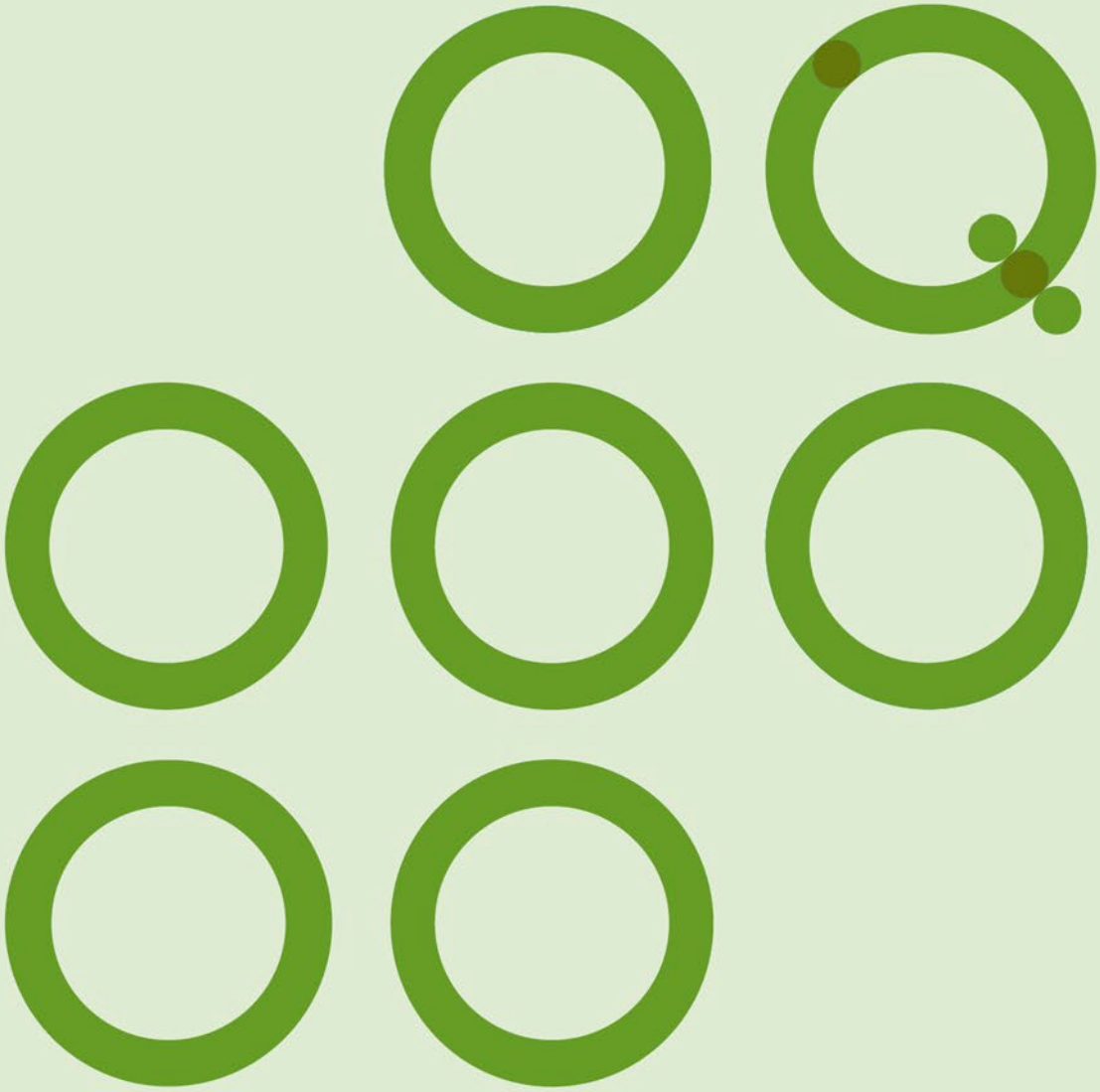
CIPD
Championing better work and working lives

Advanced Diploma in

Strategic Learning and Development



Regulated Qualifications Framework Level 7

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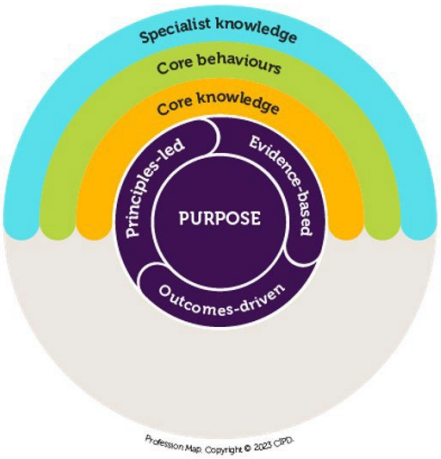
Introduction

The CIPD Level 7 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 Level 7 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 Level 7 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.

Regulated Qualifications Framework (RQF)

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

The CIPD Level 7 Advanced Diploma in Strategic Learning and Development is on the RQF framework, which is regulated by Ofqual and the Council for the Curriculum, Examinations & Assessment (CCEA) Regulation and is on the CQFW framework, which is regulated by Qualifications Wales. The qualification numbers for this qualification are 610/3538/5 for the RQF and C00/4912/1 for the CQFW.

Qualification size

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

The TQT is made up of the following:

- Guided Learning Hours (GLH) – this is the time spent by a learner being taught or instructed under the immediate supervision of a lecturer, supervisor or tutor. The learning must be undertaken in real time with the simultaneous physical presence of the learner and that person, or remotely by means of simultaneous online or telephone communication.
- Additional time taken by a learner in preparation, study, or any other form of participation in education or training but not under the immediate supervision of a lecturer, supervisor or tutor.

The minimum GLH for this qualification is estimated at 240 hours, the total qualification time is estimated at 1200 hours.

The qualification units equate to an overall credit value of 120, which is one tenth of the TQT.

Qualification level

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

The level descriptors are divided into two categories:

- knowledge and understanding
- skills.

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

Level 7

RQF descriptors for Level 7

At Level 7 a learner:

- reformulates and uses practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors.
- can critically analyse, interpret and evaluate complex information, concepts and theories to produce modified conceptions.
- understands the wider contexts in which the area of study or work is located.
- understands current developments in the area of study or work.
- understands different theoretical and methodological perspectives and how they affect the area of study or work.
- can use specialised skills to conceptualise and address problematic situations that involve many interacting factors.
- can determine and use appropriate methodologies and approaches.
- can design and undertake research, development or strategic activities to inform or produce change in the area of work or study.
- can critically evaluate actions, methods and results and their short- and long-term implications.

Level comparison

The level of this qualification is comparable to:

- Level 9 in Ireland (NFQ IE)
- Level 11 in Scotland (SCQF)
- 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 Organisational Learning and Development 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 Level 7 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.

Membership requirements

Learners undertaking a CIPD qualification must be a CIPD member throughout the duration of their studies. This is a mandatory requirement to ensure your assessment can be moderated.

For up to date information on membership fees, please refer to the CIPD website: https://www.cipd.org/uk/membership/membership-fees.

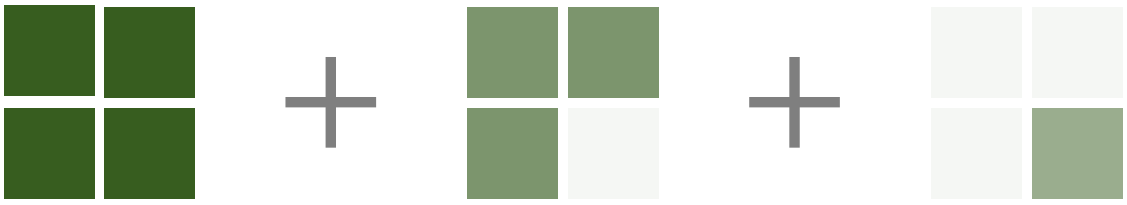
Qualification structure and rules of combination (ROC)

Qualification structure

Qualification title	**CIPD Level 7 Advanced Diploma in Strategic Learning and Development**
Qualification number	**QN 610/3538/5**
RQF level	**Level 7**
Total qualification time	**1200 TQT**
Guided learning hours	**240 GLH**
Total credit value	**120 credits**
Core units	**4 units**
Pathway units	**3 units**
Optional unit	**1 unit**

Rules of combination

To be awarded the CIPD Level 7 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 pathway units
focused on the specialist knowledge relevant to the chosen pathway.

