
involvement in programme design,
including personal and team goal-setting;
involvement in programme delivery (as
subject specialist, contributor, presenter,
other) and follow-up activities; providing
pre- and post-programme coaching,
performance review or work-based
assessment; contributing to curation of
resources; encouraging informal learning
amongst team members; regular
reviewing and extending action plans.

Learning and development support for
line managers: for example, one-to-one
coaching and ongoing support; support
groups or manager-based action learning
sets; provision of resources and online
support: for example, updates,
newsletters, forums, short online just-in-
time training, as needed.

Learning resources

Books

Addington, C., Douglas, J., O'Keefe, N. (2022) *Facilitation in Action: Finding Your Authentic Training Style*. London: ATD Press.

Cookson, G, (2022) *HR for Hybrid working*. Kogan Page. Chapter 10 pp199-219.

Beevers, K., Hayden, D. and Rea, A. (2019) *Learning and development practice in the workplace*. 4th ed. London: CIPD Kogan Page.

Neelen, M. and Kirschner, P.A. (2020) Evidence-informed learning design: creating training to improve performance. London: Kogan Page.

Schwarz, R (2017) The skilled facilitator: a comprehensive resource for consultants, facilitators, coaches, and trainers. 3rd ed.

Hoboken, NJ: John Wiley & Sons.

Shackleton-Jones, N. (2019) How people learn: designing education and training that works to improve performance. London: Kogan Page.

Online resources

Cassidy, N (2023) *Evidence-based L&D: measuring learning transfer*. Podcast. London: Chartered Institute of Personnel and Development. Available at:

https://www.cipd.org/uk/knowledge/podcasts/transfer-of-learning/

McBrown, J (2021) What are facilitation skills and how do you facilitate? Online article. Available at:

https://www.roffeypark.ac.uk/knowledge-and-learning-resources-hub/what-are-facilitation-skills-and-how-do-you-facilitate/

What is Facilitation? Online article. Training Delivery Newsletter. Association for Talent Development. Available at:

https://www.td.org/talent-development-glossary-terms/what-is-facilitation

Websites

www.cipd.co.uk/knowledge
Link to the CIPD's Knowledge Hub, providing resources on 15 key topics in HR and L&D, including factsheets, research reports, guides, survey reports and more, as well as online journals.

https://www.td.org

Website of the Association for Talent Development, formerly ASTD, the American association concerned with developing talent in organisations.

https://www.iaf-world.org/site/

Website of the International Association of Facilitators.

5OS01
Specialist employment law

About this unit

This unit considers key areas of employment legislation and its legal framework, focusing on how people professionals are obliged to take account of legal requirements in different jurisdictions when carrying out the varied aspects of their role.

What you will learn

You will learn about the purpose of employment regulation and the way that it is enforced in practice. You will evaluate the aims and objectives and the role played by the tribunal and courts in enforcing employment law. You will explain the main principles of discrimination law, how to manage recruitment and selection activities lawfully as well as learning about redundancy law and changes in contracts. Finally, you will learn about managing issues relating to pay and working time in a lawful way and employment rights for flexible working.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

1 Understand the purpose of employment regulation and the way it is enforced in practice.

1.1 Evaluate the aims and objectives of employment regulation.

The role of employment law in helping to achieve social justice, inclusion and fairness in the workplace; economic arguments in favour of increased regulation: protects against unjust, inequitable and negligent acts, slavery, discrimination, child labour. Awareness of negative arguments for employment regulation, such as legislation too complex, not a deterrent, poorly drafted, harder to create jobs; groups who support or oppose greater regulation.

1.2 Examine the role played by the tribunal and courts system in enforcing employment law.

The role played by courts and institutions with jurisdiction to hear employment-related matters and make and enforce employment law; hierarchy of the courts; Employment Tribunal, Employment Appeal Tribunal, Court of Appeal, Supreme Court, European Court of Justice, County Court, High Court; role of appeal courts.

2 Understand how to manage recruitment and selection activities lawfully.

2.1 Explain the main principles of discrimination law in recruitment, selection and employment.

The principles of discrimination law including how they affect recruitment and selection activities; protected characteristics, direct and indirect discrimination, harassment related to a protected characteristic, sexual harassment, less favourable treatment for rejecting submitting to unwanted conduct, significance of 'purpose or effect' and victimisation, discrimination by association, discrimination by perception; discrimination arising from disability, reasonable adjustments; defences; occupational requirements; use of comparators; remedies; relevant cases.

2.2 Discuss the legal requirements of equal pay.

The principles of equal pay; defences to equal pay claims; remedies; relevant cases; conducting equal pay reviews to ensure compliance.

3 Understand how to manage change and reorganisation lawfully.

3.1 Discuss the legal implications of varying contracts.

Lawful processes for changing; process for consultation and gaining agreement for change, change unilaterally, dismiss and re-engage; vary through collective bargaining; risks associated with varying contracts such as breach of contract, constructive dismissal, 'stand and sue', discrimination; contractual issues in the management of change; flexibility clauses.

3.2 Explain the legal requirements relating to redundancy

The principles of the law in the areas of redundancy; definitions of redundancy; entitlement to statutory redundancy pay, individual and collective consultation rights; other statutory rights such as notice and holiday; selection pools; points systems vs selection systems; discrimination risks; relevant cases.

3.3 Explain the legal requirements relating to transfers of undertakings.

Main provisions of relevant legislation, for example Transfer of Undertakings Protection of Employment Regulations, including what is relevant transfer, need to provide employee liability information, rights of affected individuals to information and consultation; remedies if legislation is breached, relevant cases.

caring responsibilities; reasons flexible working requests can be refused, remedies.

4 Understand how to manage issues relating to pay and working time lawfully.

4.1 Explain the major statutory rights in leave and working time.

The working time legislation and minimum annual leave entitlements, for example Working Time Regulations; provisions that relate to maximum working hours, in-work rest periods, rest period between periods of work, annual leave; how to calculate pay when on annual leave; how to calculate working time for pay purposes; reference periods, provisions for night workers; sickness (short and long term); differences for young adults; remedies; relevant cases.

4.2 Explain the main principles of maternity, paternity and adoption rights in the context of employment rights.

Rights to leave and pay during maternity, paternity or adoption; shared parental leave and pay; keeping in touch days (KIT and SPLIT); time off for antenatal care qualifying periods of service.

4.3 Explain employment rights relating to flexible working.

Rights to paid and unpaid time off during working hours; shift, weekend and bank holiday working; qualifying service; the rights to request flexible working, for example on religious grounds, because of

Learning resources

Books

Taylor, S. and Woodhams, C. (eds). (2022) *Human resource management: people and organisations*. 3rd ed. London: CIPD Kogan Page.

Aylott, E. (2022) *Employment law: a practical introduction*. 3rd ed. London CIPD Kogan Page.

Cushway, B. (2017) The employer's handbook: an essential guide to employment law, personnel policies and procedures. 13th ed. London: Kogan Page.

Daniels, K. (2022) Introduction to employment law: fundamentals for HR and business students. 6th ed. London: CIPD Kogan Page.

Honeyball, S. (2016) Honeyball and Bowers' textbook on employment law. 14th ed. Oxford: Oxford University Press.

Lewis, D., Sargeant, M. and Schwab, B. (2023) *Employment law: the essentials*. 16th ed. London: CIPD Kogan Page.

Pitt, G. (2022) *Employment law*. 12th ed. London: Sweet and Maxwell.

Taylor, S. and Emir, A. (2019) *Employment law: an introduction*. 5th ed. Oxford: Oxford University Press.

Waite, K., Beevers, K., Small, N., Tomlinson, K. and Hussain, S. (2021) *People practice: a complete guide*. London: CIPD Kogan Page.

