

CIPD

*Championing better
work and working lives*

Intermediate level Specification Learning and Development

Regulated Qualifications Framework (RQF)

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Key information

Qualification objective

Intermediate qualifications develop knowledge and understanding of different HR models and practices, and the external factors that impact on organisations. They are suited to individuals who:

- seek to develop a career in learning and development
- are working in the field of L&D and need to extend their knowledge and skills
- have responsibility for implementing L&D policies and strategies
- need to understand the role of L&D in the wider organisational and environmental context.

Total qualification time

Total Qualification Time (TQT) is the number of hours it is estimated that a candidate will take to complete a qualification from start to finish and includes guided learning hours, self study, preparation and assessment.

Assessment

Candidates are assessed via a range of assessment methods to ensure that all the learning outcomes and assessment criteria are met in a way that enhances their learning experience. The assessments will allow candidates to demonstrate a clear grasp of the concepts and their ability to link theory to practice and to communicate clearly in the L&D field at the appropriate level. Although a variety of assessment methods may be used, the demands made on candidates within and between centres must be comparable to ensure consistency of assessment.

All unit assessment criteria are summatively assessed. Formative assessment is also encouraged within each unit. Assessment methods may include:

- assignments
- case studies
- integrated work activities
- group and individual presentations
- projects
- reports
- time constrained tests
- examinations
- Viva Voce

Competency-based assessment may also be used in centres that are approved for this method of assessment and have assessors that are occupationally competent.

Centres may choose activities from the CIPD Assessment Bank or design their own. Where a centre devises its own assessments, these must be approved by the CIPD before use.

All centre-marked assessments are subject to external verification to ensure that standards are judged comparatively against internal and external benchmarks.

Credit transfer, exemptions, and recognition of prior learning

CIPD encourages the recognition of previous achievements of candidates. Credit transfer, exemptions, and recognition of prior learning play an important part in this by supporting candidate progression.

During the initial diagnostic interview with candidates any credit transfer, exemption and RPL opportunities should be discussed and the appropriate evidence collected.

Credit transfer

Credit transfer is the process of using credits awarded in the context of one of the CIPD Level 3 Foundation, Level 5 Intermediate or Level 7 Advanced qualifications or other RQF qualification towards the achievement requirements of another CIPD qualification of the same level/type.

Exemption

Exemption is defined as the facility for a candidate to claim exemption from some of the achievement requirements of a CIPD qualification, using evidence of certificated achievement which does not fall within the definition of credit transfer but is deemed by the CIPD to be of equivalent level, content and value.

This means that candidates who have certificated achievements which do not fall within the definition of a credit transfer, as described above, can claim exemption from units/modules within CIPD qualifications that are deemed by CIPD to be of equal level, content and value.

Recognition of prior learning (RPL)

Where candidates do not have prior certificated achievements but do have some non-formal or informal learning, they may seek recognition of prior learning (RPL). We define RPL as a method of assessment, leading to the award of credit that considers whether a candidate can demonstrate that they can meet the assessment requirements for a unit/module through knowledge, understanding and skills they already possess and do not need to develop through a course of learning.

Progression opportunities

CIPD has 3 sizes of qualification, Awards, Certificates, and Diplomas. Candidates can widen their knowledge further by undertaking more units at any time.

On completion of the CIPD Level 5 Award in Learning and Development (6-12 credits), candidates can progress their studies by undertaking further units and gaining more credits to achieve a CIPD Level 5 Certificate in Learning and Development (30 credits) or a CIPD Level 5 Diploma in Learning and Development (42 credits).

Candidates can also progress their studies further by undertaking the CIPD Advanced Level qualifications.