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

Four core units

Ref	Unit title	Level	Credit	TUT	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 pathway units

Ref	Unit title	Level	Credit	TUT	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 optional unit chosen from the list below

Ref	Unit title	Level	Credit	TUT	GLH
7OS01	Advanced employment law in practice	7	15	150	30
7OS03	Technology enhanced learning	7	15	150	30
7OS04	Advanced equality, 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 assessments for all core, specialist pathway and optional units.

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

Assessment focus

Assessment for the CIPD Level 7 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 Level 7 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.

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.

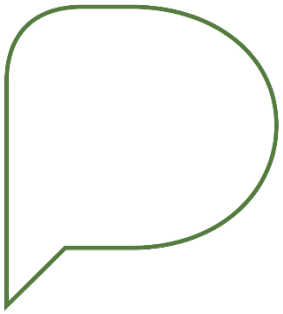
Unit content

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:

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

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, technology, 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 hours total unit time
30 guided learning hours

Level 7

1 Understand ways in which major, long-term environmental developments are affecting 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; offshoring and reshoring. Debates about the future of globalisation and potential implications for the world of work and employment.

1.2 Critically evaluate the current and possible future impact of technological trends on working life.

Advanced robotics, virtual reality, autonomous vehicles; generative and other forms of artificial intelligence; 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; changing attitudes to work, employment and diversity; the role of organisations in shaping society and social change. Inter-generational differences.

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. Job and income insecurity. Prospects for national and international economic development.

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; ethical debates about the impact of social media; e-learning, the use of AI in recruitment and selection, people analytics and electronic surveillance at work. Major contemporary debates about industrial and 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 and on the prospects for different sectors.

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. Likely future developments in employment regulation.

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

Major contemporary labour market developments and their impact on HR work in organisations. Upskilling and down-skilling; undersupply and oversupply of skills; the role of employers in facilitating the development of knowledge, skills and industrial experience.

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.

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.

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.

Different forms of flexible working and debates about these; non-standard contracts; promoting organisational resilience. Homeworking, hybrid working, four-day working and other evolving patterns of working.

3.4 Assess the contribution of people management aimed at improving organisational 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, and the use of AI and other electronic innovations in the workplace.

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

The business case for promoting employee health and wellbeing; people practice interventions that support improved wellbeing in organisations; debates about safeguarding and bullying at work. Promoting financial wellbeing.

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. Debates about corporate social activism.

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

Debates about equality, diversity and inclusion in organisations; changing patterns of representation in organisations; approaches to making organisations more equal, diverse and inclusive. Unconscious and conscious biases; the role of people management professionals in monitoring and promoting equality, diversity and inclusion.

Learning resources

Books

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

Cookson, G, (2022) *HR for Hybrid working*. Kogan Page. Chapter 4 pp67-86; Chapter 1, 2 and 3 pp3-66; Chapter 11 and 12 pp223-259.

Cameron, E & Green, M (2019): Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change. London, Kogan Page

Dicken, P (2015): Global shift: Managing the Changing Contours of the World Economy. London, Sage. Seventh Edition.

Hamilton L & Webster P (2019): *The International Business Environment*. Oxford, Oxford University Press. Fourth Edition.

Holbeche, L (2018): The Agile Organisation: How to build an engaged, innovative and resilient business. London, Kogan Page. Second Edition.

Kirton, G & Greene, AM (2021): The Dynamics of Managing Diversity and Inclusion: A Critical Approach. London, Routledge. Fifth Edition.

Morrison, J (2020): The Global Business Environment: Towards sustainability? London, Bloomsbury. Fifth Edition.

Worthington I, Britton, C & Thompson E. (2023): *The Business Environment: A Global Perspective*. London, FT/Prentice Hall. Ninth Edition.

Wetherly, P & Otter, D (eds) (2018): *The Business Environment: Themes and Issues in a Globalising World*. Oxford, Oxford University Press. Fourth Edition.

Cookson, G. (2025) *Making Hybrid Working Work*. London: CIPD Kogan Page.

Online resources

CIPD (2015): Employment regulation and the labour market. Policy report. https://www.cipd.co.uk/Images/employment-regulation-and-the-labour-market_2015_tcm18-10238.pdf.

CIPD (2015): Productivity: getting the best out of people. Policy report. https://www.cipd.co.uk/knowledge/work/productivity/motivating-people-report.

CIPD (2020): Workforce diversity and changing demographics. Selection of sources. https://peopleprofession.cipd.org/insights/research-action/workforce-diversity-changing-demographics-trend?_gl=1*11knvfj*_ga*NTQ1NjQ3ODI0LjE2NjcwNzQyMzc.*_ga_D9HN5GYHYY*MTY3NDMzNjQxOS4zLjEuMTY3NDMzNjkwNy4zMy4wLjA.

CIPD (2020): People Profession 2030: A collective view of future trends. https://www.cipd.co.uk/Images/people-profession-2030-report-compressed_tcm18-86095.pdf

CIPD (2020) Technology: Guidance on how technology is leading changes in the world of work. https://www.cipd.co.uk/knowledge/work/technology

CIPD (2022): Understanding the economy and labour market. Factsheet. https://www.cipd.co.uk/knowledge/work/trends/economy-labour-market-factsheet.

World Economic Forum (2020): What will work look like by 2030. www.weforum.org/agenda/2020/01/the-future-of-work-look-like-2030

Journals

Academy of Management Journal

Academy of Management Review

British Journal of Industrial Relations

Employee Relations

Learning resources

Harvard Business Review

Human Resource Management Journal

Human Resource Planning

Journal of General Management

Journal of Management Development

Journal of Management Studies

Personnel Review

People Management

Websites

www.economist.com/business

www.ft.com

www.cipd.co.uk

www.weforum.org

www.harvard.edu/in-focus/the-future-of-work.

7CO02
People management and development strategies for performance

About this unit

This unit focuses on the ways in which people management professionals and the people management function in organisations create value and make a strategic contribution to the achievement of organisational objectives in different sectors and scenarios. It stresses the importance of evidence-based, outcomes-driven and principles-led practice in support of the core purposes of the people management profession.

What you will learn

You will understand and be able to 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 strategic people practice in the core fields of resourcing, performance management, learning and development, reward management, employment relations, employee engagement and organisational design, as well as equality, diversity and inclusion. 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. You will critically evaluate the practical and ethical challenges presented by data analytics and technological developments in people management work and be able to develop your thinking about how best to evaluate the work of people professionals. Finally, you will explore the different agendas and challenges faced by people management professionals in different sectors as well as internationally.

15 credits

150 hours total unit time
30 guided learning hours

Level 7

1 Understand and debate the ways in which people management practices and strategies are connected to organisational outcomes and add value.

1.1 Explain the major objectives of people management practice in contemporary organisations.

Creating value for different stakeholders. Attracting and retaining staff; improving employee performance, motivation and engagement; managing change effectively; maintaining high-trust employment relationships; enhancing wellbeing; promoting equality, diversity and inclusion; enhancing organisational reputation; efficient administration.

1.2 Evaluate ways in which organisations align people management practices with organisational strategy and integrate people management practice within their culture, brand and values.

Vertical and horizontal integration; developing people practice strategies and people plans which relate to pressures up and down the supply chain. Managing and mitigating associated risks including the risks associated with the misalignment of people practice strategies and policies; the long-term impact of people management which improves the organisation's culture and performance.

1.3 Examine the merits of different models of people practice management, including models of systemic thinking, and the ways these link to effective business performance.

High commitment models; low cost/low road approaches; hard and soft models, systems models. Best fit and best practice models; resource-based thinking. High performance models; debates about the relative merits of these models and when they are best used.

1.4 Critically evaluate research that links people management practice in organisations with improved employer outcomes.

Research linking people management practice to improved organisational effectiveness, including financial performance, customer satisfaction and people management outcomes. High performance work practices and bundles of good people management practice.

2 Understand current strategic practice in major areas of people management and development work.

2.1 Assess different approaches to the development of people management strategies.

Setting medium and long-term strategic objectives; emergent approaches to strategy-making; workforce planning; succession planning; organisational, team and individual development planning; environmental scanning; competitive positioning in labour markets. Communicating and implementing strategic plans.

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

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

2.3 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.

2.4 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 equality, diversity and inclusion.

3 Understand the role and influence of people management professionals.

3.1 Examine the merits of the various ways in which people practice activities are organised and structured.

The variety of people practice roles (generalist and specialist); the structure of people management careers; major alternative ways of structuring the people practice function in organisations; the role of people consultants and providers of outsourced people services; working effectively with line managers and managers in other specialist functions; developing people management specialists and leaders; coaching, mentoring and consulting in different people practice contexts.

