

7LD03

Designing learning to improve performance

Learner Assessment Brief

Assessment ID / CIPD_7LD03_26_01



Level 7 Advanced Diploma in

• Strategic Learning and Development

- Version 1 - Released June 2026
- Expires June 2028
- Study Centre information only: Last moderation window is September 2028

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Please write clearly in block capitals.							
Centre number:							
Centre name:							
Learner number (1st 7 digits of CIPD Membership number):							
Learner surname:							
Learner other names:							
Unit code:	7LD03						
Unit title:	Designing learning to improve performance						
Assessment ID:	CIPD_7LD03_26_01						
Assessment start date:							
Assessment submission date:							
First resubmission date for centre marking - if applicable							
Second resubmission date for centre marking - if applicable							
Declared word count							
Declared word count resubmission 1 - if applicable:							
Declared word count resubmission 2 - if applicable:							

Introduction

Your knowledge and understanding of the material covered in this specialist unit will be assessed through your answers to four questions.

You will write four answers of approximately 1000 words to the questions posed and submit them together in a single document. This constitutes your assessment for this unit. The total word count for the assessment will therefore be 4000 words, plus or minus 10%. The bibliography, list of references and essential appendixes (if applicable) are not included in the total word count - but the latter must be kept to a minimum.

You must demonstrate within the submitted evidence (through headings and sub-headings) which learning outcomes and assessment criteria have been cited. We are unable to moderate your work if this is not included.

As this is an Advanced Diploma, it is important that you are able to demonstrate not only good knowledge and understanding of the material associated with each learning outcome, but also the ability to develop an original argument and justify it persuasively with reference to wider reading. Examples of approaches taken in a range of organisations are also an effective means by which to justify your arguments.

The six main criteria that CIPD requires centres to use when marking your assessment are outlined below, but it may be that not all these criteria are present in every question.

1. focus
2. depth and breadth of understanding
3. strategic application and professional advice
4. research and wider reading
5. persuasiveness and originality
6. presentation and language

Watch the supporting video for this unit: [Link to follow](#).

Relevant podcasts

For more information on this unit's key issues, listen to CIPD's podcasts.

[HR People Pod, Episode 46: Measuring culture, driving performance with Hani Nabeel](#)
[CIPD Podcast, Episode 227: How to make learning stick and drive performance](#)

Case study

HypeShift is a rapidly growing, employee-owned marketing and digital design agency employing 180 people in Manchester and Liverpool. The organisation works with clients across the public, private and third-sectors and has built its reputation on innovation and developing close client relationships. However, increasing competition, tighter client budgets and the growing use of artificial intelligence tools within the sector are reshaping the market in which HypeShift operates.

Over the past three years, HypeShift has expanded quickly, recruiting a large number of early-career designers and digital specialists. While the organisation has grown its revenue base rather successfully, client satisfaction scores have become more variable and project delivery deadlines are occasionally missed. Senior leaders are becoming increasingly concerned and believe that inconsistencies in project management capability, commercial awareness and client-handling skills are contributing to these issues. At the same time, employee surveys suggest that staff feel stretched and unclear about expectations, particularly in the newly created 'team leader' roles which were brought in six months ago.

Learning and development at HypeShift is largely informal and self-directed. The organisation values autonomy and creative freedom, and employees are encouraged to pursue their professional interests through online courses, industry events and peer learning. While this approach aligns with the company's entrepreneurial culture, it has resulted in significant variation in capability development across individuals and teams. There is no formal learning strategy, defined learning framework or consistent approach to identifying current and future learning needs. Learning budgets are held centrally but allocated on an ad hoc basis, often influenced by which managers are most persuasive. Training tends to be commissioned reactively following client feedback, missed deadlines or individual performance concerns, rather than as part of a planned programme linked to organisational objectives. Similarly, evaluation typically consists of informal participant feedback and anecdotal evidence of improvement, with little attempt to measure behavioural change, performance impact or return on investment. Some managers question whether 'training' is the right solution to the challenges the organisation faces, arguing that workload pressures, unclear processes, role ambiguity and leadership capability are equally significant contributors to performance issues.