Rules of combination for CIPD awarded¹ Level 5* Intermediate qualifications in Learning and Development

¹ CIPD awarded qualifications are offered at centres with no qualification awarding powers

*RQF level 5, comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

List of units for Level 5 Intermediate Award, Certificate and Diploma in Learning and Development

Core units	Unit code	Credit value	Guided learning hours
Developing Professional Practice in Learning and Development	5LDP	6	30
Understanding the Context of Learning and Development	5CLD	6	30
Using Information, Metrics and Developing Business Cases for Learning and Development	5DBC	6	30

Optional units	Unit code	Credit value	Guided learning hours
Designing and Developing Digital and Blended Learning Solutions	5DBS	6	30
Enhancing Participant Engagement in the Learning Process	5PEL	6	30
Using Facilitation Skills	5UFS	6	30
Implementing Coaching and Mentoring	5ICM	6	30
Developing and Using Consultancy Skills	5CNS	6	30
Managing the Learning and Development Business Function	5LBF	6	30
Managing Learning and Development Suppliers	5LDS	6	30
Facilitating Collective and Social Learning	5CSL	6	30
Understanding Organisation Development	5UOD	6	30
Understanding the Role of Learning and Development in Talent Development	5LTD	6	30
Developing Leadership and Management Skills	5LMS	6	30
Developing and Delivering Learning and Development Solutions for International Markets	5LDI	6	30
Evaluating Learning and Development in a Knowledge Economy	5ELD	6	30

Rules of combination for CIPD awarded qualifications:

Level 5 Award in Learning and Development = 6 to 12 credits and a TQT of between 60 and 120 hours.

- Free choice of units from both tables above to a minimum of 6 credits and a maximum of 12 credits

Level 5 Certificate in Learning and Development = 30 credits and a TQT of 300 hours

- Take all core units to a total of 18 credits
- Choose two optional units to a total of 12 credits

Level 5 Diploma in Learning and Development = 42 credits and a TQT of 420 hours

- Take all core units to a total of 18 credits
- Choose four optional units to a total of 24 credits

Rules of combination for CIPD approved¹ Level 5* Intermediate qualifications in Learning and Development

¹ CIPD approved qualifications are offered at centres with qualification awarding powers, e.g. university awards and university validated awards

*RQF level 5, comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

List of units for Level 5 Intermediate Certificate and Diploma in Learning and Development

Core units	Unit code	Credit value	Guided learning hours
Developing Professional Practice in Learning and Development	5LDP	6	30
Understanding the Context of Learning and Development	5CLD	6	30
Using Information, Metrics and Developing Business Cases for Learning and Development	5DBC	6	30

Optional units	Unit code	Credit value	Guided learning hours
Designing and Developing Digital and Blended Learning Solutions	5DBS	6	30
Enhancing Participant Engagement in the Learning Process	5PEL	6	30
Using Facilitation Skills	5UFS	6	30
Implementing Coaching and Mentoring	5ICM	6	30
Developing and Using Consultancy Skills	5CNS	6	30
Managing the Learning and Development Business Function	5LBF	6	30
Managing Learning and Development Suppliers	5LDS	6	30
Facilitating Collective and Social Learning	5CSL	6	30
Understanding Organisation Development	5UOD	6	30
Understanding the Role of Learning and Development in Talent Development	5LTD	6	30
Developing Learning and Development Skills	5LMS	6	30
Developing and Delivering Learning and Development Solutions for International Markets	5LDI	6	30
Evaluating Learning and Development in a Knowledge Economy	5ELD	6	30

Rules of combination for CIPD approved qualifications:

Level 5 Certificate in Learning and Development (equivalent to 30 credits/150 guided learning hours (glh))

- map to learning outcomes from all core units (equating to 18 credits/130 glh)
- map to learning outcomes from whole optional units (equating to a minimum of 12 credits/60 glh), units chosen must form a coherent programme
- a maximum of 10 credits (50 glh) can be delivered and assessed at RQF Level 4¹
- the remainder of credits/glh must be delivered and assessed at RQF Levels 5¹ and 6¹

Level 5 Diploma in Learning and Development (equivalent to 42 credits/210 glh)

- map to learning outcomes from all core units (equating to 18 credits/130 glh)
- map to learning outcomes from whole optional units (equating to a minimum of 24 credits/120 glh from optional units), units chosen must form a coherent programme
- a maximum of 14 credits (70 glh) can be delivered and assessed at RQF Level 4²
- the remainder of credits/glh must be delivered and assessed at RQF Levels 5² and 6²