Online resources

Acas. (nd) Employment contracts. Guide. London: Acas. https://www.acas.org.uk/employment-contracts

Bottomley, G. (2022) 'Fire and rehire' – guidance for employers. Guide. London: Chartered Institute of Personnel and Development. Available at https://www.cipd.co.uk/knowledge/fundamentals/emp-law/terms-conditions/fire-rehire-employer-guidance

Chartered Institute of Personnel and Development. (2022) Recent and forthcoming legislation. Guide. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/fundamentals/emp-law/about/legislation-updates

Chartered Institute of Personnel and Development. (2022) Statutory rates and compensation. Guide. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/fundamentals/emp-law/about/statutory-rates

Gillen, P. (2022) Employment law: key differences between Northern Ireland and Great Britain. Factsheet. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/fundamentals/emp-law/about/northern-ireland-differences-factsheet

Suff, R. (2022) Contracts of employment. Factsheet. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/fundamentals/emp-law/terms-conditions/contracts-factsheet

Taylor, S. (2022). Employment law in the UK: how it is made. Factsheet. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/fundamentals/emp-law/about/uk-emp-law-made-factsheet

Learning resources

Taylor, S. (2022). Employment law in the UK: the court system. Factsheet. London: Chartered Institute of Personnel and Development. Available at https://www.cipd.co.uk/knowledge/fundamentals/emp-law/about/uk-court-system-factsheet

Taylor, S. (2022). Employment law update. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/fundamentals/emp-law/student-tutor-update

Websites

www.acas.org.uk

Website of Acas (Advisory, Conciliation and Arbitration Service).

www.cipd.co.uk/knowledge

Link to the CIPD's Knowledge Hub, providing resources on 15 key topics in HR and L&D, including factsheets, research reports, guides, survey reports and more, as well as online journals and the HR and L&D Database.

www.equalityhumanrights.com/en
Website of the Equality and Human Rights Commission (EHRC).

www.gov.uk/browse/employing-people

Government advice on employing people.

5OS02
Advances in digital learning and development

About this unit

This unit focuses on how digital technology can be used to enhance learning and development. It looks at existing and emerging learning technologies, the design of digital content and how the effective curation of resources can support learning. The unit also explores the skills of online facilitation and how these can be applied to maximise learner engagement in online learning experiences.

What you will learn

You will learn about the impact of technological development and how digital collaboration has, and continues, to impact the design and delivery of learning and development. This will include the risks and challenges that technology-based learning and development poses for organisations and learners, as well as the impact on the L&D profession. You will consider how engaging digital learning content can be created to meet specific purposes and learning needs. Additionally, you will compare approaches for delivering online and face-to-face learning and discuss the implications of these methods for both L&D professionals and learners. Finally, you will have an opportunity to demonstrate some of the skills required to facilitate effective and engaging online learning.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

Learning outcome, assessment criteria and indicative content

1 Understand technological development in learning and development.

1.1 Evaluate how the development of technology and digital collaboration has impacted the design and delivery of learning and development over time.

Development of technology in L&D, different technologies past, present and future, for example e-learning, LMS and LXP systems, learning communities, discussion forums and chat rooms, webinars and web conferencing, virtual classrooms, free open resources, for example MOOCs, social media and networking, smart phones, micro-learning, virtual and augmented reality, artificial intelligence (e.g. Chat GPT).

1.2 Assess the risks and challenges technology-based learning and development poses, and how these are being addressed, for:
- **organisations**
- **learners**

Organisations: for example, cost-benefit, failure to deliver or meet needs, obsolescence, data protection issues, for example hacking and security threats; staff misuse, potential for reduced control over L&D processes, accessibility to systems in work and out of work, lack of management or learner buy-in, challenges in implementation and system ownership. Ethical issues, for example of learners using own technology and data, for example 'bring your own device' (BYOD).

Learners: for example, increased IT skills requirement; potential change in accessing learning, greater need for self-direction, time for in-work learning, availability of technology, access and impact on personal life.

Issues addressed via strategy and policy statements, risk assessments and strategies to minimise risks, wider development opportunities, drop-in sessions, knowledge sharing, etc.

1.3 Assess the impact of emerging learning technologies on the role of L&D professional.

Rapid changes in skills requirements; changes to and impact on role, stakeholder relationships including with learners, increased (remote) availability; security and wellbeing issues.

2 Understand how to create engaging digital learning content to meet specific purposes.

2.1 Summarise different types of digital learning content including the applications of each.

Choice of synchronous or asynchronous activities and the related content choices. Types of digital content, for example e-learning, videos, slideshows, screencasts, podcasts, infographics, animations, learning tutorials, app-based content, simulations, scenarios, games, curated content, augmented reality and virtual reality simulations.

2.2 Discuss how the choice of digital learning content impacts the effectiveness of learning and levels of engagement.

Digital learning content types; consideration of the design factors which make digital content engaging and the human-centred design factors which make content likely to achieve objectives. Concept of bias particularly in learning materials and learning content, for example racial, gender stereotyping; cultural bias. Strategies for avoiding bias and checking materials against bias. Examples of how well-designed resources

facilitate learning and how poorly designed materials can exclude or alienate learners.

2.3 Explain key principles of curating engaging learning content to address a specific need.

Definition of curation. How to define learning and accessibility needs of learners in a given context. Strengths and weaknesses of different resources in relation to different learning and accessibility needs. Curation models (e.g. Jarche). Principles of curation and management of curated resource banks. Copyright issues. Cybersecurity issues.

3 Be able to apply a range of online facilitation functions and techniques to deliver an effective live online learning activity.

3.1 Discuss how facilitation of a live online learning activity can differ from facilitation of a face-to-face learning activity and the implications of this for:

- **facilitators**
- **learners.**

Differences between facilitation of face-to-face and online learning activities for:

Facilitators: types of activities undertaken; different level of proximity to learners, ability to gauge learner response and 'group atmosphere'; maintaining engagement and energy levels; different types of collaboration activities and different approaches to managing learner dynamics; own reaction and motivation.

Learners: level of engagement, impact on more introverted learners; level of technological expertise, availability of systems and adequate connectivity, uncontrolled interruptions and distractions.

3.2 Assess the main skills required to facilitate online learning activities.

Main skills required for online facilitation: for example, preparation of self, preparation of learners, managing learners remotely, maintaining engagement, participation and chat, encouraging collaborative learning, monitoring and encouraging participation, using functions while presenting, running polls, facilitating breakout rooms, managing and being prepared for technological issues.

3.3 Demonstrate online facilitation skills within a live online learning activity.

Online facilitation skills: for example, being prepared and ensuring familiarity with software and material. Knowing the learners and aligning/adjusting level, terminology and examples to their context. Welcoming learners; checking learner comfort levels with technology and accessibility/connectivity. Setting and agreeing expectations. Effective use of a range of system facilitation functions and engagement tools (e.g. polls/surveys, breakout rooms, whiteboard, media: images and video, file/resource sharing). Use of voice, pace, tone and visuals to create interest and engagement. Monitoring participation levels and reaching out to less engaged learners; checking learning at appropriate points. Strategies for maintaining facilitator energy and engagement. Effective closing of session.

Learning resources

Books

Beevers, K., Hayden, D. and Rea, A. (2019) *Learning and development practice in the workplace*. 4th ed. London: CIPD Kogan Page.

Cookson, G, (2022) *HR for Hybrid working*. Kogan Page. Chapter 10 pp199-219.

Clark, D. (2020) Artificial intelligence for learning: how to use AI to support employee development. London: Kogan Page.

Collins, S. (2019) Neuroscience for learning and development: how to apply neuroscience and psychology for improved learning and training. 2nd ed. London: CIPD Kogan Page.

Huggett, C. (2017) Virtual training tools and templates: an action guide to live online learning. Alexandria, VA: ATD Press.

Lancaster, A. (2019) Driving performance through learning: develop employees through effective workplace learning. London: Kogan Page.

Miller, S. (2021) Designing Accessible Learning Content: A Practical Guide to Applying best-practice Accessibility Standards to L&D Resources. London. Kogan Page.

Monks, J. and Shupak, L. (2021) Closer Apart: How to Design and Facilitate Brilliant Workshops Online. Istanbul: Curve Creative.

