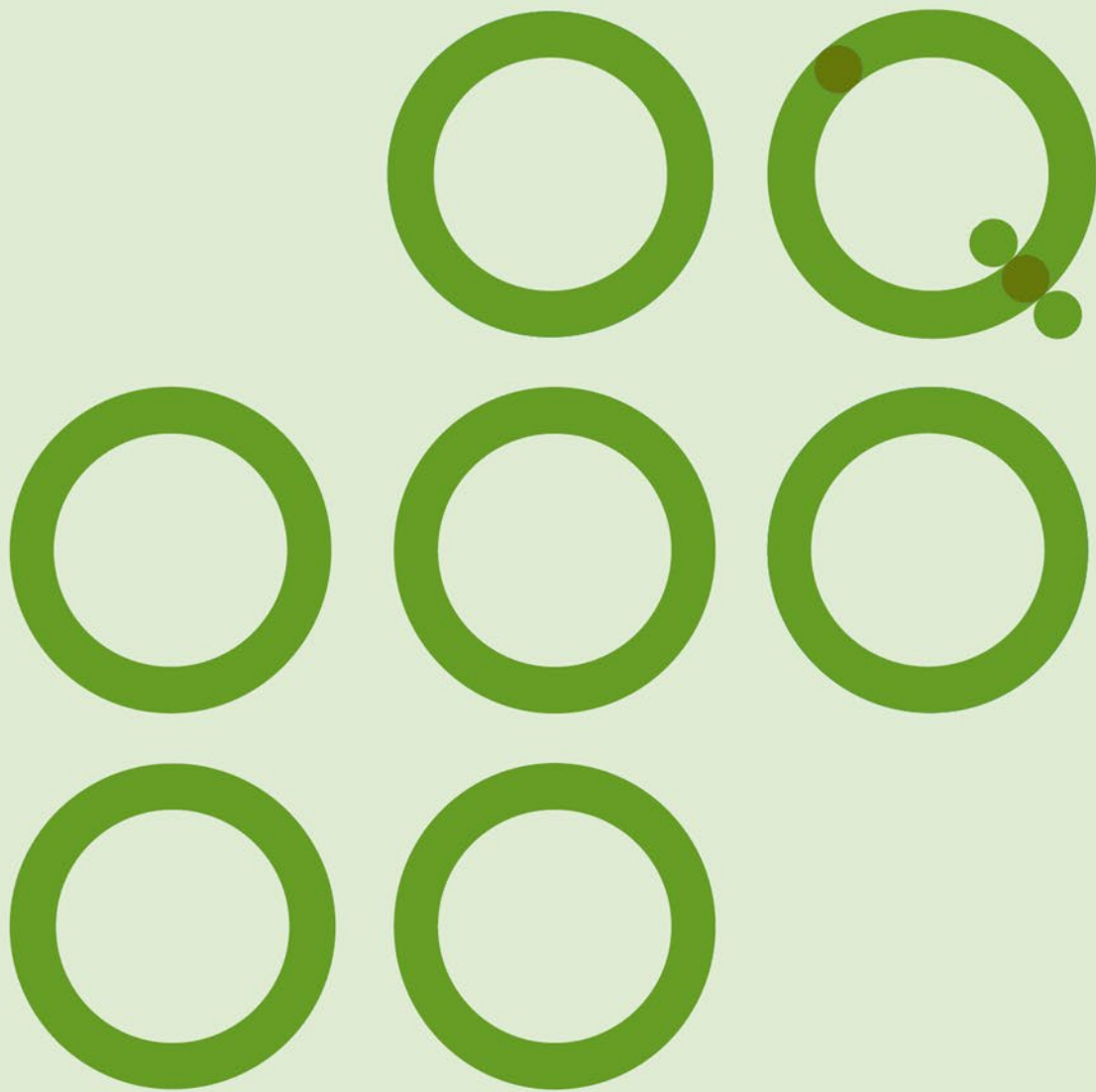


*Advanced Diploma in*  
**Strategic Learning and  
Development**

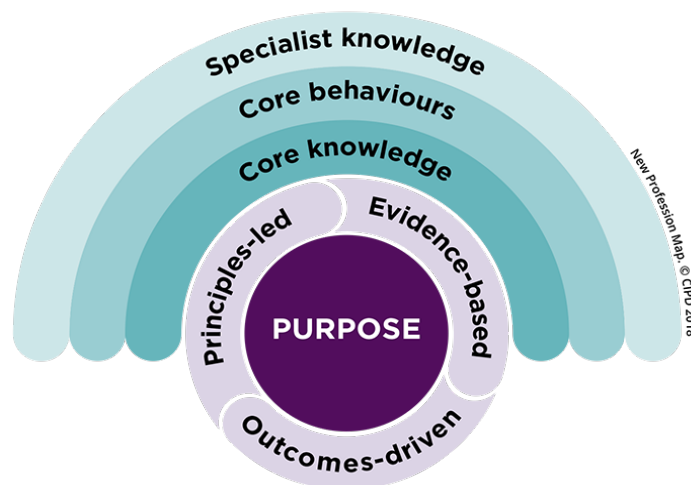


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# Introduction

The CIPD Advanced Diploma in Strategic 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.



Each unit within the CIPD Advanced Diploma in Strategic 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 Advanced Diploma in Strategic Learning and Development. This specification should be used to inform your planning, delivery and assessment in combination with the CIPD centre guidance documents.

# Qualifications framework

The CIPD Advanced Diploma in Strategic Learning and Development is an Advanced level qualification that is comparable to postgraduate level study. It is not registered to a qualifications framework but was developed in accordance with the Regulated Qualifications Framework (RQF) and the Framework for Higher Education Qualifications (FHEQ) and can therefore be deemed as comparable in terms of level and credit.

## Qualification size

Guided Learning Hours (GLH) or contact hours 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.

Notional hours include time spent in scheduled learning and teaching activities and private/personal study (for example, preparation for scheduled sessions, reading, preparation for assignment tasks, revision, and so on).

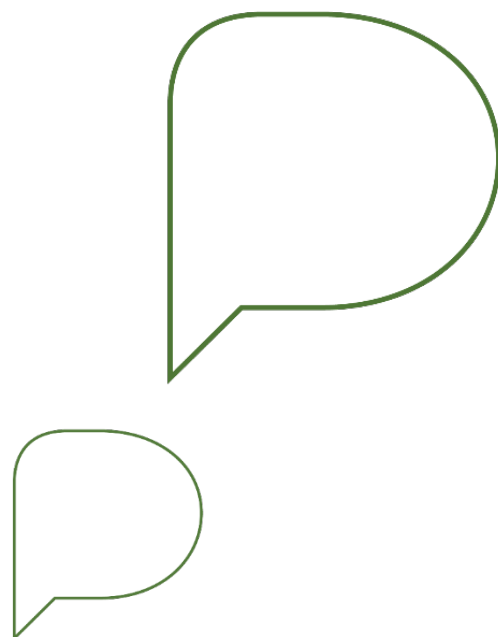
**The minimum GLH for this qualification is estimated at 240 hours, the number of total notional hours is estimated at 1200 hours. The qualification units equate to an overall credit value of 120.**

## Qualification level

*CIPD deem this qualification comparable to RQF Level 7*

The level of this qualification is also deemed comparable to:

- Level 9 in Ireland (NFQ IE)
- Level 11 in Scotland (SCQF)
- Level 7 in Wales (CQFW)
- Level 7 European Qualifications Framework (EQF).



# Qualification information

## Qualification purpose

This qualification further extends the disciplines and scope learned in the CIPD Level 5 Associate Diploma in People Management and is aimed at intensifying learners' autonomy and judgement so that they can strategically lead and direct organisations and their people. It offers the opportunity for learners to influence people practitioners and organisations.

## Qualification objective

This qualification galvanises learners with a depth and breadth of understanding of people practice and management to furnish them with the insight and strategy development skills required to operate and lead in an organisational setting at this level.

It is suited to individuals who:

- are experienced people practitioners
- are working in a senior people practice role and wish to extend and deepen their skills and understanding to shape strategy, policy and people
- wish to shape people practice, creating value for a wider audience
- are currently leading and managing people and practice within organisations.

## Entry guidance

This qualification is designed for learners aged 21+ and although there are no formal entry requirements, it is expected that centres will 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 Advanced Diploma in Strategic 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>.

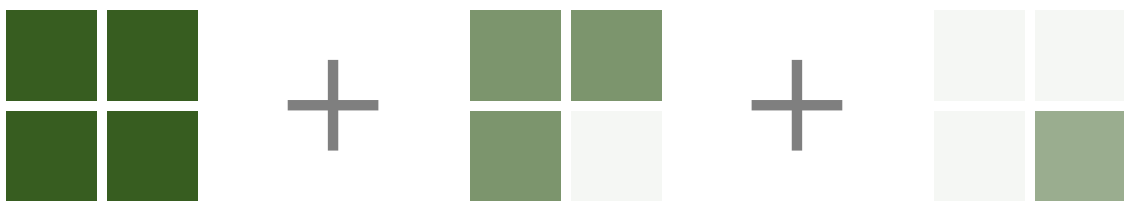
## Qualification structure and rules of combination (ROC)

### Qualification structure

<b>Qualification title</b>	<b>CIPD Advanced Diploma in Strategic Learning and Development</b>
<b>RQF level comparison</b>	<b>Comparable to RQF Level 7</b>
<b>Guided learning hours</b>	<b>240 GLH</b>
<b>Total credit value</b>	<b>120 credits</b>
<b>Core units</b>	<b>4 units</b>
<b>Specialist pathway units</b>	<b>3 units</b>
<b>Additional specialist unit</b>	<b>1 unit</b>

### Rules of combination

To be awarded the CIPD Advanced Diploma in Strategic Learning and Development, learners are required to **successfully complete a total of eight units**.



**Four core units**  
aligned to the core  
knowledge and  
behaviour standards of  
the Profession Map.

**Three specialist units**  
focused on the  
specialist knowledge  
relevant to the chosen  
pathway.

**One additional unit**  
chosen from a  
selection of possible  
options to complete the  
specialist knowledge.

### Four core units

Ref	Unit title	Level	Credit	Notional hours	GLH
7CO01	Work and working lives in a changing business environment	7	15	150	30
7CO02	People management and development strategies for performance	7	15	150	30
7CO03	Personal effectiveness, ethics and business acumen	7	15	150	30
7CO04	Business research in people practice	7	15	150	30

### Plus three specialist units

Ref	Unit title	Level	Credit	Notional hours	GLH
7LD01	Organisational design and development	7	15	150	30
7LD02	Leadership and management development in context	7	15	150	30
7LD03	Designing learning to improve performance	7	15	150	30

### Plus one additional specialist unit to choose from a variety of options

Ref	Unit title	Level	Credit	Notional hours	GLH
7OS01	Advanced employment law in practice	7	15	150	30
7OS03	Technology enhanced learning	7	15	150	30
7OS04	Advanced diversity and inclusion	7	15	150	30
7OS05	Managing people in an international context	7	15	150	30
7OS06	Wellbeing at work	7	15	150	30

## 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 that 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 Advanced Diploma in Strategic 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. Each assessment within the qualification will be graded as Pass, Merit or Distinction.

### Qualification achievement

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

To achieve a **Pass** for a unit, a learner must have met all learning outcomes for that unit. A **Merit** or **Distinction** grade can also be achieved at unit level, based on set criteria. If the complete qualification is not achieved, a grade and credit can be issued in the form of a statement of standalone unit credit for a unit or units.

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

Upon successful completion of the CIPD Advanced Diploma in Strategic Learning and Development, learners with the relevant professional experience can apply for Chartered Membership. Further details can be found on the CIPD website [www.cipd.co.uk](http://www.cipd.co.uk).



## Link to Apprenticeship

This specification has been mapped to the knowledge elements of the Level 7 Senior People Professional 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:

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

# 7CO01

## Work and working lives in a changing business environment



### About this unit

This unit extends understanding of the interaction between the commercial business environment and likely future developments in the world of work, employment and the management of people. It discusses the range of people practices that are growing in importance, including those relating to ethics and sustainability, employee wellbeing, equality, diversity and inclusion.

### What you will learn

You will focus on major ways in which leaders and managers working in people practice are responding to globalisation and its significance for work and employment. You will investigate the current and future thinking within organisations around technological developments and how new agendas are evolving. You will evaluate social, demographic and economic trends and how developments in public policy affect people practice. Effective leadership of change, innovation and creativity, including the key interrelationships between ethics, sustainability, diversity and wellbeing will be covered in this unit. Finally, you will critically analyse policy, practice and corporate social responsibility and the ways in which people professionals can apply and promote them for organisational productivity.

# 15 credits

150 notional hours

30 guided learning hours

## Level 7\*

\*Comparable to RQF Level 7

## Learning outcome, assessment criteria and indicative content

### **1 Understand ways in which major, long-term environmental developments affect employment, work and people management in organisations.**

#### **1.1 Assess globalisation and its long-term significance for work and employment.**

Impact of globalisation on business and working lives; major developments in the global business environment; industrial restructuring and the changing nature of employment; volatility and competitive intensity.

#### **1.2 Critically evaluate organisational vision of the current and future impact of technological trends on working life.**

AI, advanced robotics, virtual reality, autonomous vehicles; debates about the impact of technological developments on employment, organisational management and the experience of working life; ways in which technological developments affect organisations, management, the experience of work and employment.

#### **1.3 Evaluate the impact of long-term social and demographic trends for work and employment.**

Population ageing; patterns of demographic change; individualism; ethical awareness; attitudes to work and diversity; the role of organisations in shaping society and social change.

#### **1.4 Appraise the significance of long-term economic trends for work, employment and management practice in organisations.**

Affluence and inequality; de-industrialisation and the rise of a service-based, knowledge-based economy; long-term shifts in macro-economic policy.

### **2 Understand current and short-term developments in the people management business environment.**

#### **2.1 Evaluate current developments in the media, technological and economic environments and their significance for people management.**

Debates about current trends in work and working lives; the impact of social media and analytics on people practice; the current prospects for national and international economic development.