The managing director has asked you in your role as head of people to introduce a more structured approach to the design and delivery of learning that improves performance without undermining the organisation's creative culture. There is particular interest in developing project management capability and strengthening commercial awareness across teams. Budget is limited, as is the case in many SME environments, and any investment must therefore demonstrate tangible value. You have been asked to review current practice and propose a structured approach to analysing needs, designing targeted learning interventions and measuring their impact on performance.

Questions

As a part of this review, you have been asked to respond to the following 4 questions.

Question 1 (AC 1.3)

Propose a business case to secure investment in learning and development initiatives at HypeShift, including how learning and development initiatives would deliver value to the organisation.

Question 2 (AC 2.1)

Analyse how changes to HypeShift's external environment and its organisational strategy may create learning needs for individuals and the organisation as a whole.

Question 3 (AC 3.3)

Critically analyse how data and learning analytics could be used to strengthen impact measurement at HypeShift.

Question 4 (AC 4.2)

Critically discuss how learning theories could inform the design and delivery of specific learning interventions at HypeShift.

Declaration of Authentication

Declaration by learner

I can confirm that:

1. This assessment is entirely my own work and has been completed in accordance with the requirements set by my study centre and the awarding organisation.
2. All sources used within this assessment have been clearly acknowledged and referenced, and that I have not copied from or colluded with any other individual.
3. I have not used AI tools to suggest ideas, generate content, structure, edit or enhance my assessment.

I understand the consequences of malpractice and accept that any violation of this agreement may result in disciplinary action.

Learner name:

Learner signature:

(This must be a true signature, so a handwritten signature, or a photo or scan of a handwritten signature, or an e-signature. A typed signature is not acceptable.)

Date of submission*

Date of first re-submission (if applicable)*

Date of second re-submission (if applicable)*

*This should be the date on which you submit your assessment for marking.

Marking Grid

Learners will receive a **Pass, Merit, Distinction** or **Refer/Fail** result at unit level.

Assessors must provide a mark from 1 to 4 for each Learning Outcome in the unit. Assessors should use the generic grade descriptor grid as guidance so they can provide comprehensive feedback that is developmental for learners. Please be aware that not all of the generic grade descriptors will be present in **every** learning outcome for all the assignments, so assessors must use their discretion in making grading decisions.

To pass the unit assessment learners must achieve a 2 (Pass) or above for each of the learning outcomes.

The overall mark achieved will dictate the Grade the learner receives for the Unit, provided **NONE** of the learning outcomes have been failed or referred.

Overall mark	Unit result
0 to 7	Refer / Fail
8 or 9	Pass
10 to 13	Merit
14 to 16	Distinction

Learners' result should be recorded in a marking grid similar to the **example** below.

Marking grid:

Learning outcome	Mark	
LO1	2	
LO2	3	
LO3	3	
LO4	2	
Overall mark	10	
Unit Result		Merit

EXAMPLE Marking grid and feedback for learner – 7LD03

Centre number			
Centre name			
Learner number (1st 7 digits of CIPD Membership number)			
Learner surname			
Learner other names (e.g. first name and middle name(s))			
Reported word count Submission		Actual word count Submission	
Reported word count Resubmission 1		Actual word count Resubmission 1	
Reported word count Resubmission 2		Actual word count Resubmission 2	

Note to Assessor - Please enter a mark for each LO. You need only provide feedback where you have awarded a mark of 1. This feedback should be developmental.

LO1 Understand how learning is impacted by both the external environment and internal organisational context. (Provide rationale for judgements against each question and identify areas for development)		Mark (1-4)
Q1	Propose a business case to secure investment in learning and development initiatives at HypeShift, including how learning and development initiatives would deliver value to the organisation. (AC 1.3)	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
LO2 Understand the importance of learning needs assessment to inform the design process. (Provide rationale for judgements against each question and identify areas for development)		Mark (1-4)
Q2	Analyse how changes to HypeShift's external environment and its organisational strategy may create learning needs for individuals and the organisation as a whole. (AC 2.1)	
	<i>Assessor feedback first submission (if applicable)</i>	
	<i>Assessor feedback resubmission 1 (if applicable)</i>	
	<i>Assessor feedback resubmission 2 (if applicable)</i>	
LO3 Understand the role of impact measurement within the learning process. (Provide rationale for judgements against each question and identify areas for development)		Mark (1-4)
Q3	Critically analyse how data and learning analytics could be used to strengthen impact measurement at HypeShift. (AC 3.3)	