Unit summaries

Developing Professional Practice in Learning and Development

Unit title	Developing Professional Practice in Learning and Development
Level	5*
Credit value	6
Unit code	5LDP
Unit review date	September 2019

*RQF level 5, comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

Purpose and aim of unit

The role of the learning and development (L&D) function is changing due to a number of factors, including paradigm shifts in learning, advances in our understanding of how people learn, new technologies, business strategies and the emergence of new roles for L&D professionals. The aim of this core unit is to familiarise the learners with current trends and practices in L&D and to enable them to develop a sound and comprehensive understanding of the core knowledge, skills and behaviours required by L&D professionals, whatever their role. Current trends and practices in L&D will be examined along with a consideration of a range of roles and career paths. The unit, with reference to the CIPD's Profession Map, will consider a number of the wider performance requirements, including work management, project management, creative problem-solving, teamwork and building effective professional relationships. Learners will be supported in assessing their strengths and development areas against L&D practice capabilities. They will be guided in developing the knowledge and skills required to identify development objectives, and in devising and implementing a plan for continuing professional development (CPD).

This unit is suitable for persons who:

- are working in or are seeking to develop a career in L&D
- aim to further their understanding of the nature and scope of L&D in contemporary society
- aim to develop their practice through reflection and continuous professional development techniques.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Understand the knowledge, skills and behaviours required of a learning and development professional.
- 2 Be able to manage self and workload to deliver timely and effective learning and development services to meet client need.
- 3 Be able to work collaboratively with others, as a member of a team or working group.
- 4 Be able to apply CPD techniques to devise, implement and review a personal development plan.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Understanding the Context of Learning and Development

Unit title	Understanding the Context of Learning and Development
Level	5*
Credit value	6
Unit code	5CLD
Unit review date	September 2019

*RQF level 5, comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

Purpose and aim of unit

The purpose of this unit is to enable learners to know, understand and analyse a range of factors which form the context of learning and development (L&D) practice. These factors include those internal and external to any given organisation which have an influence on L&D policy and practice. The unit develops understanding of and ability to identify and analyse the relevance and impact of specific factors within particular and varying contexts. Thus the unit explores a range of generic factors with potential relevance and then examines processes for analysing these in a range of contexts to identify and determine relevance and impact in any given context. Learners will then be able to position L&D policies and activities to support achievement of the strategic aims of organisations in a variety of contexts.

This unit is suitable for persons who:

- are working in or are seeking to develop a career in L&D
- aim to extend their knowledge of different organisational contexts
- aim to develop their understanding of the role of L&D in the wider, organisational and environmental context.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Understand the nature of organising and managing in a variety of contexts.
- 2 Be able to analyse the key factors influencing achievement of strategic objectives in varying organisation contexts and their impact on learning and development policies and practice.
- 3 Understand how to develop learning and development policies and activities to respond to and exploit the limitations and opportunities arising from varying contextual factors.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Using Information, Metrics and Developing Business Cases for Learning and Development

Unit title	Using Information, Metrics and Developing Business Cases for Learning and Development
Level	5*
Credit value	6
Unit code	5DBC
Unit review date	September 2019

*RQF level 5, comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

Purpose and aim of unit

Learning and Development (L&D) professionals need to be able to understand and use information and metrics in contemporary practice. They also need to be able to develop business cases for L&D initiatives and solutions based on valid metrics and evidence and what is considered to be good practice. This core unit develops the learners' knowledge and skills in the research process, including how to conduct critical reviews of the literature. The unit will examine how research can improve understanding, aid decision-making and provide the basis for a change in practice. They will develop their skills in identifying and reviewing data sources, analysing the findings, drawing conclusions and making recommendations for L&D practice. They will also develop skills in preparing a business report for an L&D solution.