Taylor, D.H. (2017) Learning technologies in the workplace: how to successfully implement learning technologies in organizations. London: Kogan Page.

Wheeler, S. (2019) Digital learning in organizations: help your workforce capitalize on technology. London: Kogan Page.

Online resources

Hayden, D. (2020) *Digital learning*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals / people/development/digital-learning-factsheet

Mohdzaini, H. (2021) *Harnessing digital learning platforms to support talent growth*. Article. London: Chartered Institute of Personnel and Development in partnership with Personio. Available at: https://www.cipd.co.uk/knowledge/work/technology/digital-transformation-insights/learning-platforms-innovation

Mohdzaini, H. (2021) *Technology and the future of work*. Factsheet. London: Chartered Institute of Personnel and Development. Available at:

https://www.cipd.co.uk/knowledge/work/technology/emerging-future-work-factsheet

Young, J., Gifford, J. and Lancaster, A. (2021) *Effective virtual classrooms: an evidence review*. London: Chartered Institute for Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/fundamentals/people/development/effective-virtual-classrooms

Journals

People Management.

Available at: www.peoplemanagement.co.uk/

TD: Talent Development.

Available at: www.cipd.co.uk/knowledge/journals

Learning resources

Websites

www.cipd.co.uk/knowledge

Website of the Chartered Institute of Personnel and Development and link to the CIPD's Knowledge Hub.

www.td.org/

Website of the Association for Talent Development (ATD), formerly ASTD, the American association concerned with developing talent in organizations.

5OS04
People management in an international context

About this unit

This unit is designed to provide people practitioners with the necessary knowledge and understanding to effectively manage people in an international context.

What you will learn

You will examine contextual factors relating to managing people from an international perspective and assess the drivers and benefits of employment in an international context. You will explain how convergent and divergent approaches can shape policy and practice and learn about the factors relevant in selecting and resourcing people with a specific skillset, as well as the challenges and cultural differences to consider. Additionally, you will evaluate the reasons expatriates are used for international working and the formation of appropriate policies and processes for selecting, preparing and managing overseas repatriation.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

Learning outcome, assessment criteria and indicative content

1 Understand people practice from an international perspective.

1.1 Examine the contextual factors of an international organisation.

Understanding of operating in the international organisational context, multinational companies, centralised, decentralised, national domestic, international resourcing, language, law, customs, national difference, technical capability/infrastructure, economic situation, dominant culture and local awareness, Hofstede's cultural diversity and difference.

1.2 Assess the drivers and benefits of employment in an international context.

Appreciation of the transferral of technological and business knowledge, skills and behaviours for the organisation and individual; enhanced equality, diversity and inclusion; facilitation of control; improved communications; competitive advantage; talent management; increased cultural awareness; enhanced business growth; career; networking and expansion of professional connections; financial and non-financial benefits.

1.3 Explain convergent or divergent approaches to inform people management policy and practice choices.

Nature and factors that affect convergent and divergent approaches to managing the range of people practice choices across different countries or regions, for example shaping and standardisation of key people practices that are implemented across international organisations. Advantages and disadvantages of applying a 'one country' approach. Factors that affect the acceptance of divergence practices to allow national subsidiaries to implement their own country's people practices accommodating localisation, including handling conflicting requirements.

2 Understand the challenges of people practice in an international context.

2.1 Assess the factors to be considered when selecting and resourcing for international assignments.

Perlmutter's orientation of international firms, polycentric, ethnocentric, geocentric and regional-centric orientations; different factors to include identification of qualities and behaviours, awareness of EDI, difference, emotional resilience, ability to cope with long- and short-term change, wellbeing, duty of care, language, personal contexts, contractual terms and conditions, consideration of cross-national HRM dominant cultural viewpoint.

2.2 Explain why people practices can vary across international boundaries.

Consideration of how core and specialist people practices are affected, modified and disseminated in regard to local employment legislation and regulations. Differences in managing employee relations, diversity and ethical practice, discipline and grievance, performance and reward, influences of customs and cultures.

2.3 Evaluate the cultural and institutional differences to be considered when managing international people practice.

Awareness of cross-cultural comparisons, comparative models of HRM, strategies, policies and processes, isomorphic approaches; variations in national values, culture, belief and behavioural patterns and how these affect decisions; understanding of approaches to

communication, concepts and social justice, pay systems and reward. Institutional differences to include the role of the state, financial sectors, law, approaches to education and training, labour force characteristics.

3 Understand the role and function of people practice in an international context.

3.1 Explain the role and the function of people practice in an international organisational context.

Knowledge and ability to apply supporting people and business strategies across regional boundaries; differing role expectations between countries, for example administrative, supportive, guiding, executive; supporting leadership and management; developing and operating people practice systems; refining and developing policies and practices to support international working practices.

3.2 Consider how people practices and policies are shaped by the international context.

Awareness of applying a range of policies and practices to consider cultural and institutional differences, range of factors and choices affecting use of parent company people management policies and practices being adopted by subsidiary companies, partnership or supplier/customer organisations.

4 Understand the process and benefits of managing expatriates.

4.1 Evaluate the reasons that companies use expatriates for international working.

Identification of the benefits, for example short-term projects, requirement for

specialist skills, speed and associated imperatives, commercial pressures, training, development and career advancement and ROI for using expatriates; disadvantages of using local employees, skills differences, timeframes, cultural requirements, etc.

4.2 Explain the process for selecting, preparing and managing expatriates for overseas relocation for work.

Difference in selecting expatriates for domestic and overseas assignments; selection for different types of expatriation, including the use of personality traits, family situation, performance management and appraisal, job skills, cultural suitability, personal knowledge, skills, aspirations and interest, and career planning.

Preparing and managing the process; preparing staff for overseas working, identification of different contractual models for overseas working. Administration in preparation for the relocation programmes, providing appropriate learning and development support for expatriates to include knowledge, skills and behaviours required, social and domestic constraints, pay and benefits, health checks and packages, travel and accommodation provision, family support.

4.3 Explain how people practice can support re-entry and resettlement of overseas workers.

Policies and processes to support the expatriate upon return; reintegration and cultural readjustment of assignees into organisational career systems; management of their wellbeing through their changing professional and personal contexts, job role, career direction, by providing practical advice, guidance and support.

Learning resources

Books

Armstrong, M. Taylor, S. (2020) Armstrong's Handbook of Human Resource Management Practice. 15th Ed Kogan Page.

Brewster, C. Houldsworth, E, Sparrow, P and Vernon, G (2023) *International Human Resource Management*. 5th Ed Kogan Page.

Edwards, T. Rees, C. (2017) International Human Resource Management: Globalization, National Systems & Multinational Companies. 3rd Ed. Pearson.

Hofstede, G. (2001) Comparing Values, Behaviours, Institutions and Organizations Across Nations. 2nd Ed. Sage.

Perkins, S. J. Shortland, S. M. (2006) *Choices and consequences in multinational people management*. 2nd Ed Kogan Page.

Online resources

www.cipd.co.uk Website of the Chartered Institute of Personnel and Development

Houldsworth, L. (2016) International mobility. Factsheet. London: Chartered Institute of Personnel and Development.

Available at: https://beta.cipduat.co.uk/knowledge/fundamentals/people/development/mobility-factsheet#gref

Houldsworth, L. (2016) International culture. Factsheet. London: Chartered Institute of Personnel and Development.

Available at: https://beta.cipduat.co.uk/knowledge/culture/working-environment/international-culture-factsheet

Houldsworth, L. (2016) International resourcing and selection. Factsheet. London: Chartered Institute of Personnel and Development.

Available at: https://beta.cipduat.co.uk/knowledge/strategy/resourcing/international-factsheet

(2016) International talent management. Factsheet. London: Chartered Institute of Personnel and Development.

Available at: https://beta.cipduat.co.uk/knowledge/strategy/resourcing/international-talent-factsheet

MacDonald, J. Chedeville, C (2019) International and expatriate reward. Factsheet. London: Chartered Institute of Personnel and Development.