#### **2.2 Assess developments in public policy which are affecting work, employment and people management in organisations.**

The significance for people practice work of contemporary economic, industrial, education and employment policy; the impact of government policy on the people practice agenda.

#### **2.3 Analyse major legal and regulatory developments in employment and the labour market, including the importance of mitigating risk.**

Employment policy; major employment rights and their enforcement; health and safety regulation.

#### **2.4 Critically discuss current labour market trends in the supply of and demand for skills.**

Upskilling and down-skilling; undersupply and oversupply of skills; major contemporary labour market developments and their impact on HR work in organisations.

### **3 Understand how change, innovation and creativity can promote improvements in organisational productivity.**

#### **3.1 Analyse the effective management and leadership of change in organisations from a people management perspective.**

Management and leadership of change: structural and cultural change; leading change effectively; major theories of change management; principles of the psychology of change; effective leadership and communication during periods of change; increasing capability and readiness for change; major theories of effective change management and debates about these.

#### **3.2 Examine ways that organisations address resistance to change and recognise the levers that will achieve and sustain change.**

Ways organisations address resistance to change: the role of employee involvement in successful change; encouraging engagement with change agendas; sustaining change; the role played by change consultants and change agents; improving organisational agility.

Levers to achieve change; clear rationale for change; timely, meaningful involvement and consultation with affected parties; communication; process alignment; training and development.

Mechanisms for sustaining change: monitoring and review; open feedback channels; ongoing training and development, communication of outcomes/benefits realisation.

#### **3.3 Evaluate theory and practice in the fields of flexible working and organisational resilience.**

Theory and practice in flexible working and organisational resilience: different forms of flexible working and debates about these; non-standard contracts and evolving forms of work; promoting organisational resilience.

#### **3.4 Assess the contribution of people management aimed at improving organisational productivity, creativity and innovation.**

Contribution to productivity, creativity and innovation: links between people practice interventions and organisational productivity; effective people practice responses to increased competition in product and labour markets; promoting creativity and innovation.

### **4 Understand the key interrelationships between organisational commitment to ethics, sustainability, diversity and wellbeing.**

#### **4.1 Propose initiatives aimed at improving an organisation's ethics and values.**

Major debates about business ethics and organisational values; the business case for ethical and sustainable people practice and policy; ethical dilemmas in people practice work; people practice interventions to improve ethical standards in organisations, and when working with suppliers, contractors and other organisations; debates about the ethics of people analytics.

#### **4.2 Evaluate policy and practice aimed at improving employee wellbeing in an organisation.**

The business case for promoting employee wellbeing; people practice

## Learning outcome, assessment criteria and indicative content

interventions that support improved wellbeing in organisations; debates about safeguarding and bullying at work.

### **4.3 Critically evaluate theory and practice in the fields of corporate social responsibility and sustainable management practices.**

The principles of corporate social responsibility; stakeholder approaches to management; principles of sustainability and ways in which people professionals can apply them.

### **4.4 Critically discuss how the effective promotion of greater equality, diversity and inclusion in organisations supports people practice.**

Debates about diversity and inclusion in organisations; approaches to making organisations more equal, diverse and inclusive.

## Books

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Bendl, R., Bleijenbergh, I. and Henttonen, E. (eds) (2017) *The Oxford handbook of diversity in organizations*. Oxford: Oxford University Press.

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.

Dicken, P. (2015) *Global shift: mapping the changing contours of the world economy*. 7th ed. London: Sage.

Farnham, D. (2015) *Human resource management in context: insights, strategy and solutions*. 4th ed. London: CIPD Kogan Page.

Frost, S. and Raafi-Karim, A. (2019) *Building an inclusive organization: leveraging the power of a diverse workforce*. London: Kogan Page.

Hamilton, L. and Webster, P. (2018) *The international business environment*. 4th ed. Oxford: Oxford University Press.

Hodges, J. (2016) *Managing and leading people through organizational change: the theory and practice of sustaining change through people*. London: Kogan Page. [Forthcoming, 2nd ed., May 2021.]

Holbeche, L. (2018) *The agile organization: how to build an engaged, innovative and resilient business*. 2nd ed. London: CIPD Kogan Page.

Johnson, S., Robertson, I. and Cooper, C.L. (2018) *Well-being: productivity & happiness at work*. 2nd ed. Basingstoke: Palgrave Macmillan.

Kew, J. and Stredwick, J. (2008) *Business environment: managing in a strategic context*. 2nd ed. London: CIPD Kogan Page.

Kew, J. and Stredwick, J. (2016) *Human resource management in a business context*. 3rd ed. London: CIPD Kogan Page.

Kirton, G. and Greene, A.M. (2016) *The dynamics of managing diversity: a critical approach*. 4th ed. London: Routledge.

Sloman, J. and Jones, E. (2017) *Essential economics for business*. 5th ed. Harlow: Pearson Education.

Wetherly, P. and Otter, D. (eds) (2018) *The business environment: themes and issues in a globalizing world*. 4th ed. Oxford: Oxford University Press.

Worthington, I., Britton, C. and Thompson, E. (2018) *The business environment: a global perspective*. 8th ed. Harlow: Pearson Education.

Wyatt, S. (2020) *Management and leadership in the 4th industrial revolution: capabilities to achieve superior performance*. London: Kogan Page.

# 7CO02

## People management and development strategies for performance



### About this unit

This unit focuses on the importance of evidence-based, outcomes-driven and principles-led practice in support of the core purpose of the people profession. It explores how people professionals create value and deliver outcomes for organisations and employees, and how contributing to the achievement of business objectives improves performance and enhances the employee experience. It also focuses on the need for policy and practice to be delivered coherently, in a way that is integrated and in line with organisational objectives.

### What you will learn

You will explain the advantages and benefits of aligning people practice strategies with organisational objectives and learn about the ways in which organisations integrate people practice with culture, brand and values, including the evaluation of data sources aimed at shaping people practice. You will develop an understanding of contemporary people practice through evaluation in the fields of resourcing and performance management. Additionally, you will delve into the fields of learning and development and organisational design and development. Understanding the role and influence of people professionals is a key part of your learning for this unit and you will debate the merits of the different and varied ways in which people practice is organised and structured in organisations. Finally, you will critically evaluate the practical and ethical challenges presented by data analytics and technological developments.

# 15 credits

150 notional hours

30 guided learning hours

## Level 7\*

\*Comparable to RQF Level 7



# **1 Understand the benefits of aligning people practices with organisational strategy and culture.**

## **1.1 Explain the major objectives of people practice and the ways achieving these may benefit employers and employees.**

Creating value for stakeholders through people practices and people plans (attraction and retention; improving employee performance; managing change effectively; promoting wellbeing).

## **1.2 Explain the advantages associated with aligning people management policies with organisational strategy and risk.**

Vertical integration; developing people practice strategies and people plans which relate to pressures up and down the supply chain. Managing and mitigating associated risks.

## **1.3 Evaluate ways in which organisations integrate people management practice within their culture, brand and values.**

The risks associated with the misalignment of people practice strategies and policies with organisation strategies; gaps between intended and implemented people practice decisions and outcomes; the long-term impact of people management which improves the organisation's culture and performance; adopting a global mindset to understand and improve relationships within and beyond the organisation.

## **1.4 Critically evaluate models of systemic thinking and how they underpin the interconnective nature of people practice work.**

The application of systems thinking to people practice work; the role of holistic analytical approaches which focus on the interrelatedness of the constituent parts of the work of people professionals, how

systems work over time, how people systems operate within the context of larger systems within the organisation, sector and economy. Models could include Burke-Litwin, Johnson and Scholes, Nadler-Tushman, Cheung-Judge.

# **2 Understand how the development of people practices improve organisational performance and employee experience.**

## **2.1 Examine the merits of different models of people practice management, linking them with effective business performance.**

High commitment, high performance models; low cost/'low road' approaches; hard and soft models; debates about the relative merits of these models and when they are best used.

## **2.2 Critically evaluate research that links people management practice in organisations with improved employer outcomes.**

Evaluation of research linking people management practice with improved organisational performance, financial gains, increased customer satisfaction, employer of choice status, higher rates of retention, reduced absence, improved wellbeing, higher levels of employee engagement and commitment. Research could include Harvard model, Warwick, 5Ps, black box/AMO model (Purcell).

## **2.3 Critically evaluate best practice, contingency and resource-based approaches to the development of people management practices.**

Major research studies and theories in these fields; integrating people practices to maximise organisational capability; labour market segmentation.

## Learning outcome, assessment criteria and indicative content

### 2.4 Explain how high-performance work practices are associated with positive organisational and employee outcomes.

Links between people practice and employee outcomes (satisfaction, commitment, engagement, wellbeing, retention, absence).

## 3 Understand current practice in major areas of people management and development work.

### 3.1 Discuss major areas of responsibility in people management work in organisations.

Attracting and retaining staff; developing people practice strategies and plans; enabling motivation, engagement and improved performance; efficient people practice administration; managing and improving employment relationships; training and developing people.

### 3.2 Evaluate current developments in the fields of resourcing and performance management.

Core activities and current developments in the fields of recruitment, selection, workforce planning, employee retention, talent management, performance management and reward management.

### 3.3 Evaluate current developments in the fields of learning and development and organisational design and development.

Major theories and developments in practice in L&D, management development and organisational design and development; learning technologies; management development.

### 3.4 Evaluate current developments in the fields of employment relations, employee engagement and diversity and inclusion.

Union and non-union settings; informal working, the rise of the gig economy, the quality of work debate, employee involvement; discipline and grievance procedures. Developments in the field of employee engagement; wellbeing, stress management, employee voice, workplace flexibility. Developments in the field of diversity and inclusion; debates about equality legislation, policy and practice, social mobility, access to 'decent work', the gender pay gap, equitable pay ratio, unconscious bias.

## 4 Understand the role and influence of people professionals in different organisational settings.

### 4.1 Examine the merits of the various ways in which people practice activities are organised, structured and evaluated in different organisational settings.

Private corporations; public sector organisations; SMEs; voluntary sector; private equity and professional services firms; international organisations. The variety of people practice roles (generalist and specialist); major alternative ways of structuring the people practice function in organisations; the role of HR consultants and providers of outsourced HR services; working effectively with line managers and managers in other specialist functions; evaluating people practice interventions.

### 4.2 Critically assess the nature of professionalism in people practice and the role of the CIPD.

The role and objectives of the Chartered Institute of Personnel and Development; interacting and networking with the people professional community; principles of

professionalism and debates about professional management.

#### **4.3 Analyse the advantages of partnering with customers to understand their current and future needs from a people practice perspective.**

Gaining insight to inform people management and organisational strategy; working with suppliers and customers to ensure their people policies are in line with the organisation's expectations.

#### **4.4 Assess the value of facilitation, coaching and mentoring, and consulting in different people practice contexts.**

Adapting approach/model adopted depending on organisational and people management context.

#### **4.5 Critically evaluate how data analytics and technological developments present practical and ethical challenges for people professionals.**

Practical challenges of data analytics and technological developments for people professionals: pace of development, attracting and retaining expertise, training and development, managing change, associated costs and risks.

Ethical challenges presented by data analytics and technological developments: reliability of data sources, data extraction and manipulation, reporting, data handling and compliance, GDPR, data sensitivity, potential for data security breach, managing risk and reputation.

## Learning resources

### Books

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Armstrong, M. and Taylor, S. (2020) *Armstrong's handbook of human resource management practice*. 15th ed. London: Kogan Page.

Bach, S. and Edwards, M. (eds) (2012) *Managing human resources*. 5th ed. Chichester: John Wiley.

Beardwell, J. and THOMPSON, A. (2017) *Human resource management: a contemporary approach*. 8th ed. Harlow: Pearson Education.

Collings, D.G., Wood, G.T. and SZAMOSI, L.T. (eds) (2019) *Human resource management: a critical approach*. 2nd ed. Abingdon: Routledge.

Marchington, M., Wilkinson, A., Donnelly, R. and Kynighou, A. (2020) *Human resource management at work: the definitive guide*. 7th ed. London: CIPD Kogan Page.

Marr, B. (2018) *Data-driven HR: how to use analytics and metrics to drive performance*. London: Kogan Page.

Torrington, D., Hall, L. and Taylor, S. (2020) *Human resource management*. 11th ed. Harlow: Pearson Education.

Wilkinson, A., Bacon, N., and Snell, S. (eds) (2019) *The Sage handbook of human resource management*. 2nd ed. London: Sage.

Wilkinson, A., Redman, T. and Dundon, T. (2017) *Contemporary human resource management: text and cases*. 5th ed. Harlow: Pearson Education.

# 7CO03

## Personal effectiveness, ethics and business acumen



### About this unit

This unit is about supporting successful workers and promoting effective and ethical behaviours to champion better work and working lives and develop business acumen. The theories and concepts that underpin this subject are essential for promoting inclusiveness and influencing others through fair and transparent behaviours. Through core skillsets such as perception, critical thinking, communication and teamwork, this unit will promote understanding of how actions and inclusive behaviour impact on ethics and the organisation.

### What you will learn

You will critically assess different ethical standpoints in people practice and how ethical behaviour maintains high standards. You will consider business improvement in relation to working lives evaluating the promotion of wellbeing, fairness and the contribution of personal integrity within organisations as well as evaluating the benefits and costs of collaborative methods both internally and externally across a variety of business boundaries. You will learn how to achieve and maintain challenging business outcomes through an understanding of the business, and self-awareness and improvement to support your career progression. Additionally, you will justify the benefits of maintaining a passion for learning, evaluate the need for continuing professional development and the merits of evidence-based critical thinking. Finally, you will demonstrate behaviours associated with effective influencing and decision-making as well as assessing the benefits of networking.

# 15 credits

150 notional hours

30 guided learning hours

## Level 7\*

\*Comparable to RQF Level 7

## Learning outcome, assessment criteria and indicative content

### **1 Be able to model principles and values that promote inclusivity aimed at maximising the contribution that people make to organisations.**

#### **1.1 Critically assess different ethical standpoints on people practice and the maintenance of high standards of ethical behaviour.**

Different versions of ethics; taking the lead in challenging all levels of the organisation to give balanced responses to the different ethical standpoints both internally and externally, maintaining high standards of ethical behaviour.

