

September 2016

# INTERMEDIATE LEVEL SPECIFICATION LEARNING AND DEVELOPMENT



# DEVELOPING PROFESSIONAL PRACTICE IN LEARNING AND DEVELOPMENT



## 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).

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

\* Qualifications and Credit Framework (QCF) level 5 in England, comparable to level 7 in Ireland, level 9 in Scotland and European Qualifications Framework (EQF) level 5

## 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 completion of this unit, learners will:

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



# UNDERSTANDING THE CONTEXT OF LEARNING AND DEVELOPMENT



## 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.

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

\* Qualifications and Credit Framework (QCF) level 5 in England, comparable to level 7 in Ireland, level 9 in Scotland and European Qualifications Framework (EQF) level 5

## 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 completion of this unit, learners will:

- Understand the nature of organising and managing in a variety of contexts.
- 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.
- Understand how to develop learning and development policies and activities to respond to and exploit the limitations and opportunities arising from varying contextual factors.





# USING INFORMATION, METRICS AND DEVELOPING BUSINESS CASES FOR LEARNING AND DEVELOPMENT



## 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.

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

\* Qualifications and Credit Framework (QCF) level 5 in England, comparable to level 7 in Ireland, level 9 in Scotland and European Qualifications Framework (EQF) level 5

## 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 completion of this unit, learners will:

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



# EVALUATING LEARNING AND DEVELOPMENT IN A KNOWLEDGE ECONOMY



## 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.

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

\* Qualifications and Credit Framework (QCF) level 5 in England, comparable to level 7 in Ireland, level 9 in Scotland and European Qualifications Framework (EQF) level 5

## 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 successful completion of this unit, learners will:

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



# DESIGNING AND DEVELOPING DIGITAL AND BLENDED LEARNING SOLUTIONS



## 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.

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

\* Qualifications and Credit Framework (QCF) level 5 in England, comparable to level 7 in Ireland, level 9 in Scotland and European Qualifications Framework (EQF) level 5

## 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 completion of this unit, learners will:

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



# DEVELOPING LEADERSHIP AND MANAGEMENT SKILLS



## 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.

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

\* Qualifications and Credit Framework (QCF) level 5 in England, comparable to level 7 in Ireland, level 9 in Scotland and European Qualifications Framework (EQF) level 5

## 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:

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



# MANAGING THE LEARNING AND DEVELOPMENT BUSINESS FUNCTION



## 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.

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

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## 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:

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





# ENHANCING PARTICIPANT ENGAGEMENT IN THE LEARNING PROCESS



## 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.

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

\* Qualifications and Credit Framework (QCF) level 5 in England, comparable to level 7 in Ireland, level 9 in Scotland and European Qualifications Framework (EQF) level 5

## 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:

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



# FACILITATING COLLECTIVE AND SOCIAL LEARNING



## 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.

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

\* Qualifications and Credit Framework (QCF) level 5 in England, comparable to level 7 in Ireland, level 9 in Scotland and European Qualifications Framework (EQF) level 5

## 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:

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