Available at: https://beta.cipduat.co.uk/knowledge/strategy/reward/international-factsheet

Websites

People Management

Available at:

www.peoplemanagement.co.uk/

Personnel Today

Available at:

www.personneltoday.com/

5OS05
Equality, diversity and inclusion

About this unit

This unit focuses on how adapting leadership styles to manage, monitor and report on equality and diversity is essential for inclusive practice and legislation. The importance of promoting an equal, diverse and inclusive workforce to drive a positive culture and celebrate equality, diversity and inclusion increases organisational performance as well as meeting the needs of employees and customers more effectively.

What you will learn

You will cover the value that equality, diversity and inclusion has in the workplace and how an equality, diversity and inclusion strategy can support organisations. You will evaluate the contribution and challenges that equality, diversity and inclusion brings and how this meets employee and customer needs. You will learn about the requirements of employment legislation and regulations and the key requirements for statutory reporting on disability, ethnicity, gender and pay gap reporting. Additionally, you will undertake a review of organisational policies and practices in relation to equality, diversity and inclusivity at work and conduct an equality impact assessment on a people practice policy. Finally, you will evaluate the role of managers and leaders in creating a culture that celebrates difference and embraces equality, diversity and inclusion.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

Learning outcome, assessment criteria and indicative content

1 Understand the importance of embracing equality, diversity and inclusion in organisations.

1.1 Assess the value of equality, diversity and inclusion in organisations for employees, customers and wider stakeholders.

Consideration of the moral, social and business case arguments for embracing EDI in organisations. Different ways organisations can understand and represent the communities and demographics they serve at local, regional and global level. Organisational and wider business benefits in adopting and valuing EDI.

1.2 Explain the key aspects of anti-discrimination legislation and regulation associated with equality, diversity and inclusion.

Overview of equality, diversity and inclusion legislation; the Equality Act 2010, protected characteristics, Equality Impact Assessment (EqIA) requirements; ethnicity, gender and pay gap data and reporting. Workplace discrimination and how legislation can protect groups and individuals from unlawful direct or indirect discrimination, harassment, victimisation, stereotyping and prejudicial attitudes. Review of key precedent employment cases to highlight the consequences of non-compliance and demonstrate regulation in action. Advising others on the application of EDI legislation and ensuring accountability.

1.3 Identify the barriers to achieving equality, diversity and inclusion in organisations.

Key EDI issues in organisations and how to raise awareness of these. For example, weaknesses in senior leadership and line management's commitment/lack of willingness/shared vision to embrace EDI. Difficulties in attracting a diverse workforce, static culture, costs, creating positive role models, managing change, overcoming individual and group resistance/conflict, teamworking dynamics, cultural differences, misinformation and information gaps, deficiencies in learning and development.

2 Be able to ensure equality, diversity and inclusion is reflected and promoted in the organisation.

2.1 Conduct an organisational review to improve equality, diversity and inclusion in an organisational context.

Examination of a range of organisational policies and practices, including but not limited to flexible working policy, recruitment and selection, talent acquisition and talent management, promotion, learning and development, reward; consider factors such as access requirements and criteria setting, for example age, experience, qualifications, job duties, hours of work, place of work, dress code and other facets of personal appearance.

Consideration of the context in which the policies and practices operate; learning and development for employees on understanding unconscious bias and forms of direct and indirect discrimination, harassment, stereotyping and victimisation; developing and promoting awareness among employees of the value of equality, diversity and inclusion at work - approaches may include coaching, mentoring and sponsorship, and access to development opportunities.

Learning outcome, assessment criteria and indicative content

2.2 Conduct an equality impact assessment (EqIA) to ensure that there are no disproportionate impacts on protected individuals or groups.

Carry out an EqIA to review the organisation's or an organisation's current position to identify and remove barriers or disproportionate impacts on individuals and groups.

2.3 Recommend approaches to strengthen and measure equality, diversity and inclusion within organisational policies and practices.

Guidance documents and procedures to support policy and procedure, development and policy review adapting people policies and practices to reflect changing communities the organisation operates within; learning and development for those responsible for interpreting and implementing policy, for example conscious and unconscious bias, dignity at work, cross-cultural communication, religion and belief. Provision of facilities to meet EDI, ensuring processes and practices are in place to allow people to speak up and feel safe at work and how to advocate for others. Compliance on EDI reporting requirements.

3 Be able to embed best practice approaches to equality, diversity and inclusion.

3.1 Evaluate the role managers and leaders play in creating an organisational culture which fully embraces equality, diversity and inclusion.

Building capability by educating and supporting line managers and leaders to create inclusive teams and achieve a positive culture in which EDI is fully embraced and enabled. Building managers' competence to ensure that

they can effectively manage issues in relation to EDI.

3.2 Recommend approaches that organisations can take to celebrate difference and engender a culture of equality, diversity and inclusion among workers and other stakeholders.

Celebrating events and ceremonies, for example Black History Month, PRIDE, Diwali, Eid, Christmas; the role of internal communication; awards, newsletters, blogs, discussion forums, case studies, role models and champions; cultural awareness and employee engagement measurements with a focus on key drivers that will enhance equality, diversity and inclusion, such as accommodating individual differences, teamworking and relationships, respect and belonging.

3.3 Develop approaches to measure and monitor the impact of an equality diversity and inclusion organisational culture.

How to identify and monitor bias and equality through data and qualitative information. Quality assurance systems, tools and processes to monitor and review. Key indicators may include staff survey measures and outcomes, for example staff satisfaction, advocacy score, training and development evaluation, applicant data/trends, reputational gain/employer of choice, average tenure, career development/progression, reduction in appeals, grievances and disciplinaries, etc. Pay and reward data, relationship and feedback from EDI professional bodies, reputational feedback and media reporting results/relationship.

Learning resources

Books

Dobbin, F, Kalev, A. (2022) Getting to Diversity: What Works and What Doesn't. Belknap Press.

Cookson, G, (2022) *HR for Hybrid working*. Kogan Page. Chapter 9 pp183-198.

Brown, J. (2017*) Inclusion: diversity, the new workplace and the will to change*. 2nd ed. Hartford, CT: Publish Your Purpose Press.

Frost, S. (2022) The Key to Inclusion: A Practical Guide to Diversity, Equality and Belonging for You, Your Team and Your Organization. Kogan Page.

Frost, S. Alidina, R, K. (2019) Building an Inclusive Organization: Leverage the power of a diverse workforce. 1st Ed. Kogan Page.

Frost, S. and Kalman, D. (2016) Inclusive talent management: how business can thrive in an age of diversity. London: Kogan Page.

Sweeney, C. and Bothwick, F. (2016) Inclusive leadership: the definitive guide to developing and executing an impactful diversity and inclusion strategy. Harlow: Pearson Education.

Key resources

Bader, A.K., Kemper, L.E. and Jintae, F.J. (2019) Who promotes a value-in-diversity perspective? A fuzzy set analysis of executives' individual and organizational characteristics. Human Resource Management. Vol 58, No 2, March/April. pp203-217.

Noon, M. (2018) Pointless diversity training: unconscious bias, new racism and agency. *Work, Employment and Society*. Vol 32, No 1, February. pp198-209.

Phillips, K.W., Dumas, T.L. and Rothbard, N.P. (2018) Diversity and authenticity. *Harvard Business Review*. Vol 96, No 2, March/April. pp132-136.

Other resources

Ali, L. (2022) Equality, diversity and inclusion (EDI) in the workplace. https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/factsheet

ACAS. (2018) *Prevent discrimination: support equality*. Guidance. London: ACAS. Available at: https://archive.acas.org.uk/media/4402/Prevent-discrimination-support-equality/pdf/Prevent discrimination June 2018.pdf.

Baska, M. (2019) Businesses 'feel free to discriminate' because equality law is not being enforced. *People Management*. 30 July. Available at:

www.peoplemanagement.co.uk/news/articles/businesses-feel-free-to-discriminate.