#### **1.2 Justify business improvements in relation to:**

- the promotion of fairness and transparency
- wellbeing
- employee voice
- learning.

Promoting a unified purpose for individuals, the organisation and the profession; championing better work and working lives by creating fair and compassionate organisations; valuing people by giving them a voice, supporting wellbeing and career-long development.

#### **1.3 Self-evaluate personal and professional integrity in relation to ethical practice, professional courage and influence, and valuing people.**

Role-modelling consistent personal and professional integrity; challenging decisions and actions which are not ethical, explaining the organisational risks; challenging constructively and confidently in the face of opposition; demonstrating compassion, humanity and fairness in your approach; requiring others at all levels to do the same; promoting transparency.

#### **1.4 Assess the impact of collaboration across cultural, geographic and professional boundaries, including the value of embracing difference.**

Working inclusively and collaboratively within and across organisational boundaries; embracing difference and using diversity to improve organisational performance; building trust, sharing knowledge, experience and skills; promoting positive attitudes and collaboration.

### **2 Be able to achieve and maintain challenging business outcomes for yourself and organisations.**

#### **2.1 Reflect on levels of self-awareness, self-management and continuous self-improvement, leading to improved organisational success and career progression.**

Various measures such as personality, productivity, quality and impact; the drive for continuous self-improvement; business and financial acumen that delivers commercial benefits; leading and supporting change; resilience in the face of uncertainty and setbacks.

#### **2.2 Discuss how business acumen can deliver commercial benefits and manage resilience.**

External and internal contexts of the organisation, including governance; business and financial acumen that delivers commercial benefits; awareness of how data relating to products, services and customers can provide insight into people solutions; leading and supporting change; resilience in the face of uncertainty and setbacks.

### **2.3 Demonstrate impactful behaviour that is aligned with wider organisational vision, values, strategies and plans.**

Aligning behaviour with wider organisational vision, values, strategies and plans; a concern for business outputs and impact rather than just following processes; connecting with internal and external peers regularly to benchmark, share good practice and anticipate future trends to inform future priorities and practice.

## **3 Be able to apply learning to enhance personal effectiveness.**

### **3.1 Demonstrate curiosity and passion for deep learning.**

Sharing good practice with others; using feedback to improve; promoting an approach that includes a willingness to take risks; an innovative learning culture.

### **3.2 Plan continuing professional development that involves both planned learning and reflection.**

The broad scope of CPD and the wide variety of methods; planned and reflective learning that spans the mental, emotional, physical and spiritual domains.

### **3.3 Discuss the merits of evidence-based critical thinking based upon a range of data analytics, across a wide range of current business topics.**

Conducting good research; questioning and testing of ideas without bias; thinking skills that produce deep understanding, insight and skill, including into financial data and technology; data analytics; the representation of people data in different ways (skills, profit, capability, cost, etc).

### **3.4 Assess the impact that sharing of learning has on organisational success.**

Promotes innovation and change, facilitates organic learning, creates efficiencies, reduces duplication of effort, promulgates an open and inclusive culture.

## **4 Be able to influence others during decision-making while showing courage and conviction.**

### **4.1 Assess own approaches to decision-making on complex issues, taking ownership to remedy mistakes.**

Handling complex issues; managing risk in decisions; developing these behaviours in others; taking ownership when things go wrong.

### **4.2 Demonstrate appropriate influencing style to communicate and engage different audiences.**

Using a range of communication tools; making the complex clear; questioning and listening; influencing others at all levels; ethical influencing.

### **4.3 Discuss ways of promoting organisational improvement through courage, political acumen and the willingness to challenge.**

Promoting organisational improvement through fostering a willingness to be brave, challenge people and practices, and use political acumen; leaders as role models, 'doing the right thing', moral and legal responsibilities, preparedness to view failure as an opportunity to enhance learning, emphasis on use of good judgement, evidence base for action, mutual respect, choice of language and communication channels, due regard for context and wider organisational reputation.

## Learning outcome, assessment criteria and indicative content

### **4.4 Assess the benefits of networking to enhance own career and contribution to organisational effectiveness.**

Benefits of networking: for example, wellbeing clubs, LinkedIn learning, after work clubs; social networking; benchmarking self and organisation; career advancement and organisational success.



## Books

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Armstrong, M. and Taylor, S. (2020) *Armstrong's handbook of human resource management practice*. 15th ed. London: Kogan Page.

Dyson, J.R. and Franklin, E. (2020) *Accounting for non-accounting students*. 10th ed. Harlow: Pearson Education.

Gallagher, K. (2016) *Essential study and employment skills for business and management students*. 3rd ed. Oxford: Oxford University Press.

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

Krogerus, M. and Tschäppeler, R. (2017) *The decision book: fifty models for strategic thinking*. London: Profile Books.

Marchington, M., Wilkinson, A., Donnelly, R. and Kynighou, A. (2020) *Human resource management at work: the definitive guide*. 7th ed. London: CIPD Kogan Page.

Megginson, D. and Whitaker, V. (2007) *Continuing professional development*. 2nd ed. London: CIPD Kogan Page.

Robinson, S. and Dowson, P. (2012) *Business ethics in practice*. London: CIPD Kogan Page.

Taylor, S. and Woodhams, C. (eds) (2016) *Studying human resource management*. 2nd ed. London: CIPD Kogan Page.

Townsend, H. (2014) *The Financial Times guide to business networking: how to use the power of online and offline networking for business success*. 2nd ed. Harlow: Pearson Education.

Watson, G. and Reissner, S. (2014) *Developing Skills for Business Leadership*. 2nd ed. London: CIPD Kogan Page.

Winstanley, D. (2005) *Personal effectiveness: a guide to action*. New York: McGraw-Hill Education.

# 7CO04

## Business research in people practice



### About this unit

This unit contains the components to enable a systematic approach to define, design and undertake a business research project in people practice. It focuses on developing ability to produce an integrated report based on evidence and to include own recommendations and critical reflection.

### What you will learn

You will plan a business research project including examination of themes that would add value to the organisation. Critical evaluation of key publications and terms of reference will be undertaken, and a range of questions established to support the project focus and developed outcomes. You will distinguish between primary and secondary data, conduct cost and benefit analysis, and research ethical issues around data collection for your project. You will design an appropriate strategy for analysing and organising your data and finally develop conclusions and business-focused recommendations as an outcome of the project and reflect on how you could improve future project design and delivery.

# 15 credits

150 notional hours

30 guided learning hours

## Level 7\*

\*Comparable to RQF Level 7

# **1 Be able to plan a people practice business research project aimed at adding organisational value.**

## **1.1 Justify terms of reference for the business project.**

Factors influencing the choice of a suitable topic for the project; strategic relevance to the business; adding value to the organisation, for example staff retention, improved departmental communication, team building.

## **1.2 Critically analyse key publications and other evidence to underpin the research questions.**

Using a range of sources, including academic journal papers and book chapters, textbooks, government and sector reports, research by professional bodies and other material; evaluating sources of evidence; structuring a literature review, reading and writing critically.

## **1.3 Develop a range of questions aimed at addressing the project's main focus and outcomes.**

Transparent, clear, concise, coherent and valid within the project context, able to result in targeted results and outcomes.

# **2 Be able to justify the most appropriate research methods to collect data for the chosen project.**

## **2.1 Assess differences between primary and secondary data, including the value of different research methods.**

Understanding the key differences between these forms of data, and their application/value in the context of the research questions and organisations involved in the project.

## **2.2 Justify the most appropriate research methods to support the project's intended outcomes.**

How to decide which might be appropriate for the project; research design in terms of case studies, experiments and surveys; interview schedules, questionnaires, focus groups, and participant observation for collecting data. The role of data triangulation to minimise risk and maximise opportunities.

## **2.3 Critically assess the ethical issues surrounding data collection, usage and storage for the project.**

Data collection, analysis and storage; confidentiality for interviewees and participants in the research; being clear to respondents about the potential outcomes of the research.

# **3 Be able to analyse data to make decisions and provide business and people management insights.**

## **3.1 Appraise the costs of different approaches to data collection and analysis for the project.**

Factors influencing the choice of how to analyse data and the use of different analytical tools; opportunities and risks associated with analysis.

## **3.2 Design an appropriate strategy for analysing, organising and interpreting data collected from research.**

Interrogating evidence and minimising risk in available sources of data; identifying the variables and exploring different lines of enquiry to address the research questions/terms of reference. The use of statistical methods, documentary analysis, content analysis, grounded theory and coding.

## Learning outcome, assessment criteria and indicative content

### **3.3 Present the findings of the business project clearly and logically and aimed towards the intended audience.**

Identification of emerging patterns in the findings and how to deal with conflicting evidence. Presenting the results clearly, ethically and effectively.

## **4 Be able to propose recommendations based on conclusions derived from the research and analysis.**

### **4.1 Justify conclusions derived from analysis of key findings, which align to the terms of reference.**

Drawing on the research questions, literature review and data analysis to develop integrated, justified and well-informed conclusions; how to report these concisely and clearly in the report.

### **4.2 Propose business-focused recommendations, action points and a cost-benefit analysis.**

Principal techniques for communicating and persuading readers to adopt the recommendations proposed; justifying recommendations with potential costs and timescales; advice on how to overcome barriers to their implementation.

### **4.3 Evaluate the success of the project, including ways in which to improve future project design and delivery.**

Lessons to be learned from the project; ways in which to improve future project design and delivery; developing the skills of critical reflection. Use of learning theory to analyse how the project worked.

## Books

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Anderson, V., Fontinha, F. and Robson, F. (2019) *Research methods in human resource management: investigating a business issue*. 4th ed. London: CIPD Kogan Page.

Barends, E. and Rousseau, D.M. (2018) *Evidence-based management: how to use evidence to make better organisational decisions*. London: Kogan Page.

Bell, E., Bryman, A. and Harley, B. (2019) *Business research methods*. 5th ed. Oxford: Oxford University Press.

Creswell, J.W. and Creswell, J.D. (2018) *Research design: qualitative, quantitative and mixed methods approaches*. London: Sage.

Easterby-Smith, M., Thorpe, R. and Jackson, P.R. (2018) *Management and business research methods*. 6th ed. London: Sage.

Edwards, M.R. and Edwards, K. (2019) *Predictive HR analytics: mastering the HR metric*. 2nd ed. London: Kogan Page.

Field, A. (2018) *Discovering statistics using IBM SPSS statistics*. 5th ed. London: Sage.

King, N. and Brooks, J.M. (2017) *Template analysis for business and management students*. London: Sage.

Marchington, M., Wilkinson, A. Donnelly, R. and Kynighou, A. (2020) *Human resource management at work: the definitive guide*. 7th ed. London: CIPD Kogan Page.

(Chapter 14 in particular but also see chapters 1, 3, 7, 9, and 10 for case studies based on workforce analytics, and any other relevant chapters depending on focus of Business Research in People Practice Project.)

Marr, B. (2018) *Data-driven HR: how to use analytics and metrics to drive performance*. London: Kogan Page.

Mason, J. (2018) *Qualitative researching*. 3rd ed. London: Sage.

Rubin, H.J. and Rubin, I.S. (2012) *Qualitative interviewing: the art of hearing data*. 3rd ed. London: Sage.

Saunders, M.N.K., Lewis, P. and Thornhill, A. (2019) *Research methods for business students*. 8th ed. Harlow: Pearson Education.

Yin, R.K. (2018) *Case study research and application: design and methods*. 6th ed. London: Sage.

## Journal articles

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Angrave, D., Charlwood, A. and Kirkpatrick, I. (2016) HR and analytics: why HR is set to fail the big data challenge. *Human Resource Management Journal*. Vol 26, No 1, January. pp1-11.

Huselid, M. (2018) The science and practice of workforce analytics: introduction to the HRM special issue. *Human Resource Management*. Vol 57, No 3, May/June. pp679-84.  
Available at:  
<https://onlinelibrary.wiley.com/doi/10.1002/hrm.21916>.

Marchington, M. (2015) The role of institutional and intermediary forces in shaping patterns of employee involvement and participation (EIP) in Anglo-American countries. *International Journal of Human Resource Management*. Vol 26, No 20. pp2594-2616.  
(Example of how to use qualitative research in practice.)

7LD01

# Organisational design and development



## About this unit

This unit focuses on the principles of organisational design and development to achieve strategic goals and support organisational success. It examines the impact of change on organisational forms and deliberates the process of change through which adaptations are made to the ways in which structure, process and people work; the success of each is dependent on each other. It also examines the impact of change on working lives and the strategies for engaging employees and wider stakeholders in successful implementation. The unit also encourages reflection on the personal skills, techniques and behaviour that support effective organisational design and development work.

## What you will learn

You will critically evaluate theory and concepts in relation to organisational design and development in order to understand the general principles and key issues that underpin them. You will examine the meaning and value of organisational design and development and review the rationale for and the complexity of organisational design, considering a range of organisational forms and discussing the contextual relevance of these. You will also develop understanding of different methods and approaches to organisational development and how these align with organisational goals. Additionally, you will explore the role of people professionals in the creation of new organisational forms. Finally, you will examine responses and approaches to change, including strategies for employee engagement and reflection on personal skills and behaviours that influence successful implementation.

# 15 credits

150 notional hours

30 guided learning hours

## Level 7\*

\*Comparable to RQF Level 7

# **1 Understand the concepts and theories underpinning organisational design and development.**

## **1.1 Critically evaluate the theoretical basis of organisational design and development.**

Different schools of management thinking with specific reference to scientific management and early attempts at organisational design; different schools of thought and practice surrounding organisation development; behavioural science, social psychology, organisational psychology, motivation theory and job design and redesign, systems theory and application, learning theory, etc; organisational culture and values and how these are determined; the definitional debate; the use of metaphors; new organisational paradigms; the relationship of organisation design and development with organisational performance management activities. Evolving theories, for example organisational design, design thinking.

## **1.2 Examine the rationale for organisational design and development.**

External, internal and economic drivers; context of change need; the move from informal to formal structure as a small organisation grows; broad view of organisational form including strategy and structure; collaborative economy and need for agility.