This unit is suitable for persons who:

- are working in or are seeking to develop a career in L&D
- aim to develop their knowledge, understanding and use of metrics in L&D
- aim to develop their knowledge and skills in the research process and their confidence in making a business case for an L&D solution.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Know how to scrutinise appropriate learning and development data.
- 2 Be able to conduct small-scale research in an area of learning and development to support a business case.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Designing and Developing Digital and Blended Learning Solutions

Unit title	Designing and Developing Digital and Blended Learning Solutions
Level	5*
Credit value	6
Unit code	5DBS
Unit review date	September 2019

*RQF level 5, comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

Purpose and aim of unit

The purpose of this unit is to equip learning professionals with the knowledge and skills needed to take advantage of the opportunities afforded by advances in technology. While it could be seen that technology does no more than open up another channel for the delivery of existing solutions, the capability and versatility of this channel is profound, providing opportunities for improved flexibility, accessibility and scalability. This unit will prepare learning professionals to make informed choices from a host of new media options and to integrate digital delivery in powerful ways alongside more traditional approaches.

This unit is suitable for persons who:

- are working in or are seeking to develop a career in L&D
- are looking to specialise in the design of digital learning solutions and aim to obtain a broader perspective of the issues involved
- aim to become better informed about the issues associated with the application of new learning technologies.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Understand current digital technologies and their contribution to learning and development solutions.
- 2 Be able to design blended learning solutions that make appropriate use of new technologies alongside more traditional approaches.
- 3 Know about the processes involved in designing and developing digital learning content efficiently and what makes for engaging and effective digital learning content.
- 4 Understand the issues involved in the successful implementation of digital and blended learning solutions.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Enhancing Participant Engagement in the Learning Process

Unit title	Enhancing Participant Engagement in the Learning Process
Level	5*
Credit value	6
Unit code	5PEL
Unit review date	September 2019

*RQF level 5, comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

Purpose and aim of unit

This purpose of this unit is to further develop the learners' knowledge and understanding of how to maximise participant engagement throughout the learning process. Classical and contemporary theories and models from psychology will be explored and their usefulness for learning and development (L&D) practice will be assessed. In particular, the unit will examine the neuroscience and psychology of motivation, learning and change and how these can be used to inform practice. The unit will develop the learners' ability to plan, manage and deliver learning that meets the needs of learners and stakeholders, underpinned by relevant psychological theories and research. The concept of a 'holistic learning journey' will be explored along with the implications for L&D practice.

This unit is suitable for persons who:

- are working in or are seeking to develop a career in L&D.
- aim to further their understanding of the science of participant engagement with reference to psychological theories and models.
- aim to further their expertise in enhancing participant engagement in the learning process.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Be able to use stakeholder analysis to inform their learning activities.
- 2 Understand motivation theory as it relates to the learning process.
- 3 Be able to use neuroscience and psychology to enhance engagement throughout the learning process.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Using Facilitation Skills

Unit title	Using Facilitation Skills
Level	5*
Credit value	6
Unit code	5UFS
Unit review date	September 2019

*RQF level 5, comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

Purpose and aim of unit

Facilitation skills are one of the most important set of skills for learning and development (L&D) professionals. This unit will further develop the learners' knowledge and expertise in using a range of facilitation skills in different professional contexts including both business and learning contexts. Different models of facilitation will be explored plus coverage of an extensive range of tools and techniques that can be used to facilitate effectively in learning and business contexts. Learners will be able to further develop their expertise in using warm ups and closure techniques, facilitating experiential learning, facilitating meetings effectively, facilitating group learning, reaching consensus when groups are faced with alternatives, observing and interpreting behaviour, managing conflict and challenging behaviours. Learners will also be encouraged to reflect on their own facilitation skills and plan for improvements based on a model of reflective practice.

This unit is suitable for persons who:

- are working in or are seeking to develop a career in L&D
- aim to further their knowledge and understanding of models of facilitation and different tools and techniques
- aim to develop their repertoire of facilitation skills in business and learning contexts.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Understand the nature of facilitation and the principles of effective facilitation.
- 2 Know about different facilitation models and techniques.
- 3 Be able to use different facilitation techniques in different business and learning contexts.
- 4 Be able to reflect on own facilitation skills and plan to improve future practice.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Implementing Coaching and Mentoring

Unit title	Implementing Coaching and Mentoring
Level	5*
Credit value	6
Unit code	5ICM
Unit review date	September 2019

*RQF level 5, comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

Purpose and aim of unit

The purpose of this unit is to develop the learners' understanding of both coaching and mentoring and of the potential value of both practices within organisations. The unit will also provide opportunities for the learners to enhance their coaching and mentoring skills. The unit begins by exploring and differentiating between the concepts of coaching and mentoring. The benefits for different stakeholders including the coach/coachee and mentor/mentee will be explored. The unit goes on to look at different models of implementing coaching and mentoring in organisations, the role of line managers in both the practices and the factors that all need to consider before implementation. The unit provides the learners with guidance on how they can support the implementation of coaching and mentoring activity in organisations.