3.2 Critically assess the nature of ethics and professionalism in people practice and the role of the CIPD.

The role and objectives of the CIPD; interacting and networking with the people professional community; principles of professionalism and debates about professional management. Major ethical tensions and dilemmas faced by people managers and the ways these can be resolved; professional approaches to the management of the people management function.

3.3 Examine the major ways in which technology is changing the people management function in organisations.

Predictive data analytics, generative artificial intelligence, human resource information systems. Practical challenges associated with these and technological developments for people professionals: the 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.

3.4 Critically assess methods used to evaluate people management practices and interventions.

Employee surveys, focus groups and formal feedback exercises; evaluating return on investments; key people metrics and ratios; benchmarking; goal setting and auditing; effective human capital reporting. Contemporary and likely future developments in the evaluation of people management activity.

4 Understand ways in which people management practice varies in different contexts.

4.1 Analyse the advantages of partnering with external customers and suppliers to understand their current and future needs from a people practice perspective.

Gaining insight from external customers to inform people management and organisational strategy; methods of gathering data and feedback from external customers about people management performance; communicating and building relationships with larger external customers to inform people management practices; working with suppliers and external customers to ensure their people policies are in line with management expectations.

4.2 Examine the different issues and challenges facing people management professionals in different sectors.

People management practice in larger private corporations, public sector organisations, voluntary sector organisations, small and medium-sized enterprises, professional services organisations and different industrial sectors. Variation in the types of people management challenges, cultures and expectations in different organisational settings.

4.3 Assess how people management practice varies internationally.

Global cultural and institutional variation across the world of work and employment; effective structuring of international organisations; managing culturally diverse teams; global staffing strategies; international knowledge management; managing teams of expatriate staff at home and abroad; adopting a global mind-set to understand and improve relationships within and beyond the organisation.

4.4 Demonstrate an ability to build and maintain knowledge and understanding of developments relating to effective people management in different contexts.

Major contemporary research studies in the field of people management; major contemporary debates about current and future workplaces and people management practices; research undertaken, sponsored and published by the CIPD.

Learning resources

Books

Rees, G. and French, R. (2022) *Strategic People Management and Development*. 6th ed. London : CIPD Kogan Page.

Cookson, G, (2022) *HR for Hybrid working*. Kogan Page. Chapter 12 pp247-259; Chapters 5, 6, 7 pp89-162; Chapter 10 pp199-219; Chapter 7 pp139-162; Chapter 9 pp183-198; Chapter 4 pp67-85.

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

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

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Learning resources

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Tamkin, P. (2004) *High Performance Working Practices*. Brighton: Institute for Employment Studies. Available at: https://www.employment-studies.co.uk/system/files/resources/files/mp36.pdf

Journals

Human Resources

Available at: www.hrmagazine.co.uk/

People Management

Available at: www.peoplemanagement.co.uk/

Personnel Today

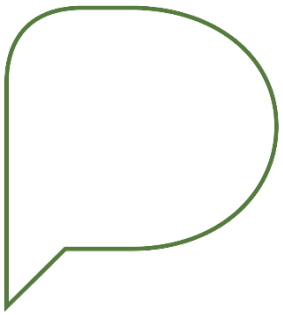
Available at: www.personneltoday.com/

Websites

www.cipd.co.uk

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

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 influencing and decision-making, 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 voice within organisations as well as 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, evaluating 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 hours total unit time
30 guided learning hours

Level 7

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

1.1 Make responsible decisions by considering different ethical perspectives.

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 Enable people to have a meaningful voice by involving them in decisions that impact them.

Scope of voice; range of voice channels; access to voice channels; role of line managers in ensuring all team members have a voice; role of voice in decision-making.

1.3 Self-evaluate personal integrity and professional courage in relation to ethical practice.

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 Collaborate across organisation boundaries, cultures and other disciplines, 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 and self-management, leading to improved organisational success.

Various measures such as personality, productivity, quality and impact; managing time; organising and prioritising own work; work and non-work boundary management; managing stress.

2.2 Use business acumen to deliver commercial benefits and manage organisational 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.

Continuous self-improvement through learning; sharing good practice with others; using feedback to improve; promoting an approach that includes a willingness to take risks.

3.2 Demonstrate 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 Network to enhance own career and contribution to organisational effectiveness.

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

3.4 Share knowledge and learning to promote organisational success.

Promoting innovation and change; facilitating organic learning; creating efficiencies; reducing duplication of effort; promulgating an open and inclusive culture.

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

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

Handling complex issues; decision-making models; managing risk in decisions; developing these behaviours in others; biases in decision-making; taking ownership when things go wrong.

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

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

4.3 Promote 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.

4.4 Use and apply evidence-based critical thinking in your work.

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).

Learning resources

Books

Armstrong, M (2016) *Armstrong's Handbook of Management and Leadership for HR: Developing Effective People Skills for Better Leadership and Management*. Fourth edition. London, Kogan Page.

Armstrong, M (2022) *How to Manage People*. London, Kogan Page.

DK (2022) Essential Managers Management Handbook. New Edition. London, DK.

Harvard Business Review (2011) *HBR's 10 Must Reads on Managing Yourself*. Boston Massachusetts, HBR Press.

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Sternad, D (2019) *Effective Management: Developing yourself, others and organizations*. Basingstoke, Macmillan International / Red Globe.

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Online resources

CIPD on fostering inclusion

www.cipd.co.uk/knowledge/fundamentals/relations/diversity/five-actions-fostering-inclusion

CIPD tool for checking diversity and inclusion

www.cipd.co.uk/knowledge/fundamentals/relations/diversity/inclusion-health-checker-tool

CIPD guide to ethics at work

www.cipd.co.uk/knowledge/culture/ethics/ethics-work-guide

CIPD report on workplace ethics

www.cipd.co.uk/knowledge/culture/ethics/workplace-decisions-report

Report on HR professionalism

www.cipd.co.uk/knowledge/strategy/hr/hr-professionalism-report

Podcast on critical thinking

www.cipd.co.uk/podcasts/critical-thinking

CIPD survey report on wellbeing

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

Journals

Management and Labor Studies

Journal of Work and Organisational Psychology

Harvard Business Review

People Management

Websites

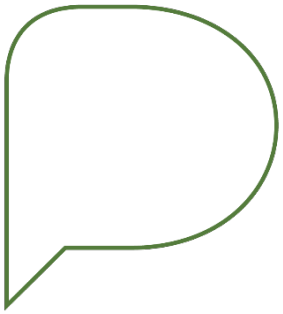
www.managers.org.uk/education-and-learning/professional-standards/personal-effectiveness/

www.mindtools.com/aa8mhv2/being-effective-at-work

www.oneeducation.org.uk/personal-effectiveness/

CORE

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 identify a people focused business issue and plan a business research project to address this and to add value to the organisation. A research aim and set of objectives will be determined to set the parameters of the study, with a critical review of relevant published literature to establish a set of research questions and to inform the project outcomes. You will learn how to write a research methodology that explains and justifies the research design, considers the potential limitations of this and how to address them, plus the ethical issues associated with your data collection. You will determine how to most effectively analyse and present your data, discussing the overall findings of the study and their implications for the organisation. From this you will draw conclusions and develop business focused recommendations, recognising the need to support these with an action plan for implementation along with a strategic cost benefit analysis to help present a persuasive business case. Finally, you will engage with critical reflection of the project completion, to identify how you could improve future project design and completion, as a part of your CPD.

15 credits

150 hours total unit time
30 guided learning hours

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.

Develop and justify a research aim and objectives related to an identified business issue that relates to the management of people that has strategic relevance to a business.

1.2 Develop a critical literature review which will inform and address your research aim.

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

1.3 Develop key research questions to address the project aim.

Analyse key findings from the published research to develop clear, concise and valid questions to explore within the primary research to achieve targeted results.

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

2.1 Justify the most appropriate research methods to support the project's intended outcomes.

Consider the appropriate research strategy and research design for the project, for example, qualitative and quantitative methods, surveys, questionnaires, interviews, focus groups, participant observation, probability and non-probability sampling.

2.2 Explain and justify the research sample.

Consider validity of the research design, face, content and ecological validity; appropriateness of research methods to achieve the research aim; possible threats to reliability of data collected. Consistency of results, participant and researcher bias, participant and researcher error, pilot, re-test; generalisability of findings, internal and external generalisability.

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

Key principles of ethical research relating to data collection, analysis and storage; informed consent; confidentiality for interviewees and participants in the research.

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

3.1 Analyse raw data effectively.

Use appropriate methods to analyse quantitative and qualitative data to make sense of the findings.

3.2 Present data collected from primary research.

Select appropriate methods to present quantitative and qualitative data, transforming raw data into a form to make it possible to understand and interpret. Consider tables, charts, graphs and thematic narrative.