## **1.3 Evaluate the value and impact of organisational design and development.**

How design vs development decisions may be reached; how people practice strategies can produce organisational design and development outcomes; establishing organisational KPIs, goals and success criteria; human impact and

organisational people measures, for example retention, engagement; feedback from customers, customer perception; measuring effectiveness and cost vs benefit.

## **1.4 Evaluate key contextual variables and limitations that impact organisational design and development.**

Horizon scanning; impact of existing structure, size, geography, context, dynamism in the market and sector in which the organisation operates, etc; the nature of the business and organisational culture; use of data and data visualisation.

## **1.5 Critically appraise the contribution of cross-functional activity and stakeholder management in organisational design and development.**

Identifying stakeholders and their role (partnership, sponsoring), gaining buy-in, contracting with them. Importance of trust: developing, building and maintaining trust. Assigning roles and accountability and responsibility, milestones, communication implications for people professionals; creating vertical and horizontal integration. Different roles and responsibilities in organisational design and development.

# **2 Understand the range of options for organisational design and how these align with organisational aims and objectives.**

## **2.1 Critically evaluate the range of different organisational forms.**

Design options and how the options are explored and selected – for example whole system in the room. The role of strategic planning and whether outcomes of structure can be meaningfully predicted; multiple/different structures within the same organisation.

## Learning outcome, assessment criteria and indicative content

### 2.2 Critically discuss organisational design options within a given context.

Strengths and limitations of organisational forms (flat, hierarchical, differentiated, integrated and matrix structures, agile structures, networked structures, alternative structures, for example holocracy style, virtual organisations, mergers and acquisitions); small and large firms, MNCs, different sectors; impact of local, regional and national culture and custom of practice on organisational design options.

### 2.3 Compare the different approaches to implementing organisational design options.

Piloting and prioritising; step-by-step process for transition; influence of the context and other factors on the approach; evaluating and optimising the transition; iterative cycle of evaluation and optimising. Preparing a culture of change in an organisation to support iterative optimisation. Speed of change, what might drive urgency.

### 2.4 Examine the implications of organisation design for the creation of high-performance work systems.

Tensions between centralised control and devolved responsibility; human considerations – response to change and changed structures and responsibilities; implications where rapid/radical redesign is needed; role of knowledge workers. Verifying alignment with organisational aims and objectives.

## 3 Understand the methods and approaches to organisational development as a means of enabling organisations to meet their goals.

### 3.1 Investigate different approaches to organisational development.

Feasibility and complexity of organisational design strategies; multi-level organisational development strategy; future-focused theories, for example theory of OD being a regressive tool for maintaining management control and OD as a way of working that can be done by people in different roles.

### 3.2 Assess the impact that the drivers for change have on the choice of transformation strategies.

Corporate reporting, for example correcting pay gaps and non-compliance in other areas; stakeholders, technological, socio-political, economic, legal and environmental factors; ethical people practice; how the context can influence specific modes of change.

### 3.3 Assess the value of sources of evidence and data that support organisational development choices.

Data visualisation – presenting and telling stories using data to gain support for choices; assessing the quality and reliability of evidence and data; deciding which data to use and whether data needs to be sourced or is pre-existing; strengths and criticisms of diagnostic tools at individual, organisation and team level; descriptive, diagnostic, predictive and prescriptive analytics to predict/pre-empt situations.



## **4 Understand responses to organisational change and the strategies for a successful implementation.**

### **4.1 Discuss the challenges faced by practitioners when trying to adopt holistic approaches to organisational development.**

What needs to change and why; coordination of individual-, group-, departmental- and strategic-level change; communicating change effectively to disparate groups; background challenges. Prescriptive models of change: critical analysis of the strengths and limitations of Kotter and Lewin; issues of parity when managing different types of change, (radical-incremental, the holistic nature of organisational development). Power and covert behaviour, emergent approaches to change – stimulating social movement, co-creation, etc.

### **4.2 Examine the affective, behavioural and cognitive reactions to organisational change.**

Critique of models that predict resistance; implications for employee experience (self-fulfilling prophecy), resilience and readiness for change; leading and managing change. Role of positioning, messaging, engagement and communication in the execution of change. Understanding human factors of change (emotional/mental response, etc).

### **4.3 Examine strategies for building employee engagement.**

Strategies for employee voice and involvement, using consultants or in-house leaders, tools and techniques – appreciative enquiry, use of self as instrument, dialogic approaches, etc, design thinking, human design thinking.

### **4.4 Justify the skills and behaviours that influence successful implementation.**

Skills and behaviours needed by people professionals working or supporting the work of OD and how to acquire these; personal learning and development as key levers for transformation; self-awareness, role of coaching and mentoring, supervision; production of personal development plan for skills development; behaviours valued among OD professionals.

## Learning resources

### Books

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

Cheung-Judge, M.Y. and Holbeche, L. (2015) *Organisation development: a practitioner's guide for OD and HR*. 2nd ed. London: Kogan Page. [Forthcoming, 3rd ed., June 2021.]

Marchington, M., Wilkinson, A., Donnelly, R. and Kynighou, A. (2020) *Human resource management at work: the definitive guide*. 7th ed. London: CIPD Kogan Page.

### Journal articles

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Cummings, S., Bridgman, T. and Brown, K.G. (2016) Unfreezing change as three steps: rethinking Kurt Lewin's legacy for change management. *Human Relations*. Vol 69, No 1, January. pp33-60.

Gill, R. (2002) Change leadership - or change management? *Journal of Change Management*. Vol 3, No 4. pp307-318.

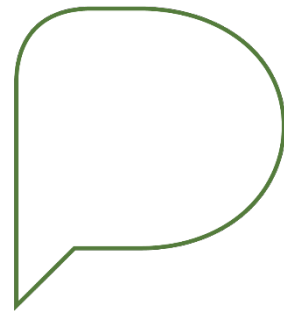
Guerci, M., Longoni, A. and Luzzini, D. (2016) Translating stakeholder pressures into environmental performance: the mediating role of green HRM practices. *International Journal of Human Resource Management*. Vol 27, No 2. pp262-289.

Hughes, M. (2007) The tools and techniques of change management. *Journal of Change Management*. Vol 7, No 1. pp37-49.

Hughes, M. (2011) Do 70 per cent of all organizational change initiatives really fail? *Journal of Change Management*. Vol 11, No 4. pp451-464.

# 7LD02

## Leadership and management development in context



### About this unit

This unit focuses on the distinction between leaders and managers, including how these roles adjust in different contexts. It considers the full range of development interventions to ensure effective impact and how to use learning analytics to capture robust measures that contribute to organisational success. It covers the importance of appraising the complexities of leadership and management development in an international context.

### What you will learn

You will cover the differences between leadership and management in different contexts, evaluating the roles of leaders and managers and their typical knowledge, skills and behaviours. You will also critically discuss the merits of adopting strategic approaches to leadership and management development. Understanding of how learning needs analysis impacts programme design decisions and learning interventions will be developed as well as the importance of CPD for leaders and managers. You will compare metrics and evaluation models and how they can be applied, including the role of data and learning analytics to link leadership outcomes. Finally, you will understand how the development of international leaders and managers in a global context affects cultural and geographical boundaries, including issues faced by micro multinationals and SMEs operating globally.

# 15 credits

150 notional hours

30 guided learning hours

## Level 7\*

\*Comparable to RQF Level 7

## Learning outcome, assessment criteria and indicative content

### **1 Understand management and leadership within the wider organisational, social, political and cultural context.**

#### **1.1 Critically discuss the impact of contextual factors on the role of leadership and management development.**

Definitions of leadership and management development; the role of leaders and managers in organisational effectiveness and success; leaders and managers in the changing world of work. Impact of both internal and external factors on leadership and management development.

#### **1.2 Evaluate how leadership and management structures are underpinned by organisational strategy.**

The link between organisational strategy and organisational structures, how this has an impact on the flow of targets, KPIs and objectives, the varying roles of managers and leaders within organisations.

Leadership and management structures: matrix, flat, hierarchy. The extent to which leaders and managers are empowered and autonomous and can operate in an agile way.

#### **1.3 Critically discuss the impact of organisational culture on the strategic approach to leadership and management development.**

Ethics; engagement; trust; purpose; communication; empowerment; autonomous leadership; bias; style of leadership and management. Links between leadership and management development and succession planning.

Different types of leadership development approaches to align with organisational culture, for example autonomous leadership, disruptive leadership, types of managers.

#### **1.4 Critically analyse the approaches to identifying leadership and management development needs.**

Performance consulting conversations; interviews; organisational data and metrics; future organisational needs; performance review approaches; staff engagement surveys; technology and digital considerations.

### **2 Understand differences between a range of leadership and management development interventions.**

#### **2.1 Examine how programme design decisions are informed by the output of learning needs analysis.**

Learning needs analysis to inform programme design. Differentiating between activities based on the identification of learning needs; the role of professional bodies and competency/professional frameworks.

#### **2.2 Critically discuss the design of leadership and management development programmes.**

Construction of programmes, timetables of activities and evaluation methods. A variety of formal and non-formal learning techniques suitable for leaders and managers; use of digital technologies; inclusion of synchronous (for example webinars) and asynchronous (for example forums) activities; the utility and role of further/higher education qualifications (for example MBA). Project-based learning, action learning, work shadowing, the role of 'on the job' learning; role of historical and contemporary leadership and management theory and their impact on L&M performance.

### **2.3 Compare the integration of formal and informal learning interventions and their impact on the development of leaders and managers.**

Appropriateness and value of formal and informal learning approaches: identifying methods to assess impact of both formal and informal approaches; formal could include face-to-face workshops, qualifications, projects, secondments, coaching and mentoring programmes, lectures. Informal could include communities of practice; curated digital content, discussion forums, coaching and mentoring in the moment.

### **2.4 Analyse the importance of continuing professional development for leaders and managers.**

The role of continuing professional development (CPD) for leaders and managers; integrating CPD into the roles undertaken by leaders and managers. Outputs vs inputs approaches to CPD. Reflective and reflexive practices and their impact. Role of professional development plan for leaders and managers. Role of professional learning networks and leadership and management professional bodies. Future organisational needs and self-development approaches towards these.

## **3 Understand the outcomes of leadership and management development programmes.**

### **3.1 Evaluate a range of analytics used to measure the effectiveness of leadership and management development.**

Organisational performance metrics, impact of leadership and management roles on engagement surveys, retention, customer feedback and complaints, employee voice and participation, risk and safety management.

### **3.2 Evaluate how models of impact measurement are applied to leadership and management development activity.**

Brief recap of key evaluation theory to include LTEM, Brinkerhoff success case study method, Weinbauer-Heidel model, Kirkpatrick (Katzel, Phillips), the CIPD's RAM model, return on expectations (as identified in the analysis phase), investment and return on stakeholder expectation; application of impact measurement models to leadership and management development interventions.

### **3.3 Critically discuss the challenges associated with impact measurement of leadership and management development.**

Implications of the time lag between identification, design and delivery of leadership and management development and visibility of results. The complex nature of leadership and management development impacts on choice of evaluation method. Leadership and management role changes and turnover, organisational restructure, realignment. Lack of learning team visibility in the leadership and management space; lack of observation of skill and behaviour in the workplace, cultures of unaccountability.

### **3.4 Analyse the links between leadership and management development and organisational success.**

The application of data and learning analytics within leadership and management development impact measurement; establishing credible data from which we can evaluate leadership and management development. Links with organisational KPIs and future organisational needs. Opportunity to apply learning and innovate.

## Learning outcome, assessment criteria and indicative content

### **4 Understand the development of international managers and leaders so that they can operate in a global context.**

#### **4.1 Contrast between leadership and management development at a national and international level.**

Review of global/multinational organisations, impact of cultural differences, time zones, organisational structures; technology differences, language, differences between national and international leadership and management development.

#### **4.2 Contrast between leadership and management development across micro multinationals and small and medium enterprises.**

Typical structure of micro, small and medium organisations operating across international boundaries; challenges of developing global leaders within micro multinationals and SMEs operating across international boundaries; resourcing leadership and management development LMD in small firms operating at international scale.

#### **4.3 Evaluate the complexities that arise when managing across cultural and geographic boundaries.**

Management and leadership in differing cultural contexts; managing across cultural boundaries and geographies, language, time zones, technology.

#### **4.4 Critically analyse the competencies required of international managers and leaders, including the implications for leadership and management development programmes.**

Intercultural competences; managing and leading multicultural teams; conflict resolution within diverse groups. Bias, ethical practice, clarity of communication and language, gender difference and stereotype, different interpretations and perceptions relating to diversity and equality practices and definitions.

## Books

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Carnall, C. and Roebuck, C. (2015) *Strategic leadership development: building world-class performance*. London: Palgrave Macmillan.

Flinn, K. (2018) *Leadership development: a complexity approach*. Abingdon: Routledge.

French, R. (2015) *Cross-cultural management in work organisations*. 3rd. ed. London: CIPD Kogan Page.

Gold, J. and Anderson, L. (2017) *Develop leadership and management skills* (e-book). London: CIPD Kogan Page.

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

Paine, N. (2016) *Building leadership development programmes: zero-cost to high-investment programmes that work*. London: Kogan Page.

Rees, G. and French, R. (2016) *Leading, managing and developing people*. 5th ed. London: CIPD Kogan Page.

Thomas, D.C. and Peterson, M.F. (2017) *Cross-cultural management: essential concepts*. 4th ed. London: Sage.

Watson, G. and Reissner, S. (2014) *Developing Skills for Business Leadership*. 2nd ed. London: CIPD Kogan Page.

**7LD03**

# Designing learning to improve performance



## About this unit

This unit focuses on the significance of learning design and delivery considering the organisational context and the needs to be addressed. It explores the theories and models of learning design, both traditional and contemporary, the range of delivery modes and the impact of the learning experience on the transfer of learning into the organisation. It considers the importance of analysing data from learning interventions resulting in meaningful and purposeful learning design.