This unit is suitable for persons who:

- are working in or are seeking to develop a career in L&D
- aim to further their understanding of coaching and mentoring and related concepts
- aim to develop their ability to introduce coaching and mentoring into an organisation and contribute to the development of a coaching and mentoring culture.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Understand the nature, purpose and benefits of coaching and mentoring in organisations.
- 2 Understand the different ways coaching and mentoring can be implemented in organisations.
- 3 Be able to support the implementation of coaching and/or mentoring programmes within an organisation.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Developing and Using Consultancy Skills

Unit title	Developing and Using Consultancy Skills
Level	5*
Credit value	6
Unit code	5CNS
Unit review date	September 2019

*RQF level 5, comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

Purpose and aim of unit

In the current world of economic change and uncertainty, the need for consulting skills and abilities has increased, along with the need for businesses in private and public sectors to procure the most cost-effective and innovative solutions for business problems and/or opportunities. This unit will further develop the learners' understanding of the nature of consultancy and related concepts, different consultancy roles and the key stages in the consulting process. The unit will explore the range of skills and techniques required to be effective in a learning and development consulting role for each stage of the consulting process i.e. from working with clients to address a business need, agreeing a solution through to evaluation and closure. At the end of the unit, it is expected that they will be better able and more confident in providing customised learning and development solutions to meet the needs of different clients. Negotiating the deliverables in a consultancy contract will also be addressed in the unit.

This unit is suitable for persons who:

- are working in or are seeking to develop a career in L&D
- aim to develop their skills in consultancy
- aim to market their consultancy portfolio.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Understand the meaning of consultancy and the common stages in the consulting process in a learning and development context.
- 2 Know how to work with a client to agree a learning and development solution.
- 3 Be able to support a client whilst implementing a learning and development solution.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Managing the Learning and Development Business Function

Unit title	Managing the Learning and Development Business Function
Level	5*
Credit value	6
Unit code	5LBF
Unit review date	September 2019

*RQF level 5, comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

Purpose and aim of unit

The purpose of this unit is to equip the learners with the knowledge and skills required to manage and co-ordinate the business of learning and development (L&D). The unit will further the learners' understanding of the key purpose and objectives of the learning and development function in contemporary organisations. The unit will examine evidence on how the L&D function contributes to positive business outcomes and the change agenda in organisations. Different models of delivering L&D solutions will be examined along with a consideration of the key roles and responsibilities of the L&D manager. The unit will explore the knowledge, skills and behaviours required for different L&D job roles, especially those required to manage and co-ordinate the function effectively, L&D strategy development and the management of the L&D team.

This unit is suitable for persons who:

- are working in or seeking to develop a career in L&D
- aim to develop their understanding of the scope of the L&D function
- aim to develop the knowledge and skills required to manage and co-ordinate the L&D function in contemporary organisations.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Understand the evolving nature, purpose and business improvement activities of the learning and development function in contemporary organisations.
- 2 Understand different models for delivering the learning and development function.
- 3 Be able to manage different aspects of the learning and development function.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Managing Learning and Development Suppliers

Unit title	Managing Learning and Development Suppliers
Level	5*
Credit value	6
Unit code	5LDS
Unit review date	September 2019

*RQF level 5, comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

Purpose and aim of unit

The effective management of learning and development (L&D) suppliers can produce a number of positive benefits for organisations, including gains in productivity and customer satisfaction and reduction in time, customer dissatisfaction and costs. There are also a number of challenges in managing supplier relations successfully. This unit will explore the principles and practice of supplier management within the context of the learning and development supplier lifecycle. The role and responsibilities of the L&D manager in supplier management is a central focus of the unit. The unit will explore best practice in contract development, recruiting and appointing suppliers, strategies and tactics for working effectively with suppliers, managing supplier performance and managing any risks during the supplier lifecycle.