Faragher, J. (2017) Beyond bias. *People Management*. 27 April. Available at: www.peoplemanagement.co.uk/long-reads/articles/beyond-bias.

Gifford, J., Green, M. and Young, J. (2019) *Diversity management that works: an evidence-based view*. Research report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/diversity/management-recommendations.

Green, M., Bond, H., Miller, J. and Gifford, J. (2018) *Diversity and inclusion at work: facing up to the business case*. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/diversity/diversity-inclusion-report.

Learning resources

Green, M. and Young, J. (2019) *Building inclusive workplaces: assessing the evidence*. Research report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/diversity/building-inclusive-workplaces.

Houldsworth, L. (2016) *International diversity management*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/diversity/international-management.

Websites

www.acas.org.uk/discrimination-bullying-and-harassment
Website of ACAS, section for equality, diversity and inclusion

www.blackhistorymonth.org.uk/

Website of the Black History Month

www.cipd.co.uk/knowledge/fundamentals/r elations/diversity
Website of the Chartered Institute of Personnel and Development, section for diversity and inclusion

www.enei.org.uk/

Website of the Employer's Network for Equality and Inclusion

www.equalityhumanrights.com/en

Website of the Equality and Human Rights Commission

www.equallyours.org.uk/

Website of Equally Ours, previously the Equality and Diversity Forum

www.gov.uk/employer-preventing-discrimination
Website of the UK Government with advice for employers on preventing discrimination
www.gov.uk/government/organisations/government-equalities-office
Website of the Government Equalities Office

5OS06
Leadership and management development

About this unit

This unit builds on the fundamentals of learning and development. It focuses on developing leaders and managers to ensure that they have the necessary knowledge, skills and experience to drive a working environment which is cohesive, diverse, innovative and high-performing. It builds awareness of the right tools and approaches to facilitate development which will ultimately impact organisational effectiveness.

What you will learn

You will develop understanding of the factors that drive the need for leadership and management development within the organisation and examine the distinctive and interdependent nature of leadership and management. You will identify the roles, function and styles in which leaders and managers perform in different contexts and assess the skills and competencies required. Additionally, you will explore the role learning and development professionals have in supporting leadership and management development and the importance of ensuring that equality, diversity and inclusion is an integral part of this. Finally, you will evaluate indicators of successful leadership programmes, find out about the range of stakeholders involved and assess the impact that leadership and management development has on the organisation.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

Learning outcome, assessment criteria and indicative content

1 Understand the relevance of leadership and management and the knowledge, skills and behaviours required.

1.1 Explain the external factors that drive the need for leadership and management within the organisation.

The impact of external pressures, frequency of change, increased competition and customer choice, political interventions, changes to working methods and EDI. Stages and maturity of organisational development.

1.2 Explain the meanings of leadership and management and the interdependent nature of their functions.

Distinction between leadership and management function and relationship with others, differing and contrasting roles and functions of leadership and management in context to power, authority and control.

1.3 Explain the contrasting styles and characteristics of leaders and managers.

Approaches to leadership and management, autocratic, democratic, laissez-faire, mainstream leadership and management behavioural theories, for example: traits, situational, contingent, path-goal, transformational, transactional, participative, charismatic.

1.4 Compare the different knowledge, skills and behaviours required for leadership and management in organisations.

Soft and hard approaches in context, emotional intelligence and resilience, sensitivity to events, relevant professional knowledge and competencies, analytical, problem-solving and decision-making skills, attribution theory and cognitive biases, ability to lead and manage people. Drive positive EDI agendas. Ethical, moral and value-driven governance, awareness and promotion of wellbeing approaches.

2 Understand a range of different learning and development initiatives in developing leaders and managers.

2.1 Identify the role people professionals and learning development specialists have in supporting leadership and management development initiatives.

The role people professionals and learning and development specialists have in supporting and developing leadership and management development initiatives, for example, establishing learning and development needs; training needs analysis, gap analysis, design and delivery of learning and development interventions for leadership and management; identifying, assessing and supporting L&D for potential leaders and managers; providing advice on individual and group development.

2.2 Evaluate a range of approaches that are available for effective leadership and management development.

Key approaches used for leadership and management learning, formal vs informal approaches; for example educational-based programmes, secondments, work-based projects, on- and off-the-job learning, job rotation, shadow boards,

coaching and mentoring, knowledge conversation, cognitive vs practical, collaborative vs individual; peer learning, learning sets, action learning; 360 feedback, critical incident techniques, cloud-based, e-learning; skills rehearsal, simulation; social media, internal vs external. Use of competency-based frameworks. Assessment and development centres. Leadership and management self-development. The importance of reflection in leadership and management learning. Barriers to leadership and management learning.

2.3 Discuss why equality, diversity and inclusion should be an integral component of leadership and management development initiatives.

Development of leaders and managers awareness of community and cultural change, workforce representation, approaches to recognise and identify bias and equity. Aspects of development that should include Equality, Diversity & Inclusion, barriers to ED&I initiatives, areas for attention (such as use of language, awareness of unconscious bias technology, cultural norms and expectations, differences in non-verbal signals and interpretations, issues with regard to practical activities, and fonts, text sizes, use of colour, volume levels, brightness levels, etc). Corporate social responsibilities.

3 Understand the effectiveness of leadership and management development initiatives.

3.1 Identify the range of stakeholders and the involvement they have in leadership and management development initiatives.

Identifying key partnership stakeholders. Involving and ensuring contributions of key stakeholders to include sponsors for initiatives, participants, top and senior

leaders, managers and non-learning and development professionals. Demonstrating and communicating aims and objectives and achievement of success indicators.

3.2 Evaluate the indicators of successful leadership and management development initiatives.

Evaluation processes and methods, Individual and organisational performance evidence, effective succession, retention rates, value-added KPIs, employee involvement satisfaction indicators, achievement of KPIs, value-added measures. Key theories and concepts of evaluation of learning, for example Kirkpatrick. Extent to which the established purposes and identified learning needs have been met.

3.3 Assess the impact and importance that leadership and management development initiatives have on organisational culture, strategy, reputation and performance.

Perception vs reality, nature and types of change possible/likely, measuring effect of change, positive vs negative impact, impact on who (individuals, groups, departments, organisation as a whole, customer/client perceptions), transitional vs temporary vs sustained. Increase in motivation and engagement resulting in reduced churn, increase in quantity or quality of organisational outputs, increase in external positive reporting and media coverage, increase in internal harmony and synergy in current and future projects.

Learning resources

Books

Gold, J., Thorpe, R., and Mumford, A. (2010) *Leadership and management development*. 5th Ed. Kogan Page.

Cookson, G, (2022) *HR for Hybrid working*. Kogan Page. Chapter 1, 2 and 3 pp3-66.

Adair, J. (2022) Develop your leadership skills: fast effective ways to become a leader people want to follow. 5th ed. London: Kogan Page.

Beevers, K. Rea, A and Hayden, D. (2019) *Learning and development practice in the workplace*. 4th ed. London: CIPD and Kogan Page.

Carmichael, J., Emsell, P. and Collins, C. (2011) *Leadership and management development*. New York: Oxford University Press.

Dalton, K. (2010) Leadership and management development: developing tomorrow's managers. Harlow: Financial Times Prentice Hall.

Linstead, S. Fulop, L. and Lilley, S. (2009) *Management & Organization: A Critical Text*. 2nd Ed. Palgrave Macmillan

Online resources

Howlett, E. (2020) The new face of leadership development. People Management (online). 20 August.

Quilliam, G,C. (2022) Management development . Factsheet. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/strategy/development/management-factsheet#7687

Quilliam, G,C. (2022) *Leadership in the workplace*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/knowledge/strategy/leadership/factsheet

Yarlagadda, R. (2016) What's holding back leadership learning? Article. *In a Nutshell*. Issue 62. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/news-views/nutshell/issue-62/leadership-learning-held-back

Websites

Website for the Academy of Human Resource Development. www.ahrd.org/

Website for the Chartered Institute of Personnel Development. www.cipd.co.uk

5OS07
Wellbeing at work

About this unit

This unit explores the importance of wellbeing in the workplace and the relationship with people practices and organisation strategy. The designed and development of effective wellbeing programmes is examined to meet people and organisational requirements.