## What you will learn

You will critically analyse how organisational approaches to learning are impacted by different contexts and the external environment. You will discuss ways in which robust learning strategies and policies are developed and undertake critical analysis of organisational approaches to learning in external and internal contexts. You will evaluate methods through which learning data may be obtained and how it relates to learning needs. You will also critically discuss the differences between a learning gap and a development gap. The importance of design and delivery of learning and the requirements for differentiated approaches will be covered. Finally, you will review the role of impact measurement and how learning professionals develop awareness of impact cultures within organisations.

# 15 credits

150 notional hours

30 guided learning hours

## Level 7\*

\*Comparable to RQF Level 7



# **1 Understand how learning is impacted by both the external environment and internal organisational context.**

## **1.1 Discuss how learning strategies and policies are impacted by internal and external factors.**

Developing learning strategy and policy: definitions and characteristics of learning strategy and policy; integration with business strategy (vertical alignment) and people practice strategy (horizontal alignment). External environment and internal context: definitions of learning and development; an exploration of contextual factors impacting learning, including national business context, skill shortages/ the war for talent; the changing nature of the employment relationship; structuring of learning provision in a variety of organisational contexts, including MNCs, public/private sector, and SMEs.

## **1.2 Critically discuss how learning professionals develop and manage relationships with varying stakeholder groups.**

Stakeholder relationships: power and politics and their impact on learning and development; identifying stakeholders; stakeholder management and developing productive working relationships.

## **1.3 Propose a business case for investment in learning and development activities that deliver value.**

Building business cases: visualisation of data and insights; definition of a business case; elements of a business case; producing business cases; critical analysis of options for L&D, developing persuasive arguments for investment in learning and development.

# **2 Understand the importance of learning needs assessment to inform the design process.**

## **2.1 Analyse how shifts in the external environment and organisation strategy may create learning needs.**

Creation of learning needs: linkage between organisational strategy in the external context and identification of learning needs; analysis of learning needs at different levels – individual, team/group, organisation; how learning needs inform the design of learning objectives to meet organisational outcomes. Impact of existing and emerging technologies.

## **2.2 Evaluate the tools and approaches used to develop insight aimed at understanding organisational learning needs.**

Obtaining data related to learning needs: (individual, team/group, organisation): sources of data available; organisational measures, performance consulting conversations, performance appraisals; competency frameworks; professional frameworks/maps; hierarchical task analysis and key task analysis. Approaches to learning needs analysis: differentiating between learning needs in terms of skills, knowledge, behaviours, attitudes, bias; process limitations of learning needs analysis.

## **2.3 Critically evaluate the difference between a performance gap and a development gap.**

Performance and development gaps: definitions of performance and development gaps; performance gaps have an impact on organisational metrics and success; development gaps cover individual and team needs; differences between performance and development gaps; causes of performance and development gaps. Immediate, medium-

## Learning outcome, assessment criteria and indicative content

term and long-term performance and development gaps.

### **3 Understand the role of impact measurement within the learning process.**

#### **3.1 Critically review approaches to impact measurement of learning events.**

Approaches to impact measurement: seminal models of impact measurement, including the LTEM, Brinkerhoff success case study method, Weinbauer-Heidel model, Kirkpatrick (Katzel, Phillips), the CIPD's RAM model, return on expectations (as identified in the analysis phase), investment and return on stakeholder expectation; design and implementation of evaluation tools; evaluating the contextual appropriateness of individual evaluation models/frameworks.

#### **3.2 Discuss how to overcome the barriers faced by learning professionals with respect to the evaluation of learning events.**

Barriers to evaluation: exploration of organisational barriers to evaluation of learning; problematic nature of L&D impact measurement: implications of the time lag between identification, design and delivery of learning programmes and visibility of results. The complex nature of L&D and impacts on choice of evaluation method. Employee role changes and turnover, organisational restructure, realignment. Lack of learning team visibility in the organisation; Lack of observation of skill and behaviour in the workplace, cultures of unaccountability.

#### **3.3 Critically analyse the role of data and the application of learning analytics within the impact measurement process.**

Role of data and learning analytics in evaluation: sources of data; data management; using data and learning

analytics to evaluate learning provision; management of the evaluation process to include collection and analysis of data. Role of hypothesis in data use. Access and ownership of data. Challenges in complex data analysis. Role of descriptive, inferential, predictive or prescriptive analytics. Use of data visualisation.

#### **3.4 Analyse how learning professionals may develop cultures of impact awareness within organisations.**

Developing cultures of impact awareness: stakeholder roles in the identification and evaluation process; the role of the L&D professional in developing a culture of evaluation; how participant engagement with learning (and subsequent impact) is affected by learning design and delivery. The role and relevance of ROI and ROE (return on investment/expectation). To what degree employees see the relevance and application of any formal learning intervention (for example e-learning, formal programmes, compliance training). The role of employee, line manager, leadership team in establishing an impact culture.

### **4 Understand the importance of design and delivery of learning events in context.**

#### **4.1 Analyse how learning needs analysis informs the development of learning objectives.**

Translating learning needs into learning objectives: defining a learning objective; translating identified learning needs into concise, relevant, organisation performance-linked objectives; examples of learning objectives; importance of clear objectives in enabling evaluation of learning. Applying the relevant aspects of hierarchy of objectives, including levels of complexity and specificity of objectives that are relevant to the needs identified.

#### **4.2 Critically discuss a variety of learning theories, demonstrating how they inform the design of specific learning interventions.**

Learning theories to include behaviourism, cognitivism, constructivism, social/situational learning, human-centred, and their impact on the design of learning events; linking learning theories and the design of learning interventions. How theories have evolved with the impact of cognitive, motivation and neuroscience advances (for example the debate around the relevance and validity of learning styles, VAK, multiple intelligences, Maslow's hierarchy of needs). The role of historical theories such as Ebbinghaus, Dale's Cone of Experience.

#### **4.3 Critically evaluate a variety of methods of delivering learning, including the impact of choice.**

Individual and collective and collaborative learning, formal and informal methods including classroom training; role play; simulations; coaching and mentoring; self-directed learning; social and peer-to-peer learning; presentation and delivery skills, communities of practice, the use of existing and emerging technology within the design and delivery of learning (to include e-learning and blended learning); awareness of the contextual applicability of a variety of learning approaches.

#### **4.4 Evaluate how learning professionals design learning events to maximise the link between learning transfer and organisational impact.**

Role of the employee, manager and senior leader in the design process; designing learning to maximise participant engagement, learning transfer and impact; theories and models of learning transfer (such as LTEM, Kirkpatrick, Katznel, Brinkerhoff, Weinbauer-Heidel, CIPD RAM); how learning professionals influence learning transfer; external and organisational factors influencing learning transfer.

## Learning resources

### Books

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Carbery, R. and Cross, C. (eds) (2015) *Human resource development: a concise introduction*. London: Red Globe Press.

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

McGuire, D. (2014) *Human resource development*. 2nd ed. London: Sage.

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

Stewart, J. and Cureton, P. (2014) *Designing, delivering and evaluating L&D: essentials for practice*. London: CIPD Kogan Page.

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

# 7OS01

## Advanced employment law in practice



### About this unit

This unit focuses on the major principles that underpin employment law, the defences which are available to employers and the remedies that claimants seek when they bring their cases to court. It examines the more common issues relating to employment law which arise in organisations with a view to preparing a defence or helping to settle claims ahead of a hearing. Integral to this is the legal system, the main sources of law and the evolution of contemporary employment regulation in the UK.

### What you will learn

You will develop a broad understanding of UK employment law and the legal framework for employment regulation in the UK. You will explain the major sources of employment law and its evolution, the role and function of the courts and other employment law institutions and the principles of law in the fields of precedent, vicarious liability and continuity of employment. You will cover the Equality Act and its application, including interpretation of the protected characteristics aimed at protecting workers from unlawful acts of discrimination. You will analyse the principles that underpin contracts of employment and debate the principles of wrongful, constructive and unfair dismissal. Finally, you will summarise the law in relation to health and safety at work and personal injury, regulation on hours and wages, maternity and parental employment rights and the regulations relating to confidentiality at work.

# 15 credits

150 notional hours

30 guided learning hours

## Level 7\*

\*Comparable to RQF Level 7

## Learning outcome, assessment criteria and indicative content

### **1 Understand the legal framework for employment regulation in the UK.**

#### **1.1 Discuss the major sources of employment law and its evolution, including the major employment rights.**

The past, present and future development of employment regulation in the UK and debates about these; the major sources of employment law (statute, common law, EU).

#### **1.2 Explain the role and function of the courts and other institutions responsible for the administration of employment law.**

The roles played by legal and quasi-legal institutions which administer and enforce employment law (employment tribunals, appeal courts, common law courts, ACAS, the Health and Safety Executive, the Information Commissioner, CAC, the Certification Officer); major employment tribunal rules and procedures.

#### **1.3 Explain employment status and the legal tests used to establish to whom different employment rights apply.**

The distinction between employees, workers and self-employed persons; the major employment rights and the groups to whom they do and do not apply. Legal tests used to establish employment status; the control test, the integration test and the multiple test.

#### **1.4 Critically evaluate the principles of the law in the fields of precedent, vicarious liability and continuity of employment.**

The role of case law in setting precedent, the impact of key case decisions on prevailing practice. The significance of vicarious liability for employers, responsibility for the welfare of employees, contractors, visitors, importance of protecting organisational reputation by

managing others' actions, clear policies and practices, adequate training and development to protect organisational interests. Continuity of employment; day one employment rights, rights which accrue with service, including notice periods, statutory redundancy pay, maternity/paternity rights, implications for employees.

### **2 Understand regulations that aim to protect employees from unlawful acts of discrimination.**

#### **2.1 Assess the protected characteristics covered by the Equality Act 2010 and its operation.**

Protected characteristics (sex, race, disability, age, sexual orientation, religion and belief, marital status and civil partnership, gender reassignment, pregnancy and maternity); alternative types of claim.

#### **2.2 Evaluate the defences that respondents deploy in discrimination cases and remedies.**

Tests applied by courts when determining rulings and debates about these; remedies and awards (financial losses, injury to feelings).

#### **2.3 Explain the principles of equal pay law and regulation on pay gap reporting.**

Principles of equal pay law: types of claim, equal pay for work of equal value, like work, work rated as equivalent, defences; significance of market rates, job evaluation process and outcomes, genuine material factors affecting salary and wage differentials. Remedies: declaration, compensation.

Regulation on pay gap reporting: mandatory pay reporting, relevant employer, definition of an employee for reporting purposes, part-time workers and job-sharers, data required for disclosure.

## **2.4 Assess the management of employment law in respect of specific groups of employees.**

Law protecting the rights of part-time workers, fixed-term employees, agency workers, members of trade unions, whistle-blowers, and former offenders.

## **3 Understand law in relation to establishment, alteration and termination of employment contracts.**

### **3.1 Analyse the principles that underpin the law on different types of employment contracts, including their practical significance for organisations.**

Express and implied terms; common law duties; establishing a contract of employment; lawful ways to change contracts of employment.

### **3.2 Debate the principles of the law of wrongful, constructive and unfair dismissal.**

Differences between different types of dismissal, qualification requirements, lawful reasons for dismissal, remedies.

### **3.3 Examine the test of reasonableness in unfair dismissal law and its practical implications for organisations.**

Five fair reasons for dismissal, importance of procedural fairness when dismissing employees, right to be accompanied, notice periods, pay and other contractual obligations, defences in unfair dismissal law; settling unfair dismissal claims.

### **3.4 Explain the process of complying with the law on redundancy and transfers of undertakings.**

Selecting people for redundancy; consultation requirements; severance payments; trial periods; rights of employees in insolvent companies;

relevant transfers; major rights of transferred employees.

## **4 Understand compliance in relation to further regulations relevant to major areas of people practice.**

### **4.1 Explain the law on health and safety at work and personal injury.**

The Health and Safety at Work Act and other major health and safety regulations; personal injury law; dealing lawfully with cases concerning stress and mental breakdown.

### **4.2 Discuss the principles underpinning regulation on hours and wages.**

The National Living wage and the National Minimum Wage; lawful and unlawful deductions from wages; statutory sick pay; the working time regulations; statutory holiday entitlements.

### **4.3 Explain maternity and parental employment rights, including the requirements of flexible working employment legislation.**

Statutory maternity pay and leave, time off for antenatal care, statutory paternity pay and leave, shared parental leave, time off for emergencies, time off for dependants; right to request flexible working, fair reasons for refusal.

### **4.4 Evaluate collective employment law and regulations relating to confidentiality at work.**

Data protection and regulations relating to privacy at work; collective employment rights; collective and trade union recognition bargaining rights; the law relating to industrial action.

## Learning resources

### Books

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Barrow, C. and Lyon, A. (2018) *Modern employment law*. Abingdon: Routledge.

Lewis, D. and Sargeant, M. (2019) *Employment law: the essentials*. 15th ed. London: CIPD Kogan Page.

Lockton, D.J. and Brown, T. (2020) *Employment law*. 10th ed. London: Red Globe Press.

Pitt, G. (2020) *Employment law*. 11th ed. London: Sweet & Maxwell.

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



# 7OS03

## Technology enhanced learning



### About this unit

This unit considers the role of technology within learning and the use of technology-enabled content and platforms within organisations. It focuses on how data and learning analytics may be utilised by the learning and development function, while exploring the implementation of technological systems and considering the potential barriers to success.

### What you will learn

You will review the diverse range of technologies within learning and development, including a variety of technological platforms. You will analyse how technology enhanced learning methods are used in design, development, impact measurement and assessment. The impact of learning media will be reviewed along with evaluation of how organisations blend technological and non-technological approaches to learning. Additionally, you will discuss organisational barriers to learning technologies and how these can be mitigated. Finally, you will examine learning analytics and the merits of data in improving the effectiveness of learning provision, including the importance of data protection regulation.

# 15 credits

150 notional hours  
30 guided learning hours

## Level 7\*

\*Comparable to RQF Level 7

## Learning outcome, assessment criteria and indicative content

### **1 Understand major technological developments and their impact upon the design and practice of learning and development.**

#### **1.1 Discuss reasons for the growth in technology enabled learning.**

Historical developments in technology and their application within the learning function; the demand and drivers behind the advance of technology within learning; a critical review of open source, publicly accessible learning; the role of technology with dispersed workforces; learning in the flow of work; self-directed learning; socialised communities; curated content; simulations and scalable solutions.