This unit is suitable for persons who:

- are working in or are seeking to develop a career in L&D
- aim to develop their knowledge and understanding of the principles and practice of supplier management
- aim to further their expertise in managing suppliers.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Understand the procurement process within the context of learning and development.
- 2 Know how to procure learning and development suppliers.
- 3 Know how to manage learning and development suppliers.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Facilitating Collective and Social Learning

Unit title	Facilitating Collective and Social Learning
Level	5*
Credit value	6
Unit code	5CSL
Unit review date	September 2019

*RQF level 5, comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

Purpose and aim of unit

The purpose of this unit is to develop the learners' understanding of both collective and social learning and the nature and impact of both within the workplace. The unit begins by exploring the constructs of collective and social learning, their differences and any overlap. The unit then explores different models of collective and social learning, with a focus on how these feed into organisational learning objectives. The rapidly changing face of social media tools and e-learning technologies are explored and the implications these have for learners, facilitators, line managers and organisations. Finally, the unit considers the benefits and challenges of facilitating collective and social learning for contributing to an organisational learning agenda.

This unit is suitable for persons who:

- are working in or are seeking to develop a career in learning and development (L&D)
- are working in the field of L&D and need to extend knowledge and skills of collective and social learning
- aim to adopt collective and social learning approaches in their work.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Understand the constructs of collective and social learning.
- 2 Know about different models of collective and social learning and their application within the workplace.
- 3 Understand how technology has transformed the nature and shape of collective and social learning.
- 4 Understand the benefits and challenges of facilitating collective and social learning in organisations.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Understanding Organisation Development

Unit title	Understanding Organisation Development
Level	5*
Credit value	6
Unit code	5UOD
Unit review date	September 2019

*RQF level 5, comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

Purpose and aim of unit

The purpose of this unit is to enable learners to know, understand and analyse the concept of organisation development (OD). It will develop their knowledge and understanding of the evolution of OD in contemporary organisations and its role in contributing to major organisational change. Learners will gain a knowledge and understanding of different models of OD and the common processes involved. Understanding of the knowledge, skills and behaviours required to function effectively in an OD practitioner role is also a significant focus of the unit, as is the relationship of OD with learning and development (L&D).

This unit is suitable for persons who:

- are working in or are seeking to develop a career in L&D
- aim to further their knowledge and understanding of organisation development (OD) and organisation development roles
- aim to know more about the skill requirement for OD roles and the relationship with L&D roles.

Learning outcomes

On completion of this unit, learners will be able to:

- 1 Understand the concept and key purposes of organisation development and the relationship of organisation development with the learning and development function.
- 2 Be able to explain and evaluate a range of models of organisation development, including associated tools and techniques.
- 3 Be able to specify and describe the knowledge and skills required in an organisation development role.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Understanding the Role of Learning and Development in Talent Development

Unit title	Understanding the Role of Learning and Development in Talent Development
Level	5*
Credit value	6
Unit code	5LTD
Unit review date	September 2019

*RQF level 5, comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

Purpose and aim of unit

Learning and development (L&D) is central to talent management through talent development. Understanding the contribution of learning and development is therefore essential for effective talent management and in achieving economic and social aspirations, ambitions and objectives of work organisations and individuals. The purpose of this unit is to enable learners to know, understand and analyse the meaning and scope of talent development in contemporary organisations. The unit will examine common purposes and processes of talent development, the contextual nature of notions of talent and the way contextual understandings of talent influence the way talent development is practiced. Various options within and ways of managing learning and talent development will be explored, as will the role of the learning and development function.