What you will learn

You will develop an understanding key factors impacting wellbeing at work and how organisational goals can be supported better. You will identify how stakeholders and the role of the organisation support and maintain wellbeing initiatives at work. You will apply your learning and design, develop, implement and evaluate a plan for a wellbeing programme for your organisation.

6 credits

60 hours total unit time
25 guided learning hours

Level 5

1 Understand wellbeing and its relevance to workplaces.

1.1 Explain issues and key theories in wellbeing at work.

Contemporary issues involving the changing nature of work, leadership styles, workers and workplaces: work patterns, culture and change, job demands; workplaces relationships, work-life balance, and individual factors such as stress, increasing prevalence of mental health conditions, care responsibilities and financial concerns, working at home and remote working, hybrid work arrangements; theories relating to wellbeing such as positive psychology.

1.2 Discuss how wellbeing can be managed to support organisational goals.

Definition of wellbeing as it is understood by the CIPD and others, and its importance on the agenda of people professionals. Management of wellbeing: absence management; occupational health; employee assistance programmes, counselling, nurturing the employee voice to show how the management of wellbeing can support organisational goals.

1.3 Assess the benefits of adopting wellbeing practices in organisations.

Preventing stress, creating positive environments, driving high performance and motivation, productivity and improving working lives, employee engagement and retention; ultimately making the workplace more attractive and a corporately responsible place to work, improved workplace relationships, visible mental health programmes, Leadership sponsoring the importance for broader organisational health and sustainability.

2 Understand how wellbeing is shaped by the organisation's internal and external context.

2.1 Evaluate key stakeholders' contribution to improving wellbeing at work.

Successful implementation depends on stakeholder responsibilities and commitment, including people practice function, leadership and management, including training of line managers in recognising and responding to issues, mental health first aiders, wellbeing champions; trade unions and health and safety representatives; government agendas.

2.2 Discuss how wellbeing interacts with other areas of people management practice.

Recognition of integration with all aspects of people management activities. Review with other areas of people practice – such as job design, work practices, health and safety, diversity, reward and recognition, engagement and communication, learning and development, organisation design and development.

2.3 Analyse how organisational context shapes wellbeing.

Understanding of different approaches being suitable in differing contexts and the role of wellbeing not being a standalone initiative but being fully integrated. Wellbeing approach linked to organisation culture and people strategy and needs of workers, size of organisation, sector, composition of workforce, etc.

3 Be able to design, develop and implement a wellbeing programme.

3.1 Identify wellbeing initiatives in relation to an organisation's needs.

Wellbeing initiatives such as health promotions and facilities, health checks/insurance, private medical insurance, wellbeing benefits, such as cycle to work schemes, flexible hours; Healthy eating and dietary advice; workplace gyms; financial health checks and debt advice; counselling; workplace risk assessment; emotional and relationship support through specialist service providers etc.

3.2 Design a wellbeing programme relevant to the organisation.

Identifying and defining the area of wellbeing for attention, identifying the intended benefits to be gained and how these will be measured (success criteria), identifying boundaries and constraints that might affect the design, considering such things as stakeholder contribution, costs, resource needs, timeframes, determining appropriate format for dissemination.

3.3 Explain how you would implement a wellbeing programme suitable for the organisation.

Recognition that it is not a case of 'one size fits all' but needs to appreciate characteristics of both workforce and the organisation, such as MNC, small firm etc. Change management, research and consultancy skills, time management, leading a project, gaining support from senior managers, characteristics of an effective implementation plan.

3.4 Explain how a wellbeing programme can be evaluated and monitored.

Evaluation leading to more successful organisational outcomes. This includes continuous improvement and measuring wellbeing on a regular basis qualitatively and quantitatively with a long-term view and with regard to staff anonymity to ensure a reliable result. This will involve assessing the quality of wellbeing outcomes, through staff surveys of wellbeing, focus groups, interviews, benchmarking and engagement surveys. Metrics to measure outcomes, for example absence rates and lengths, workplace injuries, data on complaints and requests for special treatment, take up of EAP, staff turnover, performance and productivity.

Learning resources

Books

Cooper, C. and Hesketh, I. (2019) Wellbeing at work: how to design, implement and evaluate an effective strategy. London: CIPD Kogan Page.

Cookson, G, (2022) *HR for Hybrid working*. Kogan Page. Chapter 8 pp163-182.

Armstrong, M. and Taylor, S. (2023) *Armstrong's handbook of human resource management practice*. 16th ed. London: Kogan Page.

Cooper, C. and Hesketh, I. (2022) Managing workplace health and wellbeing during a crisis London: CIPD Kogan Page.

Cooper, C. and Hesketh, I. (2019) Wellbeing at work: how to design, implement and evaluate an effective strategy. London: CIPD Kogan Page.

Mitchell, D. (2018) 50 top tools for employee wellbeing: a complete toolkit for developing happy, healthy, productive and engaged employees. London: Kogan Page.

Taylor, S. and Perkins. G. (2021) *Work and Employment in a Changing Business Environment*. London: CIPD Kogan Page.

Taylor, S. and Woodhams, C. (Eds). (2022) *Studying human resource management*. 3rd ed. London: CIPD Kogan Page.

Online Resources

CIPD and Mind. (2022) Supporting mental health at work: guide for people managers. Guide. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/culture/well-being/mental-health-support-report

CIPD and Simplyhealth. (2022) Health and wellbeing at work. Survey report. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/culture/well-being/health-well-being-work

Guest, D.E. (2017) Human resource management and employee well-being: towards a new analytic framework. Human Resource Management Journal. Vol 27, No 1, January. pp22-38

Available at : https://onlinelibrary.wiley.com/doi/abs/10.1111/1748-8583.12139.

Jordan, H. (2019) The line manager's role in mental wellbeing. HR Magazine, 22 August. Available at: www.hrmagazine.co.uk/article-details/the-line-managers-role-in-mental-wellbeing

Miller, J. (2016) The well-being and productivity link: a significant opportunity for research-into-practice, Journal of Organizational Effectiveness. Vol 3, No 3. pp289-311.

Available at: https://www.emerald.com/insight/content/doi/10.1108/JOEPP-07-2016-0042/full/html

Office for National Statistics. (2019) Sickness absence in the UK labour market: 2021. Available at: https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/labourproductivity/articles/sicknessabsenceinthelabourmarket/2021

Suff, R. (2022) Wellbeing at work. Factsheet. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/culture/well-being/factsheet

Journals

Human Resources

Available at: www.hrmagazine.co.uk/

People Management

Learning resources

Available at:
www.peoplemanagement.co.uk/

European Journal of Work and Organizational Psychology

Available at:
http://www.eawop.org/ejwop-editor-s-statement

Websites

www.acas.org.uk/health-and-wellbeing

Website of ACAS, section on health and wellbeing

www.cipd.co.uk

Website for the Chartered Institute of Personnel and Development (CIPD).

https://peopleprofession.cipd.org/profession-map/specialist-knowledge/wellbeing

Website link to the CIPD's New Profession Map standards for wellbeing.

www.cipd.co.uk/knowledge/culture/well-being

Website link to the Knowledge Hub section on wellbeing.

Appendix

Appendix A – Alignment to the Profession Map

The table below shows the areas of the core knowledge and core behaviours of the Profession Map covered in the three core units of the CIPD Level 5 Associate Diploma in Organisational Learning and Development.