#### **1.2 Explore future trends impacting the role of technology within learning.**

Trajectory of technology within learning; the future of technology within learning and development. LMS/LXP systems; emerging technology trends (for example AR/VR, AI and the personalisation of learning); smart devices and wearable technology.

#### **1.3 Analyse why organisations may fail to see a return from their investment in learning technologies.**

The mismanagement of technology within learning; costs of learning technologies; calculating return on investment; ensuring a positive return from investment in learning technologies.

#### **1.4 Analyse how organisations may best use technology within the:**

- **assessment of learning needs**
- **design and delivery of learning**
- **impact assessment of learning.**

Assessment of learning needs: the use of diagnostic approaches to needs analysis; data and insights from organisation and

learning systems (for example CRM/LMS/LXP); common search terms used.

Design and delivery of learning: for example private and public (paid for and free) learning platforms; relative merits of learner generated content; learning content management systems; LMS/LXP systems; design of blended learning. Emerging technology trends (for example AR/VR, AI and the personalisation of learning).

Impact assessment of learning: use of system data, insights and analysis (learner take up, engagement rates vs completion rates); relevance of workplace-based technology to demonstrate learning transfer.

### **2 Understand a variety of technological solutions and their relevance within learning and development.**

#### **2.1 Analyse how technological systems support learning within a variety of organisational contexts.**

Private content platforms and the construction of learning management systems; public and open source platforms including Google, YouTube, Skype; generic, bespoke, and curated learning content; technological platforms and content within globally dispersed organisations.

#### **2.2 Review the impact of learning media and technology enabled delivery on participant engagement with learning and development.**

Learning media – text, visual, video and audio – and the impact on engagement and learning transfer; the advantages and disadvantages associated with user generated content; using technological systems to encourage collaboration and communities of practice.

### **2.3 Evaluate how organisations may blend technological and non-technological approaches to learning.**

Definitions of blended learning; characteristics of effective blended learning approaches; examples of effective approaches to blended learning.

### **2.4 Critically discuss the importance of protecting content systems and learning content from external threats.**

Data security; security of technological platforms; protection from external threats.

## **3 Understand the implementation of learning technologies within organisations.**

### **3.1 Critically discuss organisational barriers and mitigations to the successful implementation of learning technologies.**

Organisational barriers to the implementation of learning technologies: operational challenges when implementing technological platforms and forms of technological delivery; issues of equity and access; managing stakeholders including stakeholder analysis and communication; making the business case for investment in learning technologies.

Mitigation of organisational barriers: methods to overcome risk aversion; need to motivate to innovate; effectively managing innovative change requires a shared understanding of the organisation as a whole and a shared organisational vision; incentivise practitioners.

### **3.2 Examine how organisations may ensure positive returns on investment in the use of learning technologies.**

How learning technology aligns to business goals; impact of learning technology on business data and metrics. Using technology to adapt learning: how

technology may enable learning resources to have a wider impact. Motivating employees to engage with technological platforms and content delivered through technological methods. Impact of technology on flexible access to learning in the flow of work; engagement, impact and transfer feedback from learners, managers and senior leaders (both qualitative and quantitative).

### **3.3 Examine the implementation of learning technology, including the key stages within the process.**

Implementation processes: analyse, plan, test, implement, evaluate, sustain; devising an implementation plan; operational steps in implementing learning technologies; the use of minimum viable propositions (MVP) with iterative improvements; the considerations of human-centred design; working effectively with suppliers.

### **3.4 Evaluate the outcomes of the implementation process, including how data may support the process.**

Gathering data to analyse the impact of technology within learning; approaches to evaluating the impact of technology. Consider the use of relevant parts of models such as Kirkpatrick/Katzel, Brinkerhoff, LTEM, Weinbauer-Heidel, Technology Acceptance Model (TAM); learning transfer and the importance of workplace impact; how formal vs informal learning, self-directed, social and collaborative learning is facilitated via technology.

## **4 Understand the role of data in improving the effectiveness of organisational learning and development provision.**

### **4.1 Examine learning analytics, including the merit of using data within learning and development processes.**

Sources of data; data management; using data and learning analytics to evaluate learning provision; management of the evaluation process to include collection and analysis of data. Role of hypothesis in data use. Access and ownership of data. Challenges in complex data analysis. Role of descriptive, inferential, predictive or prescriptive analytics. Use of data visualisation.

### **4.2 Critically discuss the role of learning systems within the learning and development process.**

Role of Learning Management Systems (LMS), Learning Experience Systems (LXP), Content Management Systems (CMS), Virtual Learning Environments (VLE); the development of learning systems in an evolving technology landscape; methods of data collection, storage; data mining. Use of historical and predictive data from learning systems.

### **4.3 Evaluate the role of learning metrics in uncovering and resolving development gaps.**

Production of learning metrics; deployment of learning analytics within organisations; learning metrics and the discovery/resolution of learning gaps.

### **4.4 Review data protection legislation with respect to the learning function and importance of data integrity.**

Data protection and data integrity: data protection and data integrity; coverage of relevant legal regulations (for example GDPR in the UK/EU); regulations as they apply to data collected by the learning function. Access and ownership and transparency of data.

## Books

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

Marr, B. (2018) *Data-driven HR: how to use analytics and metrics to drive performance*. London: Kogan Page.

Mattox, J.R., Parskey, P. and Hall, C. (2020) *Learning analytics: using talent data to improve business outcomes*. 2nd ed. London: Kogan Page.

Sclater, N. (2017) *Learning analytics explained*. Abingdon: Routledge.

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

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Houghton, E. and Green, M. (2018) *People analytics: driving business performance with people data*. Report. London: Chartered Institute of Personnel and Development. Available at: [www.cipd.co.uk/knowledge/strategy/analytics/people-data-driving-performance](http://www.cipd.co.uk/knowledge/strategy/analytics/people-data-driving-performance)

# 7OS04

## Advanced diversity and inclusion



### About this unit

This unit explores strategic workplace diversity and inclusion in terms of communication and training, addressing workplace behaviour and analysis of trends. It focuses on historical and the present-day role of trade unions and line managers in promoting a fair workplace culture key to managing workplace effectiveness. Through the lens of UK legislation, this unit also covers how strategic actions and decisions go beyond legal compliance as it focuses on the wellbeing and engagement of the workforce and the effects of inequality and segregation.

### What you will learn

You will develop an understanding of the concept of diversity and inclusion, discussing a range of visible and non-visible dimensions that characterise the UK's working population. Additionally, you will analyse key trends and the key changes that have shaped labour supply in recent decades. You will critically evaluate the concepts of vertical occupation and time segregation as well as examining a range of economic theories and data sources and provide evidence-based examples of disadvantage and inequality. Finally, you will cover the legal, moral and business cases for managing diversity and developing a culture of inclusion and the effectiveness of different approaches.

# 15 credits

150 notional hours

30 guided learning hours

## Level 7\*

\*Comparable to RQF Level 7

# 1 Understand the concepts of diversity and inclusion.

## 1.1 Critically evaluate the concepts of diversity and inclusion at work.

Defining diversity; differences between equal opportunities and managing diversity; characteristics of an inclusive workplace.

## 1.2 Discuss a range of visible and non-visible dimensions of diversity that characterise the UK's working population.

The notion of visible and non-visible differences to include: age; gender; disability (mental and physical); socio-economic class; education; family; ethnicity; religion; aesthetics; sexuality.

## 1.3 Analyse key trends in the structure and composition of the UK labour force with reference to official government statistics and other recognised sources.

Key statistical sources, for example Office for National Statistics Labour Force Survey, Social Attitudes Survey, WERS (Workforce Employment Relations Survey); key trends over time, for example gender shifts within the labour market (increases in women working; feminisation of the labour market; increases in the proportion of women in managerial and professional roles); greater ethnic and religious diversity within the labour market; the ageing workforce.

## 1.4 Examine the key changes that have shaped the supply of labour in the UK in recent decades.

Patterns of immigration (from Commonwealth migration to the EU accession countries); social changes; breakdown of the male breadwinner model; changes in family structure; divorce; single parenthood; changes in

social attitudes to LGBT sexualities; inclusion strategies in education; healthcare advances; increase in life expectancy; improved legal protection; Equality Act 2010; recognition of mental health illness and managed conditions such as diabetes, epilepsy, asthma; changes in the nature of work and working, for example technological advancements at work; reduction in manual trades; rise of the service sector; increases in knowledge work; increases in part-time, temporary and other forms of flexible working.

# 2 Understand the theoretical insights, segregation and inequality in the UK labour market.

## 2.1 Critically evaluate the concepts of vertical, occupational and time segregation within the labour market.

Patterns of vertical segregation, for example underrepresentation of women and black and ethnic minority individuals in senior occupations; earnings disparity; patterns of occupational segregation, for example male-dominated occupations; feminised occupations; patterns of time segregation, for example propensity for male full-time working; dominance of women in part-time, low-paid, insecure work.

## 2.2 Examine a range of economic theories and data sources in relation to patterns of segregation and inequality within the UK labour market.

Rational economic choice theory; preference theory, human capital theory.

## 2.3 Evaluate sociological persistence of patterns of segregation and inequality within the UK labour market.

The concept of socially constructed 'choices'; workplace discrimination,

## Learning outcome, assessment criteria and indicative content

prejudice; unconscious bias; sex-role stereotyping.

### 2.4 Provide evidence-based examples of persistent patterns of disadvantage and inequality in the UK labour market. To include:

- ethnic penalties
- gender pay gap
- class differentials
- age-related disparities.

Presence of ethnic penalties in the labour market, analysis of the gender pay gap, class differentials, age-related disparities, wage inequality; understanding intersectionality and its impacts.

## 3 Understand the legal, moral and business cases for managing diversity and developing a culture of inclusion.

### 3.1 Assess the extent to which equality legislation is effective in creating work cultures that value diversity and promote inclusiveness.

Compliance issues, problems of 'lip service'; power relations within the employment relationship; enforcement, the Employment Tribunal process; legal representation; adequacy of remedies (compensation, injury to feelings); equality legislation. The development of the equality agenda; liberal and radical approaches; critique of liberal and radical approaches; the development of anti-discrimination legislation; provisions of the Equality Act 2010; protected characteristics; significant case law.

### 3.2 Analyse the moral arguments for managing diversity and fostering a culture of inclusiveness.

Individual differences; teamworking; working relations; respect and belonging.

### 3.3 Critically evaluate all strands of the business case for managing diversity and promoting inclusiveness at work.

Widening of the talent pool; employer of choice/impact on employer brand; innovation; diverse working styles and approaches; ability to serve new markets; flexibility/adaptability, employee engagement, productivity, retention; diversity as a source of competitive advantage.

## 4 Understand the effectiveness of workplace approaches to managing diversity and developing inclusive workplace cultures.

### 4.1 Critically evaluate practices aimed at managing and promoting diversity and inclusion at work.

The effectiveness of diversity and inclusion policies and diversity statements; diversity training.

### 4.2 Compare workplace examples aimed at addressing policies and practices for shaping behaviour and attitudes to diversity and inclusion at work.

Recruitment and selection, performance management, training and development, succession planning, talent management, pay and reward, wellbeing, work-life balance provisions, flexible working.

### 4.3 Discuss the extent to which opportunities to share and celebrate cultural traditions/difference help to promote an environment in which diversity and inclusion are valued.

Process of raising awareness, celebrating difference versus approaches that seek to minimise difference; support and advice; community cohesion.



#### **4.4 Critically review the role of the line manager in promoting diversity and inclusion.**

The importance of language and behaviours in shaping others' attitudes; preparedness to challenge inappropriate behaviours; role modelling positive behaviours; fair, consistent and objective decision-making.

#### **4.5 Critically evaluate the historical and present-day role of trade unions in managing equality and supporting inclusion.**

Historically part of the problem; internal organisational structures and composition; prioritisation of the normative male, full-time worker (for example overtime and wage rates given precedence over maternity pay, flexible working); slow to recognise and represent the particular needs of other groups within the workforce; contemporary role; part of the solution; lobbying and campaigning; support for underrepresented groups in the workplace, equality bargaining agendas; contemporary campaigns, for example anti-modern slavery; zero-hours contracts; workplace surveillance; the Living Wage.

## Learning resources

### Books

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Frost, S. (2014) *The inclusion imperative: how real inclusion creates better business and builds better societies*. London: Kogan Page.

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

Frost, S. and Raafi-Karim, A. (2019) *Building an inclusive organization: leveraging the power of a diverse workforce*. London: Kogan Page.

Kirby, A. and Smith, T. (2021) *Neurodiversity at work: Drive Innovation, Performance and Productivity with a Neurodiverse Workforce*. London: Kogan Page. [Forthcoming, 1st ed., April 2021.]

Kirton, G. and Greene, A.M. (2016) *The dynamics of managing diversity: a critical approach*. 4th ed. Abingdon: Routledge.

Patel, J. and Yafai, G. (2018) *Demystifying diversity: a handbook to navigate equality, diversity and inclusion*. 2nd ed. London: Gilgamesh Publishing.

GREEN, M., BOND, H. and MILLER, J. (2018) *Diversity and inclusion at work: facing up to the business case*. Report. London: Chartered Institute of Personnel and Development. Available at: [www.cipd.co.uk/knowledge/fundamentals/relations/diversity/diversity-inclusion-report](http://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/diversity-inclusion-report)

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](http://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/building-inclusive-workplaces)

### Online resources

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CIPD. (2015) *Quotas and targets: how do they affect diversity progress?* Policy report. London: Chartered Institute of Personnel and Development. Available at: [www.cipd.co.uk/knowledge/fundamentals/relations/diversity/quotas-impact-report](http://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/quotas-impact-report)

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](http://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/management-recommendations)

# 7OS05

## Managing people in an international context



### About this unit

There can be major challenges and complexities facing organisations when they become international in their scope and activities. Comparative people management practice varies from country to country, the reasons for this being partly institutional in nature and partly cultural. This unit explores how and why organisations trade and operate internationally, the different forms that international business operations take and some of the practical and ethical issues that international organisations face from a people management perspective.