3.3 Discuss findings to address business issue.

Compare and contrast primary findings with secondary, assimilating evidenced

ideas to identify themes to gain insight into issues key factors and wider implications of the organisation.

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.

Draw 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.

Develop a set of recommendations derived from the project's conclusions to address the business issue, with an associated action plan for implementation. Techniques of presenting a business case to persuade decision makers, potential costs, business benefits, impact and ROI.

4.3 Evaluate your experience of carrying out the research and compiling the report, including ways in which to improve future project design and delivery.

Skills of critical reflection to improve future actions. Identify strengths and weaknesses of project completion, analysis of research competencies, ways in which to improve future project design and delivery.

Learning resources

Books

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

Denscombe, M. (2017) *The Good Research Guide*. 6th ed. Maidenhead: Open University Press.

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

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.

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

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

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

Online resources

Beardwell, J. and Daniels, K. (2015) *How to write a persuasive business report*. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/study-guides/business-report-writing

CIPD Podcast 63: *Business savvy HR*. (2012)

CIPD Podcast 154: *Critical Thinking*. (2019)

CIPD. (No date) *How to set out references*. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/Images/new-cipd-standard-bibliographic-format-harvard_2015_tcm18-13599.pdf

CIPD. (No date) *How to write a critical review*. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/study-guides/critical-review-writing

CIPD with workday (2018) *People analytics: driving business performance with people data*. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/strategy/analytics/people-data-driving-performance#43580

Learning resources

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

Mohdzaini, H. (2022) *People analytics*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/strategy/analytics/factsheet

Key journals

Human Resource Management Journal

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

Human Resources

Available at: www.hrmagazine.co.uk/

International Journal of Human Resource Management

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

People Management

Available at: www.peoplemanagement.co.uk/

Personnel Today

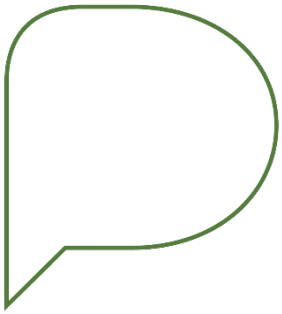
Available at: www.personneltoday.com/

Websites

www.cipd.co.uk

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

7LD01 Organisational design and development



About this unit

This unit focuses on the principles of organisational design and development. 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 within an environment demanding increasing flexibility and agility. 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.

15 credits

150 hours total unit time
30 guided learning hours

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.

Schools of thought connected with 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; organisational culture and values and how these are determined; new organisational paradigms; the relationship of organisation design and development with organisational performance.

1.2 Examine the context for organisational design and development.

External, internal and economic drivers for engagement with organisation design and development; context of change; the need for flexibility and agility; broad view of organisational forms including strategy and structure.

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.

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.

2 Understand the range of options for organisational design and how these may be implemented in practice.

2.1 Explain the factors that determine how organisational design decisions are made.

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; horizon scanning; models of organisational strategy development; the merits (and drawbacks) of having multiple/different structures within the same organisation.

2.2 Critically discuss organisational design options within a given context.

Strengths and limitations of organisational forms (flat, hierarchical, matrix structures and networked structures); contemporary alternative structures for example holacracy and self-managed teams; virtual organisations; designs applicable across a range of firm sizes and sectors; impact of local, regional and national culture and business systems on organisational design options.

2.3 Discuss different approaches to implementing organisational designs.

Piloting and prioritising; iterative transition process versus big bang change; influence of the context and other factors

on the approach; evaluating and optimising the transition; importance of change ready culture; speed of change.

2.4 Examine the implications of organisational 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.

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

3.1 Explain the rationale behind engagement with organisational development.

Need for systemic change; whole systems approach to change; alignment of organisational strategy, goals and purpose; institutionalising continuous improvement culture; need for improved coordination and communication.

3.2 Evaluate different organisational development frameworks.

Static vs dynamic models; Frameworks such as McKinsey 7S and Weisbord six box model; multi-level organisational development strategy; intervention models such as human process interventions, techno-structural interventions.

3.3 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; PESTEL factors; ethical people practice; how the context can influence specific modes of change.

3.4 Critically assess sources of evidence and data that support organisational development choices.

Data visualisation; assessing the quality and reliability of evidence; 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 how organisational design and development contributes to effective change.

4.1 Discuss the challenges faced by practitioners when trying to implement holistic approaches to organisational development.

Making the case for change; coordination of individual-, group-, departmental- and strategic-level change; communicating change effectively to disparate groups; issues of parity when managing different types of change, (radical-incremental, the holistic nature of organisational development); power and politics; emergent approaches to change – including stimulating social movement, co-creation.

4.2 Examine reactions to organisational change and discuss why individuals may resist change.

Why resistance to change occurs; critique of models that predict resistance; implications for employee experience; resilience and readiness for change; how leaders impact the change process; Role of messaging, engagement and communication in the execution of change. Understanding human factors of

change (for example emotional/mental response).

4.3 Examine strategies for engaging employees with organisational design and development initiatives.

Strategies for employee voice and involvement; co-creation; importance of consultation and risks associated with pseudo-consultation; tools and techniques – appreciative enquiry and dialogic approaches; design thinking.

4.4 Discuss the skills and behaviours that practitioners need in order to be able to implement organisational design and development interventions.

Consultancy skills; problem diagnosis; solution development and implementation; communication; personal resilience; coaching and mentoring; reflection; personal learning and development as key levers for transformation.

Books

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

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

Jacobs, J . and Crockett, H. (2021) *Designing Exceptional Organizational Cultures*. London: Kogan Page

Liddle, D. (2021) *Transformational Culture. Develop a People-Centred Organization for Improved Performance*. London: Kogan Page.

Nicholls, T. (2022) Managing Change in Organizations. *Develop your employees for business transformation*. London: Kogan Page.

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

Stanford, N. (2015) *Guide to organisation design: creating high-performing and adaptable enterprises*. 2nd ed. London: The Economist

Timms, P. (2021) *Transformational HR. How Human Resources Can Create Value and Impact Business Strategy*. 2nd ed. London: Kogan Page.

Tosey, P. (2017) *Understanding organisation Development*. London: CIPD Kogan Page.

Cookson, G. (2025) *Making Hybrid Working Work*. London: CIPD Kogan Page.

Online resources

Balogun, J. and Hailey, V. *Landing Transformational Change: Closing the gap between theory and practice*. (2015) London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/Images/landing-transformation-change_2015-gap-theory-practice_tcm18-9050.pdf

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Brown, M. et al. (2017) *Understanding the change-cynicism cycle: the role of HR*. Human Resource Management, Jan-Feb 2017, Vol 56 No 1, pp 5-19.

CIPD. (2015) *Changing HR operating models*. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/Images/changing-operating-models_tcm18-10976.pdf

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CIPD Podcast 157: *Handling organisation development effectively*. (2020)

CIPD Podcast 138: *A new dawn for OD*. (2018)

CIPD Podcast 84: *OD: taking the business with you*? (2013)

Learning resources

CIPD, Institute of Employment Studies and Engage for Success. (2014) *The future of engagement: thought piece collection*. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/fundamentals/relations/engagement/future-report

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

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Lakhani, J, (2020) *Elevate organisation design and development to fuel success*. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/strategy/organisational-development/thought-pieces/organisation-design-development

Macleod, D. and Clarke, N. (2009) *Engaging for Success: Enhancing Performance through Employee Engagement*. London: Office of Public Sector Information. Available at: https://dera.ioe.ac.uk/1810/1/file52215.pdf

Rousseau, D. and Have, S. (2022) *Evidence-based change management*. Organizational Dynamics Vol 1 (3) (July-September 2022)

Key journals

Human Resources

Available at: www.hrmagazine.co.uk/

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Available at: www.peoplemanagement.co.uk/

Personnel Today

Available at: www.personneltoday.com/

Websites

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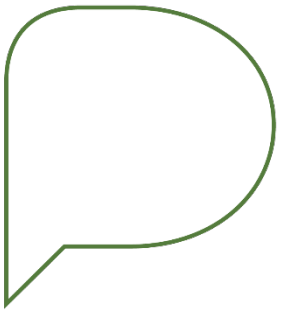
Website for the Chartered Institute of Personnel and Development (CIPD).

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

Level 7

150 hours total unit time
30 guided learning hours

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

1.1 Critically discuss the impact of external factors on the role of leadership and management development.

Definitions of leadership and management and how they differ; the role of leaders and managers in achieving organisational effectiveness and success; leaders and managers in the changing world of work; managing remotely; hybrid working; global teams and how these impact 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 impacts 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.