Core unit	Profession Map areas
5CO01 Organisational performance and culture in practice	• People practice • Culture and behaviour • Business acumen • Analytics and creating value • Digital working • Change • Valuing people • Commercial drive
5CO02 Evidence-based practice	• Culture and behaviour • Business acumen • Analytics and creating value • Ethical practice • Professional courage and influence • Insights focused • Situational decision making • Commercial drive
5CO03 Professional behaviours and valuing people	• Ethical practice • Culture and behaviour • Professional courage and influence • Valuing people • Working inclusively • Passion for learning • Insights focused • Situational decision making

The CIPD Profession Map

Profession Map. Copyright © 2023 CIPD.
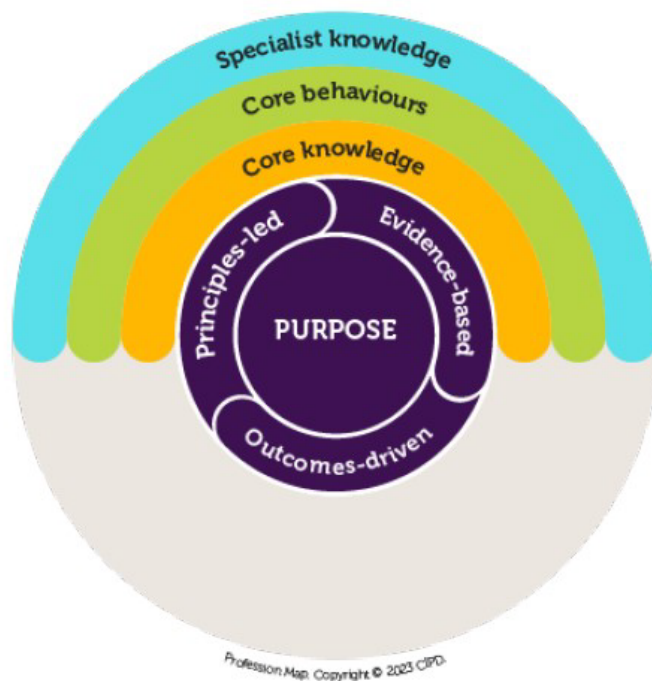
Core behaviours

- Ethical practice
- Professional courage and influence
- Valuing people
- Working inclusively
- Commercial drive
- Passion for learning
- Insights focused
- Situational decision making

Core knowledge

- People practice
- Culture and behaviour
- Business acumen
- Evidence-based practice
- Technology and people
- Change

Specialist knowledge

- Employee experience
- Employee relations
- Equality, diversity and inclusion
- Learning and development
- Organisational design and development
- People analytics
- Resourcing
- Reward
- Talent management
- Wellbeing

Appendix B – Exemption mapping

Agreed transition exemptions

Units		Transition arrangements
5CO01	Organisational performance and culture in practice	n/a
5CO02	Evidence-based practice	n/a
5CO03	Professional behaviours and valuing people	n/a
5LD01	Support informal and self-directed learning	n/a
5LD02	Design learning and development programmes to create value	n/a
5LD03	Facilitate structured learning and development activities for groups	n/a
5OS01	Specialist employment law	Completion of **5EML/5ELW** Employment Law, Completion of **5CELW** Understanding Employment Law
5OS02	Advances in digital learning and development	Completion of **5DBS** Designing and Developing Digital and Blended Learning Solutions
5OS04	People management in an international context	n/a
5OS05	Equality, diversity and inclusion	n/a
5OS06	Leadership and management development	n/a
5OS07	Wellbeing at work	n/a

Appendix C – Apprenticeship mapping

The table below indicates where the knowledge criteria of the Level 5 Learning and Development Consultant/ Business Partner Apprenticeship maps (fully or partially) to the CIPD Level 5 Associate Diploma in Organisational Learning and Development.

The table is not designed to be used to work out exemptions or recognition of prior learning, but as a guide to link subject themes and identify gaps.

Learning and Development Consultant/Business Partner Standard – Level 5

Apprenticeship knowledge assessment criteria		Mapping
K1	Paradigms, theories and models that underpin effective adult learning, group behaviour and learning culture, for example behaviourism, cognitivism, constructivism, neuroscience.	●
K2	Legislation and policies that influence learning design and delivery.	●
K3	The merits of different learning delivery channels to select an appropriate face-to-face, blended or digital solution.	●
K4	The latest learning practice, trends and emerging thinking. Current research and appropriate application of best practice/best fit solutions.	●
K5	Positively incorporating diversity and inclusion into L&D interventions and processes. Researching and applying current best practice in this area.	●
K6	Change management methodologies, and the principles of project management.	●
K7	Consultancy tools and techniques, for example the use of SWOT, 5 Whys, weighted matrix, etc, providing costed recommendations and projected impact/ROI/ROE.	●
K8	Their organisation's vision, mission, values, strategy, plans and stakeholders; its external market and sector and the opportunities and the challenges and issues it faces.	●
K9	How business, learning and HR key performance indicators and metrics build a clear picture of how the business is performing.	●
K10	The process of stakeholder mapping to define interactions with staff that are part of the learning needs analysis, design, delivery, and evaluation.	●
K11	How to measure the impact, return on investment/expectation of learning on the business.	●

Key   ● **full map**   ○ **partial map**   ✖ **insufficient map**

Apprenticeship knowledge assessment criteria		Mapping
K12	The L&D structure required to meet business needs, and whether this should be in-house, outsourced and how to source specialist expertise when required.	◯
K13	The various L&D roles, responsibilities and skills required to design and deliver face-to-face, blended or digital solutions as appropriate to their role.	✖
K14	The policies and processes required for effective organisation learning.	◯
K15	How to prepare, monitor and manage a budget.	◯
K16	The collection of data and information, both qualitative and quantitative, to analyse learning needs, implement effective delivery and measure outcomes and impact.	●
K17	How to identify sources, trends and anomalies in data/information.	●
K18	How to shape internal information systems and how they play a role to support learning.	◯
K19	How technology can support learning, including understanding of digital platforms/delivery channels as relevant to the role.	●
K20	Emerging technologies that can support effective learning.	●

Key   ● full map   ◯ partial map   ✖ insufficient map

Summary of Changes

Summary of changes to updated Associate qualification specifications (v 2.2 - Organisational Learning and Development, January 2024)

Unit 5LD01 – Support informal and self-directed learning.

Unit title	Changed to 'Support informal and self-directed learning'
About this unit	Updated to reflect new unit content
What you will learn	Updated to reflect new unit content
LO1	Changed from 'Understand theoretical concepts of self-directed and social learning' to 'Understand theoretical concepts of informal and self-directed learning'
AC1.1	Updated
AC 1.1 IC	Updated
AC1.2	Updated
AC 1.2 IC	Updated
AC 1.3	Updated
AC 1.3 IC	Updated
AC 1.4	Previously AC1.3 in 5LD01. 'self-directed and social learning' changed to 'informal and self-directed learning'. Command verb changed from 'Evaluate' to 'Assess'
LO2	'self-directed and social learning' changed to 'informal and self-directed learning'.
AC2.1	Removed reference to 'and self-directed learning'
AC2.1 IC	Updated
AC2.2	'Social learning' changed to 'self-directed learning'
AC2.2	Updated
AC2.3	Previously AC2.4. 'self-directed and social learning' changed to 'informal and self-directed learning'
AC2.3 IC	Updated
AC2.4	Previously AC2.5. 'self-directed and social learning' changed to 'informal and self-directed learning'.
LO3	'self-directed and social learning' changed to 'informal and self-directed' learning.
AC3.1	Updated
AC3.1	Updated

Unit 5LD02 – Design learning and development programmes to create value.

What has been updated	Details of Update
Unit title	Changed to 'Design learning and development to create value'
About this Unit	Updated to reflect updated unit content
What you will learn	Updated to reflect updated unit content
LO1	Updated
AC1.1	Updated
AC1.1 IC	Updated
AC1.2	Updated
AC1.2 IC	Updated
AC1.3	Updated
AC1.3 IC	Updated
AC1.4	Updated
AC1.4 IC	Updated
LO 2	Updated
AC2.1	Updated
AC2.1 IC	Updated
AC2.2	Updated
AC2.2 IC	Updated
AC2.3	Updated
AC2.3 IC	Updated
AC3.1	Updated
AC3.1 IC	Updated
AC3.2 IC	Updated
AC3.3 IC	Updated

Unit 5LD03 – Facilitate structured learning and development activities for groups.