This unit is suitable for persons who:

- are working in or are seeking to develop a career in learning and talent development
- aim to further their knowledge and understanding of L&D and of talent development
- aim to know more about the role of L&D in talent development.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Understand the evolving meaning, nature and purpose of talent development in contemporary organisations.
- 2 Be able to explain different ways of organising and managing talent development in different contexts.
- 3 Be able to analyse the role of the learning and development function in developing talent.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Developing Leadership and Management Skills

Unit title	Developing Leadership and Management Skills
Level	5*
Credit value	6
Unit code	5LMS
Unit review date	September 2019

*RQF level 5 , comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

Purpose and aim of unit

Effective leadership and management is broadly acknowledged to be essential to organisation effectiveness and success. Hence leadership and management development is a critical component of learning and development (L&D) practice. The purpose of this unit is therefore to enable learners to understand and analyse the role of L&D in leadership and management development. This will include examining differences between leadership and management. The key roles and tasks of corporate leaders and managers will be covered. The focus of the unit will then shift to the design of leadership and management development interventions. The role of the learning and development function will be explored. The unit will also include a discussion of the key principles for ensuring the success of leadership and management development programmes.

This unit is suitable for persons who:

- are working in or are seeking to develop a career in L&D
- aim to explore the role of learning and development in developing corporate leaders and managers
- aim extend their knowledge of methods for ensuring the success of leadership and management development programmes.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Understand the distinction between leadership and management.
- 2 Be able to explain different approaches to developing leaders and managers and the role of the learning and development function.
- 3 Understand how to ensure the ownership and success of leadership and management development programmes.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Developing and Delivering Learning and Development Solutions for International Markets

Unit title	Developing and Delivering Learning and Development Solutions for International Markets
Level	5*
Credit value	6
Unit code	5LDI
Unit review date	September 2019

*RQF level 5, comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

Purpose and aim of unit

The purpose of this unit is to develop the learners' understanding of the fundamental principles and practice of developing a learning and development (L&D) strategy and intervention within the global context, and of the potential value of these practices within globally-dispersed organisations. The unit begins by exploring the concept of learning, training and development, its interplay with cross cultural adjustment and their importance for both international organisations and global virtual teams. It then goes on to examine the range of factors that need to be considered during the process of developing an L&D strategy and intervention for the international markets before implementation. This includes the analysis of cross-cultural training needs for international managers engaged in international assignments and of the involvements of all key stakeholders. Finally, the unit examines the design, delivery and evaluation of the L&D solutions that meet international managers' needs and most importantly, match the host cultural context.

This unit is suitable for persons who:

- are working in or are seeking to develop a career in L&D
- aim to learn more about learning and development strategies and interventions within a global context
- aim to learn more about designing, delivering and evaluating L&D solutions internationally.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the concept of learning and development in cross-cultural settings.
- 2 Understand the range of factors that need to be considered when developing a global learning and development strategy and intervention.
- 3 Know how to design, deliver and evaluate a learning and development intervention suitable for international assignments in a timely, feasible and cost-effective way.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Evaluating Learning and Development in a Knowledge Economy

Unit title	Evaluating Learning and Development in a Knowledge Economy
Level	5*
Credit value	6
Unit code	5ELD
Unit review date	September 2019

*RQF level 5, comparable to level 7 in Ireland, level 9 in Scotland and EQF level 5

Purpose and aim of unit

The purpose of this unit is to develop the learners' understanding of the evaluation of learning and development (L&D) within a business and knowledge economy. The unit begins by exploring the importance for evaluating learning within the organisation. Various typologies are evaluated and contrasted from the more traditional to the more contemporary. The process of evaluating L&D is explored from various overarching approaches through to the specifics of the 'who, what, where and how'. The challenge of valuing knowledge, learning and development is discussed and key methods currently employed by organisations such as 'Return on Investment' (ROI) are described and explained. With the move from the service economy to the knowledge economy, how knowledge management strategy can maximise the value of L&D within an organisation is explored.

This unit is suitable for persons who:

- are working in or seeking to develop a career in L&D
- aim to extend their knowledge and skills in evaluating L&D
- aim to further their understanding of the challenges of evaluating L&D in the wider, economic, organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the meaning and purposes of evaluation within a learning and development context.
- 2 Know about different theories, tools and techniques for evaluating learning and development activities.
- 3 Know about the challenges for evaluating learning and development within a knowledge economy.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

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