Different organisational cultures and their impact on approaches to leadership and management; leadership styles and types of managers, for example ethical leadership, autonomous leadership, disruptive leadership. Aligning leadership and management development to organisational culture, talent management, succession planning.

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

The different requirements of a leader/manager; desired knowledge, skills, behaviours; future organisational needs. Approaches to performance review; competency frameworks; assessment of current performance and future potential; peer reviews; self-assessments; organisational data and metrics; use of PDPs.

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 individual and collective needs; values based leadership; consideration of prior learning and experience; the role of professional bodies.

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

The appropriateness and value of tailored individual development programmes; the use of collective interventions; the integration of formal and informal learning interventions. The role of education and professional qualifications, face- to- face courses, project based learning, action learning, work-shadowing, on-the-job learning, coaching and mentoring and their impact.

2.3 Assess the contribution of technology in the development of leaders and managers.

The effective selection and use of digital technologies within a leadership and management development programme. Inclusion of synchronous (for example webinars) and asynchronous (for example discussion forums) activities; collaboration; communities of practice.

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.

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 the meeting of KPIs; meeting of team and individual targets; 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.

Review key evaluation theories 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; individual capabilities and potential; lack of observation of skill and behaviour in the workplace; cultures of unaccountability. Opportunity to apply learning and innovate.

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 to evaluate leadership and management development. Links with organisational KPIs and future organisational needs; other factors impacting performance, internal and external; lack of organisational focus, loss of customers, economic downturn and its effects on business.

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

4.1 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 and how they impact 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; managing leadership and management development pipelines in small firms operating at international scale.

4.3 Critically analyse the competencies required of international managers and leaders.

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.

4.4 Critically analyse the design of global leadership and management development programmes.

Identification of differing needs of global managers; competency frameworks, cultural awareness, equality, diversity and inclusion. Developing and delivering global LMD; emergent v specified, home v host delivery, utilisation of digital learning, remote mentoring, action learning. Importance of learning transfer and evaluation; selection of appropriate evaluation methods.

Learning resources

Books

Gold, J. and Anderson, L. (2017) *Developing Leadership and Management Skills*. (e-book) London: CIPD Kogan Page.

Cookson, G, (2022) *HR for Hybrid working*. Kogan Page. Chapter 3 pp41-66; Chapter 11 pp223-246; Chapter 4 pp67-85.

Armstrong, M. (2021) Armstrong's Handbook of Learning and Development. London: Kogan Page.

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.

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Megginson, D. and Whitaker, V. (2007) *Continuing Professional Development*. 2nd ed. London: CIPD

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.

Cookson, G. (2025) *Making Hybrid Working Work*. London: CIPD Kogan Page.

Online resources

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

CIPD. (2022) *Management development*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/strategy/development/management-factsheet

CIPD. (2022) *Evaluating learning and development*. Factsheet. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/fundamentals/people/development/evaluating-learning-factsheet

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CIPD with Accenture (2021) *Learning and Skills at Work Survey*. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/Images/learning-skills-work-report-2021-1_tcm18-95433.pdf

CIPD. (2017) *Purposeful Leadership*. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/strategy/leadership/purposeful-leadership-report

Learning resources

CIPD. (2016) *Could do better? What works in performance management*. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/fundamentals/people/performance/what-works-in-performance-management-report

CIPD. (2015) *Engaging leadership. Creating organisations that maximise the potential of their people*. https://engageforsuccess.org/wp-content/uploads/2015/10/Shaping-the-Future-Engaging_Leadership-Creating-Orgs-that-Maximise-the-Potential-of-their-People.pdf

CIPD. (2014) *Leadership – easier said than done*. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/strategy/leadership/report

CIPD. (2013) *Real-life Leaders: closing the knowing-doing gap*. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/Images/real-life-leaders_2013-closing-knowing-doing-gap_tcm18-8980.pdf

Hope-Hailey, V. and Gustafsson et al. (2014) *Cultivating trustworthy leaders*. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/Images/cultivating-trustworthy-leaders_2014_tcm18-8971.pdf

WATKINS, M.D. (2012) *How managers become leaders*. Harvard Business Review. Vol 90, No 6, June. pp65-72.

Key journals

Human Resources

Available at: www.hrmagazine.co.uk/

People Management

Available at: www.peoplemanagement.co.uk/

Personnel Today

Available at: www.personneltoday.com/

Websites

www.cipd.co.uk

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

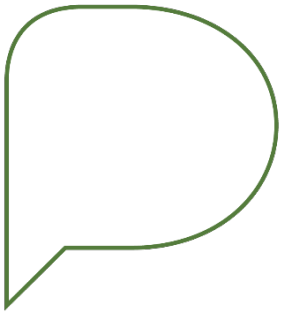
https://www.managers.org.uk/~/media/Files/Chartered-Management-Consultant/Competence-Framework.pdf

Website for the Chartered Management Institute

https://www.hofstede-insights.com

Website for Hofstede Insights

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 hours total unit time
30 guided learning hours

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 and sector trends, skill shortages/ the war for talent; the changing nature of the employment relationship. Influence of internal environment and organisational context: its size, life stage, structure and culture, its support and drive for L&D; structure 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; understanding stakeholder needs and responding to these.

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

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; identification of benefits and potential impact. Gaining of key stakeholder support.

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

2.1 Analyse how changes in the external environment and organisation strategy may create learning needs.

The external factors that can create 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 and future business goals.

2.2 Evaluate tools and approaches used to identify organisational learning needs.

Analyse sources of organisational learning needs; internal and external factors, current and future business strategies, demand for skills. Identification of organisational learning needs, professional frameworks/maps; hierarchical task analysis, PESTLE/ SWOT analysis. Utilisation of organisational data; sales trends, stakeholder surveys, critical incidents.

2.3 Evaluate tools and approaches used to identify individual learning needs.

Importance of adopting a holistic approach in line with organisational learning needs analysis and L&D strategies. Planning frequency, extent of needs analysis and most appropriate methods; capability analysis, competency frameworks, performance reviews, performance consulting. Differentiate

needs in terms of knowledge, skills and behavioural requirements; consider attitudes, bias and process limitations of needs analysis.

2.4 Critically evaluate the difference between a performance gap and a development gap.

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-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.

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 including the LTEM, Kirkpatrick (Katzel, Phillips) Brinkerhoff success case study method, Weinbauer-Heidel, CIPD RAM model; return on expectations (as identified in the analysis phase); investment and return on stakeholder expectation; 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. Difficulties isolating the impact of L&D initiatives due to other factors contributing to performance; 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; 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 and its application.

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, addressing any stakeholders' negativity. The role and relevance of ROI and ROE (return on investment/expectation). To what extent employees see the relevance and application of any formal learning intervention. 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.

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).

4.3 Analyse how learning professionals design learning and development initiatives to accommodate individual preferences and needs to help maximise learning transfer.

Consider the debate associated with the relevance and validity of learning styles, VARK, multiple intelligences, Kolb, Honey & Mumford, recognising the need for a variety of methods when designing any learning; the delivery of blended learning. Adult learning theory; factors to consider to maximise their engagement in learning activities. The importance of considering and accommodating different individual needs; the physical environment, access needs, logistics of the programme, language, cultural expectations, disabilities, such as impaired hearing/vision.

4.4 Critically appraise 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.

Books

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

Armstrong, M. (2021) *Armstrong's Handbook of Learning and Development*. London: Kogan Page.

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

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Matthews, P. (2018) *Learning transfer at work: how to ensure training performance*. Milton Keynes: Three Faces Publishing.

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Parry –Slater, M. (2020) *The learning and development handbook*. London: Kogan Page.

Rees, G. and French, R. (2022) *Strategic People Management and Development*. 6th ed. London: CIPD Kogan Page.

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

Stewart , J. and Rigg, C. (2011) *Learning and talent development*. London: CIPD Kogan Page.

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Valentin, C. (2017) *Enhancing Participant Engagement in the Learning process*. London: CIPD Kogan Page.

Weinbauer-Heidel, I. (2018) *What Makes Training Really Work: 12 Levers of Transfer Effectiveness*. Hamburg: Tredition GmbH.