Unit title	Changed to 'Facilitate structured learning and development activities for groups'
About this unit	Updated to reflect new unit content
What you will learn	Updated to reflect new unit content
LO1	Updated
AC1.1	Updated
AC1.1 IC	Updated
AC1.2	Updated
AC1.2 IC	Updated
LO2	Updated
AC2.1	Updated
AC2.1 IC	Updated
AC2.2	Updated
AC2.2 IC	Updated
AC 2.3	Updated
AC 2.3 IC	Updated
AC 2.4	Updated

AC 2.4	Updated
AC3.1 IC	Updated
AC3.2	Command verb changed from 'Critically assess' to 'Evaluate'.
AC3.2 IC	Updated
AC3.3 IC	Updated

Unit 5OS01 Specialist employment law

What has been updated	Details of Update
Assessment criteria	Reduced from 11 to 10
'What you will learn'	Removed reference to 'how cases are settled before and after legal proceedings'.
Previous AC1.3	Deleted
AC2.1	Command verb changed from 'Evaluate' to 'Explain'
AC3.1	AC changed from 'Discuss the legal implications of managing change' to 'Discuss the legal implications of varying contracts.'
Previous AC4.1	Deleted
New AC4.1	Previously AC4.2. IC updated to include reference to 'how to calculate working time for pay purposes'.
New AC4.2	Previously AC4.3. IC re-ordered.
New AC4.3	Previously AC 4.4. 'other' deleted
Unit resources	Updated

Unit 5OS02 Advances in digital learning and development

What has been updated	Details of Update
'About this unit'	Content reworded.
AC1.1 IC	Reference to 'Chat GBT' added
AC1.2	Removed reference to 'learning and development professionals'
AC1.2 IC	Reworded to reflect amended AC
New AC1.3	New AC and IC added addressing impact of emerging learning technologies
LO2	Changed from 'Be able to' to 'Understand how to'.
AC2.1	Command verb changed from, 'Assess' to 'Summarise'.
AC2.2	Command verb changed from 'Evaluate' to 'Discuss'. Removed reference to 'meets identified needs.'

AC2.2 IC	Removed reference to 'methods of measuring impact'. Included reference to 'bias'.
AC2.3	Changed from 'Develop engaging learning content to address a specific need' to 'Explain key principles of curating engaging learning content to address a specific need.'
AC2.3 IC	Reworded to reflect new AC
Previous AC3.1	Deleted
New AC3.1	Previously AC3.2. Removed reference to 'learning administration'. IC reworded to reflect amended AC.
New AC3.2	Previously AC3.3. Removed reference to 'your own development plan'
Unit resources	Updated.

Unit 5OS03 Learning and development essentials

What has been updated	Details of Update
'About this unit'	Reworded to reflect amended unit content
'What you will learn'	Reworded to reflect amended unit content
AC1.1 IC	Content updated
AC1.2	Command verb changed from 'Compare' to 'Explain'.
AC2.1	AC changed from 'Discuss how different learning methods can be blended to form engaging learning and development solutions' to ' Discuss different learning methods and how they can be blended to form engaging learning and development solutions.'
AC2.1 IC	Reworded to include reference to 'group activities', 'action learning sets' and 'on-the-job' learning.
AC2.2	AC changed from 'Evaluate the concepts and strategies for supporting the transfer of learning to the workplace including consideration at initial design' to 'Explain concepts of, and strategies for, supporting the transfer of learning to the workplace'.
AC2.2 IC	Removed reference to 'measuring impact'
AC2.3 IC	IC clarified
AC3.1	Command verb changed from 'Evaluate ways' to 'Discuss techniques'
AC3.1 IC	Reworded to reflect different requirements of AC.
AC3.2 IC	Reworded

| AC4.1 | Command verb changed from 'Evaluate' to 'Assess' |
| AC4.2 | Command verb changed from 'Assess' to 'Recommend'. |

Unit 5OS04 People management in an international context

What has been updated	Details of Update
'About this unit'	Reworded to reflect amended unit content
'What you will learn'	Reworded to reflect amended unit content
AC1.1 IC	Removed reference to 'definition of an international organisation; understanding of organisational structure, type, size,'
AC2.1	Command verb changed from 'Evaluate' to 'Assess'
LO3	'Importance' changed to 'role and function'
AC3.1	Command verb changed from 'Evaluate' to 'Explain'. Reference to 'role' added.
AC3.2	AC changed from 'Consider the practices and policies that are shaped by the international context' to 'Consider how people practices and policies are shaped by the international context.'
Unit resources	Updated

Unit 5OS05 Equality, diversity and inclusion

What has been updated	Details of Update
Throughout unit	'Diversity and inclusion' changed to 'Equality, diversity and inclusion.'
AC1.1 IC	Amended
AC1.2	AC changed from 'Explain the key elements of the legal framework surrounding diversity and inclusion' to 'Explain the key aspects of anti-discrimination legislation and regulation associated with equality, diversity and inclusion.'
AC1.2 IC	IC reworded to reflect amended AC
AC1.3 IC	IC reworded to reflect amended AC
AC2.2 IC	IC changed to better reflect AC requirements.
AC2.3	Command verb changed from 'Develop' to 'Recommend'. Added reference to 'measure'
AC2.3 IC	IC reworded to reflect amended AC
AC3.1 IC	IC changed to better reflect AC requirements.

What has been updated	Details of Update
AC3.3 IC	IC reworded to include reference to identifying and monitoring bias and equality through data and qualitative information.

Unit 5OS06 Leadership and management development

What has been updated	Details of Update
AC1.1	Command verb changed from 'Analyse' to 'Explain'.
AC1.1 IC	IC reworded to better reflect the ACs requirements.
AC1.2	AC changed from 'Explain the key differences between leadership and management roles and styles and the implications of each for organisational effectiveness' to 'Explain the meanings of leadership and management and the interdependent nature of their functions'
AC1.2 IC	IC reworded to reflect amended AC
AC 1.3	AC changed from 'Compare the different knowledge, skills and behaviours required for leadership and management in organisations' to 'Explain the contrasting styles and characteristics of leaders and managers'
AC1.3 IC	IC reworded to reflect amended AC
AC2.1	Command verb changed from 'Discuss' to 'Identify'
AC2.2	Removed reference to 'different concepts'.
AC2.2 IC	IC reworded to reflect amended AC
AC2.3 IC	IC reworded to include 'Development of leaders and managers awareness of community and cultural change, workforce representation, approaches to recognise and identify bias and equity'; 'Equality'; 'unconscious bias'; and 'corporate social responsibility'
AC3.1 IC	IC reworded to include reference to 'Evaluation processes and methods'
AC3.2	Command verb changed from 'Explain' to 'Identify'.
Unit resources	Updated

Unit 5OS07 Wellbeing at work

What has been updated	Details of Update
'About this unit'	Updated

'What you will learn'	Updated
AC1.1	Command verb changed from 'Evaluate' to 'Explain'
AC1.1 IC	Amended
AC1.2	Command verb changed from 'Explain' to 'Discuss'
AC1.3	'Assess the value…' changed to 'Assess the benefits….'
AC2.1	AC changed from 'Identify how key stakeholders can contribute to improvements in wellbeing at work' to 'Evaluate key stakeholders' contribution to improving wellbeing at work.'
AC2.2	Command verb changed from 'Explain' to 'Discuss'
LO3	Changed from, 'Be able to develop a wellbeing programme' to 'Be able to design, develop and implement a wellbeing programme'
AC3.1	Command verb changed from, 'Explore' to 'Identify'
AC3.1 IC	Additional information added
Unit resources	Updated

Appendix D – Exemption mapping

What has been updated	Details of update
5HR02	Additional transition arrangements added
5HR03	Additional transition arrangements added
5OS01	Additional transition arrangements added

CIPD Associate Diploma in Organisational Learning and Development

Version 2.4 – April 2024

© CIPD 2024