### What you will learn

You will analyse the different ways in which organisations operate, trade and expand overseas, discussing the ethical issues in the field of international management and employment. You will also learn about how and why people management practices vary between different countries and regions around the world. You will also focus on the staffing of international organisations, focusing in particular on the effective management of expatriate staff and the major alternative staffing strategies that international organisations follow. Finally, you will focus on the practicalities associated with managing people in an international context, specifically in the fields of performance management, diversity and inclusion, reward management, communication and employee voice, talent management and development, and flexible working practice.

# 15 credits

150 notional hours

30 guided learning hours

## Level 7\*

\*Comparable to RQF Level 7

## Learning outcome, assessment criteria and indicative content

### **1 Understand how major strategic and contextual forces shape the management of people in international organisations.**

#### **1.1 Analyse the different ways in which organisations operate and trade overseas.**

The different ways in which organisations operate in overseas markets and employ people internationally. Trading in established, emerging and new overseas markets.

#### **1.2 Explain the different ways in which organisations expand their activities internationally.**

Foreign direct investment (FDI) strategies. International mergers and acquisitions in home and overseas markets. International supply chains.

#### **1.3 Review the major alternative international organisational forms and their consequences for the management of people.**

Multinational corporations, global not-for-profit organisations, international strategic alliances, international outsourcing, offshoring, nearshoring and reshoring, role of people professionals in developing appropriate policies and practices for their organisation.

#### **1.4 Discuss major contemporary ethical issues in the field of international management and employment.**

Managing corporate social responsibility (CSR), sustainability and governance in international organisations; regulatory controls on issues such as child and forced labour, low wages, and freedom of association.

### **2 Understand how and why people management practice varies between different countries and regions across the world.**

#### **2.1 Compare the established political and legal systems in major global economies.**

Varied formal institutional frameworks and their purpose; political, legal and judicial systems, business and employment regulation, liberal market, co-ordinated market and command economies; increasing complexity of the LME/CME/command economy distinctions.

#### **2.2 Appraise institutional arrangements in different countries in the fields of corporate governance, training, welfare and trade unions.**

Traditions of corporate governance; training and welfare systems; trade unions; the role of the International Labour Organization (ILO).

#### **2.3 Critically analyse research concerning the ways in which workplace cultures vary around the world.**

Major models that map cultural diversity and critiques of these. International diversity in management style, employee expectations, approaches to communication and business ethics.

#### **2.4 Advise about the major ways in which people practice varies globally.**

The major alternative models of people practice that operate globally. Debates about convergence, divergence, integration and diffusion of people policy and practice; 'home' and 'host' country influences on people practices in MNCs across the globe; continued use of 'host' country practices if an established organisation taken over by an MNC; reverse transfer of practices from 'host' to

'home' country and to other subsidiaries around the world.

### **3 Be able to manage staffing and employment practices in international organisations.**

#### **3.1 Design an appropriate international staffing strategy, including for expatriate staff.**

The major alternative resourcing strategies adopted by international organisations (ethnocentric, polycentric, geo-centric, etc), interacting with international labour markets, developing an effective global employer brand. Managing expatriates: reasons for employing expatriate staff; selecting and preparing people for international assignments; remunerating and supporting staff on international assignments; effective repatriation.

#### **3.2 Plan the effective management of talent in international organisations.**

International management development and careers; the attributes of effective global leaders; role of L&D function in supporting identification of global leaders and their continuing development; international succession planning and talent pools.

#### **3.3 Justify the case for diversity and inclusion in international contexts.**

Managing a culturally diverse workforce based in different locations and internationally; tensions between home and host country traditions in terms of religion, ethnicity and gender, for example.

### **4 Understand effective and sustainable people management activities in international contexts.**

#### **4.1 Critically discuss the major challenges facing people practice managers in international organisations.**

Balancing centralisation and localisation, designing, structuring and restructuring international organisations; managing change internationally.

#### **4.2 Influence effective communication practice in international organisations.**

Global employment relations policies and strategies, upward and downward communication in international organisations; understanding that mechanisms for employee voice vary between countries; working with trade unions internationally; international knowledge management.

#### **4.3 Assess the effective management of performance in international organisations.**

Selecting and implementing appropriate performance management systems, international reward management, managing disciplinary and dismissal issues in global organisations.

#### **4.4 Justify the need for flexible working initiatives in international organisations.**

Working time and holidays, work-life balance, flexible working practices, maternity and parental leave; people professionals working 'around the clock' due to time differences and positioning of 'weekends' across the globe.

## Learning resources

### Books

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Brewster, C., Houldsworth, E., Sparrow, P. and Vernon, G. (2016) *International human resource management*. 4th ed. London: CIPD Kogan Page.

Collings, D.G., Wood, G.T. and Caligiuri, P.M. (eds) (2015) *The Routledge companion to international human resource management*. Abingdon: Routledge.

Crawley, E., Swailes, S. and Walsh, D. (2013) *Introduction to international human resource management*. Oxford: Oxford University Press.

Dicken, P. (2015) *Global shift: mapping the changing contours of the world economy*. 7th ed. London: Sage.

Edwards, T. and Rees, C. (2017) *International human resource management: globalization, national systems and multinational companies*. 3rd ed. Harlow: Pearson Education.

Hofstede, G. (2001) *Culture's consequences: comparing values, behaviors, institutions and organizations across nations*. 2nd ed. London: Sage.

Hofstede, G., Hofstede, G.J. and Minkov, M. (2010) *Cultures and organizations: software of the mind – intercultural cooperation and its importance for survival*. Rev. 3rd ed. New York: McGraw Hill.

Hollinshead, G. (2009) *International and comparative human resource management*. Maidenhead: McGraw Hill Education.

House, R.J., Hanges, P.J. and Javidan, M. (eds) (2004) *Culture, leadership, and organizations: the GLOBE study of 62 societies*. London: Sage.

Özbilgin, M.F., Groutsis, D. and Harvey, W.S. (eds) (2014) *International human resource management*. Cambridge: Cambridge University Press.

Rees, G. and Smith, P.E. (eds) (2017) *Strategic human resource management: an international perspective*. 2nd ed. London: Sage.

Reiche, B.S., Harzing, A.W. and Tenzer, H. (eds) (2019) *International human resource management*. 5th ed. London: Sage.

Steers, R.M. and Osland, J.S. (2020) *Management across cultures: challenges, strategies, and skills*. 4th ed. Cambridge: Cambridge University Press.

Suutari, V. and Brewster, C. (2009) Beyond expatriation: different forms of international employment. In: Sparrow, P. (ed.) *Handbook of international human resource management: integrating people, process and context*. Chichester: John Wiley. pp.131-150.

Tarique, I., Briscoe, D. and Schuler, R. (2016) *International human resource management: policies and practices for multinational enterprises*. 5th ed. Abingdon: Routledge.

Taylor, S. (2018) *Resourcing and talent management*. 7th ed. London: CIPD Kogan Page. [Forthcoming, 8th ed., December 2021.]

Trompenaars, F. and Hampden-Turner, C. (2012) *Riding the waves of culture: understanding cultural diversity in global business*. 3rd ed. Boston, MA: Nicholas Brealey Publishing.

Zweigert, K. and Kotz, H. (1998) *An introduction to comparative law*. 3rd ed. Translated by T. Weir. Oxford: Oxford University Press.

### Journal articles

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Black, J.S. and Gregerson, H. (1999) The right way to manage expats. *Harvard Business Review*. Vol 77, No 2, March/April. pp52-60.

# 7OS06

## Wellbeing at work



### About this unit

This unit highlights the importance of wellbeing in the contemporary workplace to employer and employee outcomes. It provides learners with a comprehensive knowledge of the links between work, health and wellbeing, and an understanding of the social responsibilities of organisations, based on key theories in this area. The unit develops a critical understanding of how wellbeing initiatives can be created, supported, and integrated within people practices for strategic benefit and supports students to engage with key critiques of the wellbeing agenda.

### What you will learn

You will critically analyse definitions of wellbeing and why this concept is important to employers and employees. You will review key theories relating to wellbeing at work and how organisations engage with it. You will develop an understanding of the links between work, health, wellbeing and people management practices and processes, identifying individual and group factors that impact on wellbeing at work. You will also explore the link between wellbeing and employer outcomes, including how it improves performance and productivity. Additionally, you will learn about how organisational culture shapes wellbeing at work and the impact of wellbeing strategies, including the challenges that employers may encounter when individualising initiatives for employees.

# 15 credits

150 notional hours

30 guided learning hours

## Level 7\*

\*Comparable to RQF Level 7

## Learning outcome, assessment criteria and indicative content

### 1 Understand how wellbeing is relevant to the workplace.

#### 1.1 Critically evaluate the key theories and definitions that relate to wellbeing at work.

Key theories relating to wellbeing at work, such as: Engagement and Burnout, Positive Psychology, Corporate Culture, P-E Fit, psychological contract, work-life balance, Cybernetic theory of stress and the effective management of individual factors, that is, personality: Type A and B, Hardiness, Resilience, Locus of Control.

Definitions of wellbeing and its key domains. Definitions that highlight the physical, mental and social aspects and their interactions with the workplace. Look at definitions from the World Health Organization and the CIPD. Understand that definitions vary and are contested.

#### 1.2 Evaluate why wellbeing is important for employers and employees.

Why wellbeing is important for the individual and the organisation in relation to efficiency and productivity. The business case for wellbeing; days lost to workplace stress; addressing mental health problems, lack of work-life balance, long-hours culture; people working at the organisation's premises, such as contractors and temporary agency staff; the self-employed working in the gig economy. Recognition that it can lead to better employee morale and engagement, healthier and more inclusive culture and lower absence rates. Ultimately it promotes organisational health and sustainability.

#### 1.3 Examine the responsibilities of organisations to engage with workplace wellbeing.

Covering the legal duty of care/minimum requirements (Health and Safety Executive requirements), as well as issues of

Corporate Social Responsibility (CSR) and corporate reputation impacting on recruitment, retention and brand image. Business ethics, stakeholder interests and competitive/strategic advantage.

### 2 Understand the links between work, health, wellbeing and people management practices and processes.

#### 2.1 Examine the individual and group factors that impact on wellbeing at work.

Factors such as stress, shift work, social support, sleep, change, workload, job demands, resources, job security, culture, control, commitment, work relationships, bullying. Also factors outside of work, such as care responsibilities and financial situations.

#### 2.2 Critically evaluate how a lack of support for employee wellbeing may impact on organisational and employee outcomes at work.

How wellbeing impacts both organisations and individual outcomes – for example turnover, absenteeism, presenteeism, leave-ism, mental health, productivity – key areas covered in the CIPD wellbeing report.

#### 2.3 Evaluate the management of wellbeing and its integration with other areas of people management activity.

The role of people practices and processes integrating wellbeing with all areas of people management, such as diversity and inclusion, organisation design, organisation development and culture, resourcing, learning and development, reward, engagement, employer branding, employment relations. The role of technology in promoting/undermining wellbeing.



## **2.4 Analyse wellbeing initiatives and the role of health promotion programmes and other interventions in the workplace.**

For example, through occupational health, sickness absence management, long-term health conditions and their management, health and safety risk assessments, employee assistance programmes. Promotion and evaluation of wellbeing at work initiatives, for example financial initiatives, mindfulness, health checks. Exploring the workplace as an appropriate setting for such initiatives.

## **3 Understand how employer and employee wellbeing aligns with strategy.**

### **3.1 Evaluate the tools and assessments used in workplace health and wellbeing to provide an evidence-based approach.**

Creating an evidence-based approach taking account of tools, models and operating context, exploring, for example, current workplace issues, job type, health issues, organisation size and structure.

### **3.2 Critically evaluate key domains of creating and maintaining wellbeing strategies.**

Key domains of wellbeing strategies, and links to organisational strategy to include, for example, the CIPD's wellbeing pyramid model, including links to engagement, culture, leadership and people management. Recognition that it is not an 'add-on' or nice-to-have but is a strategic act.

### **3.3 Analyse the impact of wellbeing strategies on employer and employee experiences and outcomes.**

Links between wellbeing and employee experiences and outcomes such as commitment, satisfaction, engagement,

identification with the organisation, etc, plus the value of wellbeing in itself.

Links between wellbeing and employer outcomes, such as improved performance and productivity, retention, employer branding, lower costs through fewer accidents, lower levels of labour turnover, more creative thinking, lower levels of conflict (for example bullying and grievances).

## **4 Understand the importance of the wellbeing strategy to sustain organisational performance.**

### **4.1 Critically analyse how organisational culture and control shapes wellbeing at work.**

Culture and control – leadership and management strongly encouraging athletic pursuits amongst employees. The effects of this on non-conforming bodies or 'different' bodies, for example the disabled body and the maternal body. The moralising of wellness at work and ethical leadership. The moralising of wellness – if you don't engage with wellness, you are a 'bad' person. The extrovert as a model of wellbeing. How do we know what 'positive' is?

### **4.2 Discuss the problems inherent in individualising wellbeing initiatives.**

The promotion of gym memberships, healthy eating etc, as proliferating wellbeing as the responsibility of the individual. How to persuade/convince organisations to take more responsibility to monitor workload, bullying, etc.

### **4.3 Evaluate how the people management function can contribute to appropriate corporate cultures and strategies to support wellbeing.**

The role of people management professionals in supporting sustainable wellbeing policies. Respect for individual

## Learning outcome, assessment criteria and indicative content

boundaries and bodies. Organisational issues concerning absenteeism, presenteeism, performance, efficiency and corporate image.

### **4.4 Discuss the importance of supporting line managers in implementing sustainable wellbeing policies.**

How line managers can address issues of workload, work environment, bullying, diversity, health, etc. Self-awareness exercise and L&D to improve the understanding of line managers. Issues of implementation in relation to other line manager goals, such as team performance, quality, costs. Wellbeing champions promoting organisational as well as individual responsibility.