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Ahmetaj, G. and Daly, J. (2018) Driving Performance & Productivity. Why Learning organisations propel and sustain more impact. London: Chartered Institute of Personnel and Development. Available at: Driving performance and productivity: Why Learning Organisations propel and sustain more impact | CIPD

Baska, M. (2019) *Majority of L&D professionals feel 'growing pressure' to measure impact*. People Management (online) Available at: https://www.peoplemanagement.co.uk/article/1744738/majority-learning-development-professionals-feel-growing-pressure-measure-impact#_ga=2.95149340.1417805494.1675696405-1696958314.1649953437

Learning resources

CIPD with Accenture (2021) *Learning and skills at work*. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/strategy/development/learning-skills-work

CIPD. (2020) *Creating Learning Cultures: Assessing the evidenc*e. London: Chartered Institute of Personnel and Development. Available at: Creating learning cultures: assessing the evidence (cipd.co.uk)

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CIPD. (2019) *Professionalising learning and development*. London: Chartered Institute of Personnel and Development. Available at: professionalising-learning-development-report19_tcm18-53783.pdf (cipd.co.uk)

CIPD. (2016) *Future of learning: a changing perspective for L&D leaders*. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/strategy/development/future-learning-leadership-perspectives

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Hayden, D. (2022) *Learning and development strategy and policy*. Factsheet London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/strategy/development/factsheet

Hayden, D. (2022) *Evaluating learning and development*. Factsheet London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/fundamentals/people/development/evaluating-learning-factsheet

Hayden, D. (2021) *Identifying learning and development needs*. Factsheet. . London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/fundamentals/people/development/learning-needs-factsheet

Key journals

Human Resources

Available at: www.hrmagazine.co.uk/

People Management

Available at: www.peoplemanagement.co.uk/

Personnel Today

Available at: www.personneltoday.com/

Websites

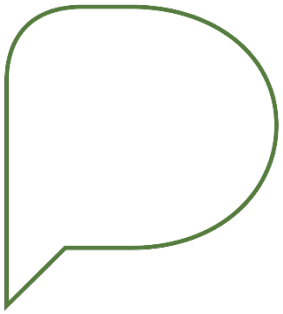
www.cipd.co.uk

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

www.ons.gov.uk

Website for the Office for National Statistics.

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, the regulation of hours and wages, maternity and parental employment rights and the regulations relating to confidentiality at work.

15 credits

150 hours total unit time
30 guided learning hours

Level 7

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). Possible future developments in employment regulation.

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, the Central Arbitration Committee, 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. Case law on worker status and bogus self-employment

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 and visitors; the 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. Debates about the creation of possible new protected characteristics.

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, statutory adoption pay and leave, shared parental leave, time off for emergencies, time off for dependants; right to request flexible working, fair reasons for refusal.

Learning outcome, assessment criteria and indicative content

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

Lewis D & Sargeant M (2023): *Employment Law: The Essentials*. CIPD / Kogan Page. Sixteenth Edition.

Aylott, E (2022): *Employment Law: A practical introduction*. London, Kogan Page.

Barrow, C & Lyon, A (2018): *Modern Employment Law*. Routledge.

Bowers, J (2017): *A Practical Approach to Employment Law*. Oxford University Press. Ninth Edition.

Cabrelli, D (2020): *Employment Law in Context: Text and Materials*. Fourth Edition. Oxford, Oxford University Press.

Cabrelli, D (2022): *Employment Law: A Very Short Introduction*. Oxford, Oxford University Press.

Collins H, Ewing K & McColgan A (2019): *Labour Law In Context*. Second Edition Cambridge, Cambridge University Press.

Emir, A (2022): *Selwyn's Law of Employment*. Twenty-second edition. Oxford, Oxford University Press.

Lockton, D & Brown, T (2020): *Employment Law*. Tenth Edition. Basingstoke, Palgrave.

Pitt, G (2020): *Employment Law. London, Sweet and Maxwell*. Eleventh Edition. 2020.

Taylor, S & Emir, A (2019): *Employment Law: An Introduction*. Fifth Edition. Oxford, Oxford University Press.

Online resources

CIPD employment law update

www.cipd.co.uk/knowledge/fundamentals/emp-law/student-tutor-update

CIPD Factsheets:

How employment law is made
www.cipd.co.uk/knowledge/fundamentals/emp-law/about/uk-emp-law-made-factsheet

The court system

www.cipd.co.uk/knowledge/fundamentals/emp-law/about/uk-court-system-factsheet

Employment tribunals

www.cipd.co.uk/knowledge/fundamentals/emp-law/tribunals

Terms and conditions of employment

www.cipd.co.uk/knowledge/fundamentals/emp-law/terms-conditions

Health and safety law

www.cipd.co.uk/knowledge/fundamentals/emp-law/health-safety

Dismissal law

www.cipd.co.uk/knowledge/fundamentals/emp-law/dismissal

Journals

Industrial Law Journal

Industrial Relations Law Reports

People Management

Websites

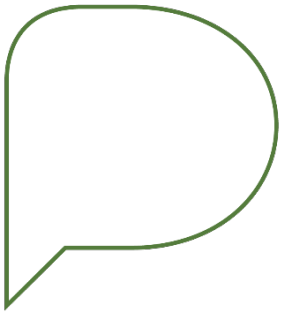
www.gov.uk/browse/employing-people

www.acas.org.uk/advice

www.bailii.org

www.cipd.co.uk/knowledge/fundamentals/emp-law/about

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, learning analytics and artificial intelligence (AI) 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 assessing learning needs, designing, delivering, and evaluating learning. 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 role of AI in improving the effectiveness of learning provision, including the importance of data protection regulation.

15 credits

150 hours total unit time
30 guided learning hours

Level 7

1 Understand major technological developments and their impact upon the design and delivery of learning and development.

1.1 Analyse why there has been growth in technology enabled learning.

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; learning in the flow of work; bitesize learning; self-directed learning; simulations and scalable solutions.

1.2 Discuss future trends impacting technology enabled learning.

Trajectory of technology with respect to learning; the future of technology within learning and development. LMS/LXP systems; augmented reality and virtual reality; artificial intelligence; the personalisation of learning through technology; smart devices and wearable technology.

1.3 Explain the complexities of return on investment in relation to 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**
- **evaluation 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).

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

Evaluation of learning: use of LMS/LXP data, insights and analysis (learner take up, engagement rates vs completion rates); relevance of workplace-based technology to demonstrate learning transfer; learning analytics.

2 Understand 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, Teams/Zoom; generic, bespoke, and curated learning content; technological platforms and content within globally dispersed organisations.

2.2 Review the impact of technology enabled learning on participant engagement

Role of technology in engagement with learning; debates connected with gamification; 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; criticisms of blended approaches to learning.

2.4 Critically discuss how learning systems and learning content may be protected from external threats.

Data security; security of technological platforms; security policies; methods of protection; threats from cyber-attacks.

3 Understand how learning technologies are implemented within organisations.

3.1 Critically discuss organisational barriers to the successful implementation of learning technologies.

Operational challenges when implementing technological platforms and forms of technological delivery; resource constraints; issues of equity and access; managing stakeholders. Identify how barriers to the successful implementation of learning technologies may be mitigated. Methods to overcome risk aversion; building a shared vision; communicating the need for change; encouraging experimentation and innovation; building effective business cases; influencing others; monitoring engagement with learning technologies. Examine the implementation of learning technology.

3.2 Examine the implementation of learning technology

Basic project management methodologies; operational steps in implementing learning technologies; the use of minimum viable products (MVP) with iterative improvements; pilot testing; the considerations of human-centred design; working effectively with suppliers.

3.3 Evaluate the outcomes of the implementation process, including how data may support the process.

Gathering data to analyse the impact of technology within learning; use of relevant parts of evaluation models such as Kirkpatrick/Katzel, Brinkerhoff, LTEM, Weinbauer-Heidel, technology acceptance model (TAM); learning transfer; workplace impact.

4 Understand the role of data and artificial intelligence in improving the effectiveness of learning and development provision.

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

Learning analytics; sources of data; data management; data mining; 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 use of learning systems within the learning and development function.

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; data mining.

4.3 Evaluate the role of artificial intelligence within learning and development.

Artificial intelligence landscape including broad groups of applications including text generators, video and image production, research tools; how AI systems can be used to aid learning and development; ethical considerations of using AI; data protection; chatbots; personalisation of learning; provision of real-time feedback; using AI to scale learning delivery.

4.4 Discuss data protection legislation with respect to the learning function and importance of data integrity.

Data protection and data integrity; importance of having good quality data; 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; control of data; preventing data breaches.

Books

Taylor, D (2017): Learning Technologies in the Workplace: How to Successfully Implement Learning Technologies in Organizations. London, Kogan Page.

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

Clark, D (2023): Learning Technology: A Complete Guide for Learning Professionals. London, Kogan Page.

Glaveanu V, Ness I & de St Laurent C (Eds) (2021): Creative Learning in Digital and Virtual Environments: Opportunities and Challenges of Technology-Enabled Learning and Creativity. London, Routledge.