	Assessor feedback first submission (if applicable)	
	Assessor feedback resubmission 1 (if applicable)	
	Assessor feedback resubmission 2 (if applicable)	
L04 Understand the importance of design and delivery of learning events in context. (Provide rationale for judgements against each question and identify areas for development)		Mark (1-4)
Q4	Critically discuss how learning theories could inform the design and delivery of specific learning interventions at HypeShift. (AC 4.2)	
	Assessor feedback first submission (if applicable)	
	Assessor feedback resubmission 1 (if applicable)	
	Assessor feedback resubmission 2 (if applicable)	
Total for this task		/16

Total marks for UNIT:		Grade:	
Total marks for UNIT (resubmission 1 if applicable):		Grade (resubmission 1 if applicable):	
Total marks for UNIT (resubmission 2 if applicable):		Grade (resubmission 2 if applicable):	
Assessor Feedback Summary: (Please use this box to summarise your feedback on the assessment overall. This should highlight strengths and weaknesses, either referring to specific (good or requires improvement) LOs or commenting more generally across the assessment. (Note: developmental feedback on any LOs awarded a mark of 1 should have already been provided in the relevant box of the assessment form above. Please use a different font colour for any resubmission comments.)			
Assessor name:	Submission	Resubmission 1	Resubmission 2

Assessor signature*: <i>I confirm that I am satisfied that to the best of my knowledge, the work produced is solely that of the learner.</i>			
Date:			

*This must be a true signature, so a handwritten signature, or a photo or scan of a handwritten signature, or an e-signature. A typed signature is not acceptable.

Second Marker Feedback (complete if second marked)			
Second Marker Name			
Second Marker Signature		Date	
First Mark			
Second Mark			
Agreed Mark			
Comments			

Generic grade descriptors	REFER/FAIL / 1	PASS / 2	MERIT / 3	DISTINCTION / 4
Focus	Fails to address all the questions either sufficiently fully or directly.	An adequate attempt to address all the questions fully and directly.	A good attempt to address all the questions relatively well and directly.	An excellent attempt to address all the questions very well and directly.
Depth & breadth of understanding	Inadequate knowledge and understanding in respect of one or more of the questions. Limited depth and breadth of analysis.	Adequate knowledge and understanding across the questions. Satisfactory breadth and depth of analysis.	Full and solid knowledge and understanding across all the questions. Good breadth and depth of analysis.	Very full knowledge and understanding across all the questions. Excellent breadth and depth of analysis.
Strategic application & professional advice	Fails to provide appropriate or well-justified advice and/or recommendations. Lacks a strategic approach.	Provides adequately justified advice and informed recommendations. Some strategic application.	Provides solid and thoughtful advice and well-informed recommendations. Clearly strategic in orientation.	Provides excellent advice and very well-informed recommendations. Strategically oriented in all respects.
Research & wider reading	Limited original research and/or appropriate wider reading for the assignment. Limited or no referencing.	Evidence of sufficient research and appropriate wider reading for the assignment. Satisfactory in-text referencing.	Evidence of significant research and thoughtful, appropriate wider reading for the assignment. A good standard of in-text referencing.	Evidence of considerable research and excellent, appropriate wider reading for the assignment. An excellent standard of in-text referencing.
Persuasiveness & originality	Limited development of persuasive and original arguments. Inadequate use of examples.	An adequate attempt to develop original arguments and to justify these persuasively. Includes appropriate examples.	Some strong original arguments are presented which are mainly justified persuasively. Good use of examples.	Mostly strong original arguments are presented and justified very persuasively. Excellent use of examples.
Presentation & language	An inadequate standard of presentation or language. The assignment is poorly written and/or poorly structured. It is not at the level required for a management presentation.	A solid standard of presentation and use of language. The structure and ideas are satisfactory for a management presentation.	A strong and professional standard of presentation and use of language. The structure and ideas are well crafted for a management presentation.	An outstanding standard of presentation and use of language. The structure and ideas are very well crafted for a management presentation.