## Books

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Cederstrom, C. and Spicer, A. (2015) *The wellness syndrome*. Cambridge: Polity Press.

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

Cooper, C.L. and Leiter, M.P. (2017) *The Routledge companion to wellbeing at work*. Abingdon: Routledge.

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

Timms, P. (2020) *The energized workplace: designing organizations where people flourish*. London: Kogan Page.

## Journal articles

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Berinato, S. (2015) Corporate wellness programs make us unwell: an interview with Andre Spicer. *Harvard Business Review*. Vol 93, No 5, May. pp28-29.

Dediu, V., Leka, S., and Jain, A. (2018) Job demands, job resources and innovative work behaviour: a European Union study. *European Journal of Work and Organizational Psychology*. Vol 27, No 3. pp310-323.

Fineman, S. (2006) On being positive: concerns and counterpoints. *Academy of Management Review*. Vol 31, No 2, April. pp270-291.

Foster, D. (2018) The health and well-being at work agenda: good news for (disabled) workers or just a capital idea? *Work, Employment and Society*. Vol 32, No 1, February. pp186-197.

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/10.1111/1748-8583.12139>

Johansson, J., Tienari, J. and Valtonen, A. (2017) The body, identity and gender in managerial athleticism. *Human Relations*. Vol 70, No 9, September. pp1141-1167.

Liu, Y., Cooper, C.L. and Tarba, S.Y. (2019) Resilience, wellbeing and HRM: a multidisciplinary perspective. *International Journal of Human Resource Management*. Vol 30, No 8. pp1227-1238.

Maslach, C. (2017) Finding solutions to the problem of burnout. *Consulting Psychology Journal: Practice and Research*. Vol 69, No 2, June. pp143-152.

Peccei, R. and Van De Voorde, K. (2019) Human resource management-well-being-performance research revisited: past, present and future. *Human Resource Management Journal*. Vol 29, No 4, November. pp539-63. Available at: <https://onlinelibrary.wiley.com/doi/10.1111/1748-8583.12254>

Thanem, T. (2013) More passion than the job requires? Monstrously transgressive leadership in the promotion of health at work. *Leadership*. Vol 9, No 3, August. pp396-415.

## Online resources

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CIPD and Simplyhealth. (2020) *Health and well-being at work*. Survey report. London: Chartered Institute of Personnel and Development. Available at: [www.cipd.co.uk/knowledge/culture/well-being/health-well-being-work](http://www.cipd.co.uk/knowledge/culture/well-being/health-well-being-work).

## Learning resources

Department for Work and Pensions and Department of Health. (2017) *Improving lives: the future of work, health and disability*. Policy paper. London: DWP. Available at: [www.gov.uk/government/publications/improving-lives-the-future-of-work-health-and-disability](http://www.gov.uk/government/publications/improving-lives-the-future-of-work-health-and-disability)

Office for National Statistics. (2019) *Sickness absence in the UK labour market: 2018*. London: ONS. Available at: [www.ons.gov.uk/employmentandlabourmarket/peopleinwork/labourproductivity/article/sicknessabsenceinthelabourmarket/2018](http://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/labourproductivity/article/sicknessabsenceinthelabourmarket/2018)

Stevenson, D. and Farmer, P. (2017) *Thriving at work: the Stevenson/Farmer review of mental health and employers*. Report. London: Department for Work and Pensions and Department of Health and Social Care. Available at: <https://www.gov.uk/government/publications/thriving-at-work-a-review-of-mental-health-and-employers>

SUFF, R. and MILLER, J. (2016) *Growing the health and well-being agenda: from first steps to full potential*. Policy report. London: Chartered Institute of Personnel and Development. Available at: [www.cipd.co.uk/knowledge/culture/well-being/health-agenda-report](http://www.cipd.co.uk/knowledge/culture/well-being/health-agenda-report)

## Websites

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[www.acas.org.uk/health-and-wellbeing](http://www.acas.org.uk/health-and-wellbeing)  
Website of ACAS, section on health and wellbeing

[www.cipd.co.uk/knowledge/culture/well-being](http://www.cipd.co.uk/knowledge/culture/well-being)  
Website of the Chartered Institute of Personnel and Development and link to the Wellbeing section of the Knowledge Hub, containing a range of resources including factsheets, guides and reports

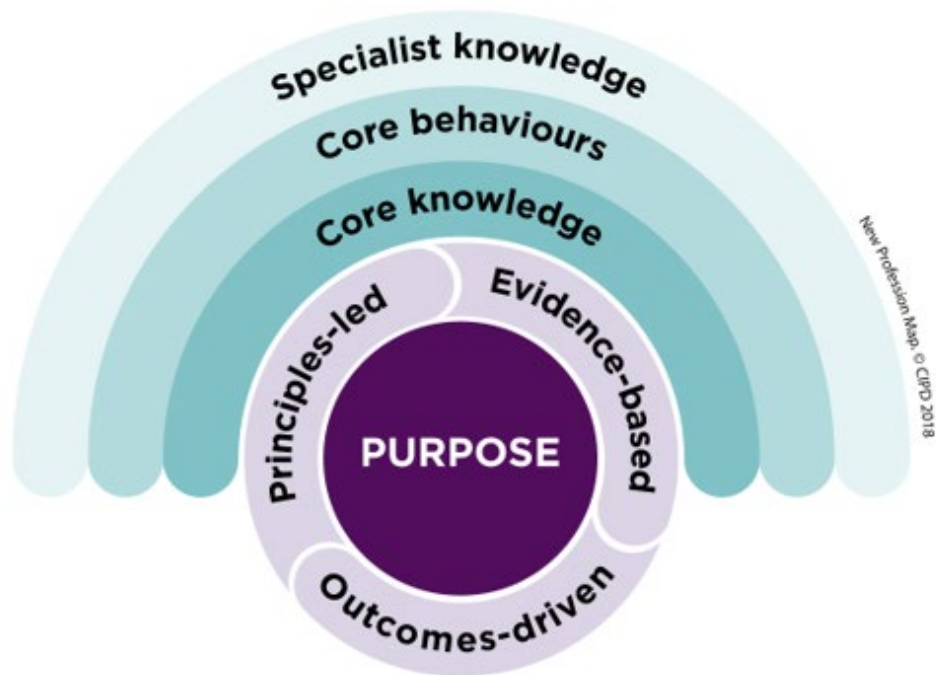
# *Appendix*

## 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 four core units of the CIPD Advanced Diploma in Strategic Learning and Development.

Core unit	Profession Map areas
<b>7CO01 Work and working lives in a changing business environment</b>	<ul style="list-style-type: none"> <li>▪ Business acumen</li> <li>▪ Change</li> <li>▪ People practice</li> <li>▪ Ethical practice</li> <li>▪ Culture and behaviour</li> <li>▪ Valuing people</li> </ul>
<b>7CO02 People management and development strategies for performance</b>	<ul style="list-style-type: none"> <li>▪ Analytics and creating value</li> <li>▪ Business acumen</li> <li>▪ People practice</li> <li>▪ Culture and behaviour</li> <li>▪ Ethical practice</li> <li>▪ Digital working</li> </ul>
<b>7CO03 Personal effectiveness, ethics and business acumen</b>	<ul style="list-style-type: none"> <li>▪ Business acumen</li> <li>▪ People practice</li> <li>▪ Culture and behaviour</li> <li>▪ Professional courage and influence</li> <li>▪ Analytics and creating value</li> <li>▪ Digital working</li> <li>▪ Ethical practice</li> <li>▪ Valuing people</li> <li>▪ Working inclusively</li> <li>▪ Passion for learning</li> <li>▪ Insights focused</li> <li>▪ Situational decision-making</li> <li>▪ Commercial drive</li> </ul>
<b>7CO04 Business research in people practice</b>	<ul style="list-style-type: none"> <li>▪ Analytics and creating value</li> <li>▪ Culture and behaviour</li> <li>▪ Change</li> </ul>

## The CIPD Profession Map



### Core knowledge

- People practice
- Culture and behaviour
- Business acumen
- Analytics and creating value
- Digital working
- Change



### Core behaviours

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



### Specialist knowledge

- Employee experience
- Employee relations
- Diversity and inclusion
- Learning and development
- Reward
- Talent management
- Resourcing
- Organisation development and design
- People analytics

## Appendix B – Exemption mapping

### Agreed transition exemptions

Units		Transition arrangements
<b>7CO01</b>	Work and working lives in a changing business environment	Completion of <b>both 7HRC</b> Human Resource Management in Context <b>and 7LMP</b> Leading, Managing and Developing People
<b>7CO02</b>	People management and development strategies for performance	Completion of <b>both 7HRC</b> Human Resource Management in Context <b>and 7LMP</b> Leading, Managing and Developing People
<b>7CO03</b>	Personal effectiveness, ethics and business acumen	<b>n/a</b>
<b>7CO04</b>	Business research in people practice	Completion of <b>7IBI</b> Investigating a Business Issue from a Human Resources Perspective
<b>7LD01</b>	Organisational design and development	Completion of <b>7ODD</b> Organisation Design and Organisation Development
<b>7LD02</b>	Leadership and management development in context	Completion of <b>7LMD</b> Leadership and Management Development
<b>7LD03</b>	Designing learning to improve performance	Completion of <b>7DDE</b> Designing, Delivering and Evaluating Learning and Development Provision
<b>7OS01</b>	Advanced employment law in practice	Completion of <b>7ELW</b> Employment Law
<b>7OS03</b>	Technology enhanced learning	<b>n/a</b>
<b>7OS04</b>	Advanced diversity and inclusion	<b>n/a</b>
<b>7OS05</b>	Managing people in an international context	<b>n/a</b>
<b>7OS06</b>	Wellbeing at work	<b>n/a</b>



## Appendix C – Apprenticeship mapping

The table below indicates where the **knowledge criteria** of the Level 7 Senior People Professional Apprenticeship maps (fully or partially) to the CIPD Advanced Diploma in Strategic 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.

### Level 7 Apprenticeship Knowledge Standard

Apprenticeship knowledge assessment criteria		Mapping
<b>K1</b>	The employee lifecycle and the range of people practices that underpin it, including relevant regulation, compliance, governance and relevant law and how to develop policy in line with this.	●
<b>K2</b>	Organisational culture, theories and concepts, organisational behaviour, models and theories of human behaviour, ethics, values and beliefs.	●
<b>K3</b>	Business acumen, including organisational strategy creation, strategic planning tools (including business cases) and trends in the wider business context as well as drivers of organisational performance and methods of measuring organisational data. Knowledge of financial and commercial information and value for money principles.	●
<b>K4</b>	Methods of measuring value and impact and types of analytical tools relating to creating value for an organization as well as methods of evaluating opportunity costs including qualitative and quantitative metrics.	●
<b>K5</b>	Ways in which technology supports the delivery of people practice and enables collaboration and the risks, opportunities and impact of technology on ways of working, both in the wider organisation and in the people profession, including how social media fits with the organisational communication strategy.	○
<b>K6</b>	Change methodology and tools and the psychology and impact of change on the workforce and the organisation.	●
<b>K7</b>	The elements that make up strategic workforce planning, such as talent management, succession planning and resourcing.	○
<b>K8</b>	How to integrate diversity and inclusion into wider organisational approaches.	●
<b>K9</b>	Strategies, tools and techniques to build management, coaching and mentoring capability across the organisation.	●
<b>K10</b>	A range of consulting processes and styles as well as diagnostic tools appropriate to the role.	○

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

Apprenticeship knowledge assessment criteria (cont.)		Mapping
<b>K11</b>	How projects fit as part of wider programme management and how to use project management methodologies in order to deliver a project.	●
<b>K12</b>	Worker voice tools and approaches and how these potentially impact on worker engagement and performance.	○
<b>K13</b> <b>OD</b>	How to critically evaluate and apply models and measures of culture and behaviour in organisational development.	●
<b>K14</b> <b>OD</b>	Organisational design theories, principles, models, structures, good work design and job design.	●
<b>K15</b> <b>OD</b>	Organisation development theories, principles, models, tools, interventions and scenario planning.	●
<b>K16</b> <b>OD</b>	Essential concepts of systems thinking.	●
<b>K17</b> <b>LD</b>	How to critically evaluate and apply theories, concepts and the value of learning, coaching and mentoring cultures.	●
<b>K18</b> <b>LD</b>	(LD) The psychology of learning as well as current and future trends in adult learning and motivation and how to integrate into an organisations learning approach.	●
<b>K19</b> <b>LD</b>	(LD) Learning design principles and methods aligned to learning strategy.	●
<b>K20</b> <b>LD</b>	(LD) Complex facilitation techniques and when to use them.	●
<b>K21</b> <b>OD, HR</b>	(HR) Strategies and drivers of employee well-being and engagement and how to integrate into wider organisation approaches.	●
<b>K22</b> <b>HR</b>	(HR) How to create remuneration and benefit approaches that are aligned to current and future organisation needs and market conditions such as equal pay.	✘
<b>K23</b> <b>HR</b>	(HR) Employment law, (including associated case law), different theories and perspectives on employee relations and employee body relationships, and the implications on people policies and practices.	○
<b>K24</b> <b>HR</b>	(HR) The impact of performance management approaches and how performance management data can be used to drive improvement.	○

Key ● full map ○ partial map ✘ insufficient map

# Summary of Changes

## Summary of changes to updated Advanced qualification specifications (v1.3 – Strategic Learning and Development, December 2022)

What has been updated	Details of update
All Sections	Removed reference to 'Level 7' in qualification titling across all sections.
Qualification Level	Updated terminology to make clear qualification level is 'Comparable to RQF Level 7'.
Qualification structure and rules of combination (ROC) section	Updated terminology to make clear qualification level is 'Comparable to RQF Level 7'.
Link to Apprenticeship section	Updated content to reflect existing mapping document in Appendix C.
All Units	Updated terminology to make clear qualification level is 'Comparable to RQF Level 7'.
Appendix C – Apprenticeship mapping section	Added full name of standard – 'Senior People Professional'.

CIPD Advanced Diploma in Strategic Learning and Development

Version 1.3 – December 2022

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