Hall C, Mattox J & Parskey P (2020): Learning Analytics: Using Talent Data to Improve Business Outcomes. London, Kogan Page.

Harasim, L (2017): *Learning Theory and Online Technologies*. Second edition. London, Routledge.

Marr, B (2018): Data-Driven HR: How to Use Analytics and Metrics to Drive Performance. London, Kogan Page.

Nilson, L & Goodson, L (2021): Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research. Second Edition. Heboken, New Jersey, Jossey-Bass.

Slater, N (2017): *Learning Analytics Explained*. London, Routledge.

Stein J & Graham G (2020): *Essentials for Blended Learning: A Standards-Based Guide*. Second edition. London, Routledge.

Cookson, G. (2025) *Making Hybrid Working Work*. London: CIPD Kogan Page.

Online resources

CIPD report on future technology and learning

www.cipd.co.uk/knowledge/work/technology/future-technology-learning

CIPD report on virtual classrooms

www.cipd.co.uk/knowledge/fundamentals/people/development/effective-virtual-classrooms

CIPD report on digital learning

www.cipd.co.uk/knowledge/strategy/development/digital-learning-post-covid

CIPD report on human capital analytics

www.cipd.co.uk/knowledge/strategy/analytics/human-capital-analytics-report

CIPD report on people data and performance

www.cipd.co.uk/knowledge/strategy/analytics/people-data-driving-performance

CIPD report on learning platforms

www.cipd.co.uk/knowledge/work/technology/digital-transformation-insights/learning-platforms-innovation

CIPD report on inclusive learning

www.cipd.co.uk/knowledge/work/technology/digital-transformation-insights/impactful-inclusive-learning

Factsheet on data analytics

www.cipd.co.uk/knowledge/strategy/analytics/factsheet

Factsheet on digital learning

www.cipd.co.uk/knowledge/fundamentals/people/development/digital-learning-factsheet

Virtual learning podcast

www.cipd.co.uk/podcasts/ld-rise-of-virtual-learning

Social networks podcast

Learning resources

www.cipd.co.uk/podcasts/learning-developing-in-social-network-age

Viewpoint on people analytics

www.cipd.co.uk/news-views/viewpoint/people-analytics

Journals

Journal of Learning for Development

International Journal of Training and Development

Development and Learning in Organizations

European journal of Training and Development

Journal of Learning and Development Studies

Websites

www.gov.uk/government/news/new-free-online-learning-platform-to-boost-workplace-skills

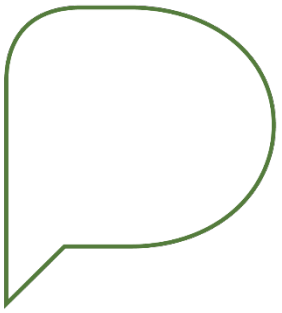
www.techtarget.com/searchhrsoftware/feature/10-LD-trends-for-the-next-normal

www.hbr.org/2019/02/making-learning-a-part-of-everyday-work

www.forbes.com/sites/hvmacarthur/2020/10/29/digital-learning-how-to-use-it-for-effective-growth--development/?sh=2073b2e604ab

OPTIONAL

7OS04
Advanced equality, diversity and inclusion



About this unit

This unit explores strategic workplace equality, 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 equality, 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 equality, diversity and inclusion legislation, whilst examining the legal, moral and business cases for managing equality and diversity, and developing a culture of inclusion, considering the effectiveness of different approaches.

15 credits

150 hours total unit time
30 guided learning hours

Level 7

1 Understand the concepts of equality, diversity and inclusion.

1.1 Critically evaluate equality and the concepts of equality, 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; relevant data sources.

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

The concept of socially constructed 'choices'; workplace discrimination, prejudice; unconscious bias; sex-role stereotyping.

2.4 Discuss 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; reasons for disadvantage; understanding intersectionality and its impacts.

3 Understand the legal, moral and business cases for managing equality and 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; advising others on the application of legislation, 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 equality and diversity and fostering a culture of inclusiveness.

Individual differences; teamworking; working relations; respect and belonging; belonging without conforming.

3.3 Critically evaluate the business case for managing equality, 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; the benefits of the workforce representing the communities it serves at a local, regional and global level.

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

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

The effectiveness of diversity and inclusion policies and diversity statements; diversity training; identifying and monitoring bias and inequality using data and qualitative information; developing pragmatic approaches that address EDI risks and opportunities, and hold people accountable for delivering them.

Learning outcome, assessment criteria and indicative content

4.2 Compare workplace examples aimed at addressing policies and practices for shaping behaviour and attitudes to equality, 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; identifying and reviewing systemic bias and inequality using methods such as audits and pulse checks; identifying the key EDI issues in organisations and raising awareness of these; fulfilling EDI reporting requirements (e.g. gender pay gap reporting).

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

Process of raising awareness; the different factors that help people speak up and feel safe at work, and advocate for others, e.g. trust and transparency, 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 equality, diversity and inclusion.

Building EDI capability of line managers to create inclusive teams; 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

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

Beardwell, J. and Thompson, A. (2017) *Human Resource Management. A Contemporary Approach*. 8th ed. London: Pearson Education

Daniels, K. (2022) *An Introduction to Employment Law*. London: CIPD Kogan Page

Frost, S. (2022) *The Key to Inclusion*. London: Kogan Page

Frost, S. (2019) *Building an Inclusive Organization*. London: Kogan Page.

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

Lewis, L, Sargeant, M. and Schwab, B. (2023) *Employment Law, The Essentials*. London: CIPD Kogan Page

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

Taylor, S. (2021) *Resourcing and Talent Management*. 8th ed. London: CIPD Kogan Page

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

Online resources

CIPD. (2021) Race inclusion reports. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/race-inclusion-reports

CIPD. (2021) Managing Multicultural Teams: Exploring the opportunities and challenges. London : Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/managing-multicultural-teams

CIPD. (2019) Diversity management that works: an evidence –based view. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/Images/7926-diversity-and-inclusion-report-revised_tcm18-65334.pdf

CIPD. (2018) Diversity and Inclusion at Work; Facing up to the Business Case. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/diversity-inclusion-report

Ferguson, H. (2021) More must be done to tackle racism and discrimination in the UK. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/news-views/news-articles/tackle-racism-discrimination-uk

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

GOV.UK (2021) The report of the Commission on Race and Ethnic Disparities. London: GOV.UK. Available at: https://www.gov.uk/government/publications/the-report-of-the-commission-on-race-and-ethnic-disparities

Learning resources

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

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

Howard, K. (2023) Understanding unconscious bias. London: People Management. Available at: https://www.peoplemanagement.co.uk/article/1810689/understanding-unconscious-bias

McKinsey & Company. (2018) Delivering through diversity. Available at: https://www.mckinsey.com/business-functions/organization/our-insights/delivering-through-diversity

Office of National Statistics (2022) Labour Force Survey. London: ONS. Available at: https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/methodologies/labourforcesurveyperformanceandqualitymonitoringreports/labourforcesurveyperformanceandqualitymonitoringreportapriltojune2022

UK Government (2022) Ethnicity- Facts and figures. London : GOV.UK. . Available at: https://www.ethnicity-facts-figures.service.gov.uk/work-pay-and-benefits/employment/employment/latest

Key journals

Human Resources

Available at: www.hrmagazine.co.uk/

People Management

Available at: www.peoplemanagement.co.uk/

Personnel Today

Available at: www.personneltoday.com/

Websites

https://www.acas.org.uk/improving-equality-diversity-and-inclusion

Website for the Advisory, Conciliation and Arbitration Service (ACAS), section on equality, diversity and inclusion.

www.bbc.co.uk

Website for the British Broadcasting Corporation

www.cipd.co.uk

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

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

Website link to the CIPD's New Profession Map standards for equality, diversity and inclusion.

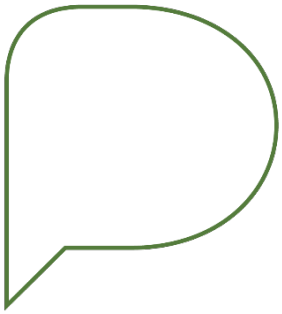
www.equalityhumanrights.com

Website for the Equality and Human Rights Commission.

www.ons.gov.uk

Website for the Office for National Statistics.

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, and 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; equality, diversity and inclusion; reward management; communication and employee voice; talent management and development; and flexible working practice.

15 credits

150 hours total unit time
30 guided learning hours

Level 7

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 equality, 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. Managing multi-cultural teams effectively.

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

Brewster C, Houldsworth E, Sparrow P & Vernon G (2023): *International Human Resource Management*. Fifth Edition, Kogan Page / CIPD

Crawshaw J, Budhwar P & Davis A (eds) (2020): *Human Resource Management: Strategic and International Perspectives*. Second edition. London, Sage.

Dowling P, Festing M & Engle A (2017): *International Human Resource Management*. Seventh edition. London, Cengage.

Lucio, M & Mackenzie R (eds) (2022): International Human Resource Management: The Transformation of Work in a Global Context. Second edition, London, Sage.

Rees, C (2016): International Human Resource Management: Globalization, National Systems and Multinational Companies. Harlow, Pearson.

Reiche S, Tenzer H & Harzing A-W (eds) (2022): *International Human Resource Management*. Sixth edition. London, Sage.

Online resources

Harvard Business Review on expatriates

www.hbr.org/1999/03/the-right-way-to-manage-expats

CIPD on global businesses

www.cipd.co.uk/knowledge/strategy/organisational-development/thought-pieces/global-integration

IHRM research summary

www.sciencedirect.com/topics/economics-econometrics-and-finance/international-human-resource-management

Advice on effective IHRM

www.businessinsider.com/how-to-manage-people-in-other-countries-2015-3?r=US&IR=T#danish-excels-in-confiding-almost-conspiratorial-tones-which-allows-the-manager-to-share-ideas-in-a-closely-confidential-manner-with-colleagues-8

Advice on managing expatriates

www.davidsonmorris.com/expatriate-management/

Journals

The International Journal of Human Resource Management

Human Resource Management Journal

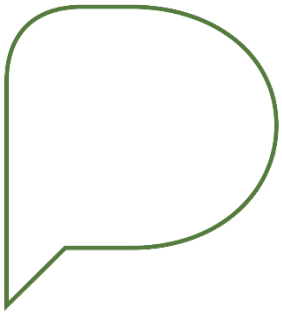
International Journal of Management Reviews

International Journal of Labour Research

Websites

www.fedee.com/

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 learners to engage with key critiques of the wellbeing agenda.

What you will learn

You will critically evaluate 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, examining 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 hours total unit time
30 guided learning hours

Level 7

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; demand-resources model. 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 effectiveness of management of wellbeing and its integration with other areas of people management activity.

The role of people practices and processes in 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 the effectiveness of 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).

3.4 Discuss how to change elements of an organisation's system to positively impact wellbeing

Models of systems thinking; organisation design and structure; strategy; work design; skills; culture; processes; management style.

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?

Learning outcome, assessment criteria and indicative content

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 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.

Learning resources

Books

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

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

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

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

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

Moran, S. (2022) *Managing Employee Burnout*. London: Kogan Page.

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

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

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

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

Cookson, G. (2025) *Making Hybrid Working Work*. London: CIPD Kogan Page.

Online resources

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

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

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

CIPD Podcast 159: Managing the well-being of remote workers. (2020)

CIPD. (2021) Mental wellbeing and digital work: an evidence review.. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/knowledge/culture/well-being/evidence-mental-wellbeing

CIPD. (2019) Putting the tech into well-being. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/news-views/nutshell/issue-90/well-being

CIPD. (2017) Developing managers to manage sustainable employee engagement, health and well-being. London: Chartered Institute of Personnel and Development. Available at: https://www.cipd.co.uk/Images/developing-managers-to-manage-sustainable-employee-engagement-health-and-well-being_2017_tcm18-18364.pdf

Learning resources

CIPD. (2016) Growing the health and well-being agenda: From first steps to full potential. London: Chartered Institute of Personnel and Development. Available at: https://www.backinactionuk.com/wp-content/uploads/cipd-health-wellbeing-agenda.pdf

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

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

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

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.

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

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

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

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

Journals

Human Resources

Available at: www.hrmagazine.co.uk/

People Management

Available at: www.peoplemanagement.co.uk/

European Journal of Work and Organizational Psychology

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

Websites

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

Website of ACAS, section on health and wellbeing

www.cipd.co.uk

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

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

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

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

Website link to the Knowledge Hub section on wellbeing.

Appendix

Appendix A – Alignment to the Profession Map

The table below shows the areas of the core knowledge and core behaviours of the Profession Map covered in the four core units of the CIPD Level 7 Advanced Diploma in Strategic Learning and Development.

Core unit		Profession Map areas
7CO01	**Work and working lives in a changing business environment**	• Business acumen • Change • People practice • Ethical practice • Culture and behaviour • Valuing people
7CO02	**People management and development strategies for performance**	• Analytics and creating value • Business acumen • People practice • Culture and behaviour • Ethical practice • Digital working
7CO03	**Personal effectiveness, ethics and business acumen**	• Business acumen • People practice • Culture and behaviour • Professional courage and influence • Analytics and creating value • Digital working • Ethical practice • Valuing people • Working inclusively • Passion for learning • Insights focused • Situational decision-making • Commercial drive
7CO04	**Business research in people practice**	• Analytics and creating value • Culture and behaviour • Change

The CIPD Profession Map

Core knowledge

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

Core behaviours

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

Specialist knowledge

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

Appendix B – Exemption mapping

Agreed transition exemptions

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

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 Level 7 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
K1	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.	■
K2	Organisational culture, theories and concepts, organisational behaviour, models and theories of human behaviour, ethics, values and beliefs.	■
K3	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.	■
K4	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.	■
K5	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.	□
K6	Change methodology and tools and the psychology and impact of change on the workforce and the organisation.	■
K7	The elements that make up strategic workforce planning, such as talent management, succession planning and resourcing.	□
K8	How to integrate diversity and inclusion into wider organisational approaches.	■
K9	Strategies, tools and techniques to build management, coaching and mentoring capability across the organisation.	■

Apprenticeship knowledge assessment criteria		Mapping
K10	A range of consulting processes and styles as well as diagnostic tools appropriate to the role.	■
K11	How projects fit as part of wider programme management and how to use project management methodologies to deliver a project.	■
K12	Worker voice tools and approaches and how these potentially impact on worker engagement and performance.	□
K13 **OD**	How to critically evaluate and apply models and measures of culture and behaviour in organisational development.	■
K14 **OD**	Organisational design theories, principles, models, structures, good work design and job design.	■
K15 **OD**	Organisation development theories, principles, models, tools, interventions and scenario planning.	■
K16 **OD**	Essential concepts of systems thinking.	■
K17 **LD**	How to critically evaluate and apply theories, concepts and the value of learning, coaching and mentoring cultures.	■
K18 **LD**	(LD) The psychology of learning as well as current and future trends in adult learning and motivation and how to integrate into an organisation's learning approach.	■
K19 **LD**	(LD) Learning design principles and methods aligned to learning strategy.	■
K20 **LD**	(LD) Complex facilitation techniques and when to use them.	■
K21 **OD, HR**	(HR) Strategies and drivers of employee well-being and engagement and how to integrate into wider organisation approaches.	■
K22 **HR**	(HR) How to create remuneration and benefit approaches that are aligned to current and future organisation needs and market conditions such as equal pay.	X
K23 **HR**	(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.	□

Apprenticeship knowledge assessment criteria			Mapping
K24	**HR**	(HR) The impact of performance management approaches and how performance management data can be used to drive improvement.	▫

Key ■ **full map** ▫ **partial map** **X** **insufficient map**

Summary of Changes

Summary of changes to updated Advanced qualification specifications (v1.6 – Strategic Learning and Development, November 2025)

What has been updated	Details of update
Regulated Qualifications Framework (RQF) section	Updated 'Qualifications Framework' heading to 'Regulated Qualifications Framework (RQF)' heading to follow same format as other qualification specifications.
Qualification level section	Moved Qualification level section up a page to follow same format as other qualification specifications.
Membership requirements section	Added new section on Membership requirements for learners.
Unit content section	Updated Assessment criteria description in the Unit content section to match other qualification specifications.
Assessment section	Updated Assessment section to make clear CIPD set assessments for specialist pathway and optional units.
Learning Resources section for 7CO01 Work and working lives in a changing business environment	Added a new book to the list of Learning resources section for this unit.
Learning Resources section for 7LD01 Organisational design and development	Added a new book to the list of Learning resources section for this unit.
Learning Resources section for 7LD02 Leadership and management development in context	Added a new book to the list of Learning resources section for this unit.
Learning Resources section for 7OS03 Technology enhanced learning	Added a new book to the list of Learning resources section for this unit.
Learning Resources section for 7OS06 Wellbeing at work	Added a new book to the list of Learning resources section for this unit.
The CIPD Profession Map	Diagram updated so the core behaviour and core knowledge colours now match the boxes below.

CIPD Advanced Diploma in Strategic Learning and Development

Version 1.7 – February 2026

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