

## Learning & Development Practitioner Apprenticeship Level 3

The Learning & Development (L&D) Practitioner will typically have expertise and competence in their specific field whether it be technical, vocational or behavioural (e.g. use of software, food preparation, working in teams). They link the learning within their area of responsibility to business objectives and performance, understanding the learning cycle and working by it. L&D Practitioners are typically involved with identifying learning/training needs, designing/sourcing training and learning solutions, delivering and evaluating training, and working with stakeholder/business area managers.

The L&D Practitioner role typically exists in a wide range of organisations including private, public and third sector. The L&D Practitioner role supports the learning and development function to contribute to, and influence, improved performance in the workplace at an individual, team and organisation level. Typically, the role would work alongside colleagues who specialise in Human Resources (i.e. employee relations, reward, recruitment) often supported by an L&D Administrator (more junior role) and report to an L&D Business Partner/Consultant/Manager. L&D Practitioners often work with Subject Matter Experts in different parts of the business.

To see if you are a suitable to complete this qualification, you will need to check that your current role covers all aspects of the **Knowledge**, **Skills** and **Behaviours/Attitudes** by ticking the boxes on the following pages. If you have any gaps you will need to obtain support from your employer, together with support from your Intec tutor.

<b>Knowledge - The L&amp;D Practitioner will have an understanding of:</b>		<b>I know this</b>	<b>I need support</b>
Technical expertise	Foundation level theories and models that underpin effective adult learning and group behaviour. For example, training/learning cycle, group dynamics, continuing professional development, evaluation.		
	How different learning delivery channels – face-to-face, blended or digital – contribute to effective learning.		
	How to measure the impact of a learning intervention on delegates, eg L1/L2 Kirkpatrick, improvement in skills.		
	The latest learning practice.		
	How diversity and inclusion influences the planning and delivery of L&D interventions.		
Business and Commercial understanding	What their organisation does, its structure, values and its external market and sector.		
	The commercial context and drivers and process behind learning needs and solutions.		
L&D function	The various L&D roles that may be required for effective learning and development in an organisation.		
	Their roles and responsibilities within the L&D structure.		
	The policies and processes required for effective organisation learning.		
Management information and technology	The role of data to analyse learning needs and ensure effective delivery.		
	How internal information systems can support learning.		
	How technology supports learning, including understanding of digital platforms/delivery channels as relevant.		
<b>Skills – The L&amp;D Practitioner will be able to:</b>		<b>I do this now</b>	<b>I need to improve</b>
Identification of training/learning needs	Identify and analyse learning needs: establish team and individual capability and learning gaps, in line with organisational performance outcomes and to enable effective evaluation.		
	Use sound questioning and active listening skills to understand requirements and establish root causes i.e. establishing that it really is a learning/training need, before developing L&D solutions.		
	Consult with stakeholders to draw out relevant information and provide feedback to inform learning and training needs requirements.		
	Use effective analytical skills to seek out and analyse information.		
	Take ownership through to resolution, escalating complex situations as appropriate.		

<b>Skills continued – The L&amp;D Practitioner will be able to:</b>		<b>I do this now</b>	<b>I need to improve</b>
Training / Learning Design	<p>Design, construct and structure training/learning resources to meet a variety of needs, which will include:</p> <ul style="list-style-type: none"> <li>• Research of delivery options and resources including digital/ online/ blended solutions (including identifying existing resources)</li> <li>• Planning programmes / sessions / modules</li> <li>• Selecting appropriate delivery methods</li> <li>• Designing creative, engaging, appropriate, and inclusive learning activities (could be e-learning, digital collaboration, group sessions, blended etc.)</li> <li>• Developing materials and resources to support learning.</li> </ul>		
Training/Learning delivery	Confidently engage all learners in structured learner-centered training, primarily of 'content-driven' training resources.		
	Plan, organise and prepare for a training/learning event/intervention in a timely fashion.		
	Interact with learners of varying abilities, using a broad range of techniques and carefully planned and executed questioning techniques.		
	Facilitate and deliver learning in a face-to-face, blended and digital environment as appropriate.		
	Monitor a learner's progress and deliver motivational and developmental feedback.		
	Manage participation, attitudes and behaviours to reach learning objectives.		
	Use effective coaching skills to enable learners to achieve learning objectives.		
Evaluation	Evaluate the impact of learning solutions - measure and assess development initiatives for effectiveness, business relevance, efficiency, and continually seek ways to improve learning solutions.		
	Build evaluation mechanisms for learning outcomes including the use of quantitative and qualitative feedback where appropriate.		
	Apply techniques to analyse the impact of training from learners' experience.		
Communication and Interpersonal	Communicate and influence through a range of media e.g. phone, face-to-face, email, online / virtual, adapting their style to their audience.		
	Build trust and sound relationships with customers/learners/colleagues.		
	Handle conflict and sensitive situations professionally and confidentially.		
Teamwork and collaboration	Consistently support colleagues / collaborate within the team and L&D to achieve results.		
	Build and maintain strong working relationships with others in the L&D team, HR and the wider business as required.		
<b>Behaviours/Attitude - The L&amp;D Practitioner will be able to demonstrate:</b>		<b>I do this now</b>	<b>I need to improve</b>
Constant and Curious Learner	Proactively look, listen and question to understand and learn.		
	An interest in new ideas and techniques, seeking and taking on board feedback, identifying areas for self-development.		
	A willingness to explore and take risks to learn something new.		
Collaborative Partner	Consideration of the needs of others alongside the needs of the business.		
	They act with integrity and demonstrate organisational values in the way they interact with others.		
	They deliver the outcomes of their work through co-design, with a willingness to question and challenge as appropriate.		
Passionate and Agile Deliverer	An energy and enthusiasm for their work, ensuring the focus is always on delivering the best learning outcomes and impacts.		
	Responsiveness and flexibility to changing business and learner needs.		
	Personal resilience to manage competing priorities.		
	Confidence in delivery.		

Once the programme of learning is complete and the learner, employer and Intec agree the necessary **Knowledge, Skills and Behaviours/Attitude** have been met, learners will be put forward to the **Assessment Gateway** and this will trigger the **End Point Assessment**. This assessment will be carried out with an independent body to ensure the apprentice can demonstrate they have achieved the required standard, this will consist of the following:

Assessment Method	Requirements
Work based project with Professional Discussion	<p>Work Based Project will need to be a substantive piece of work, requiring the implementation of a <b>learning and development solution to a real business problem</b>. The final Project should take the form of an Executive Summary style report of 2250 words (+/- 10%), supported by appendices (not included in word count) which will provide evidence of the work completed. The Work Based Project report should be submitted to the End Point Awarding Organisation for remote marking and to allow for grading and preparation ahead of the Professional Discussion component of this method.</p> <p>Professional Discussion (60 minutes) based on the Work Based Project. This will include 8-10 open questions which will complement the choice of the Work Based Project. The questions will be constructed in such a way as to give every apprentice the opportunity to demonstrate the distinction criteria.</p>
Presentation and Q&A based on Learning Journal	<p>The apprentice will complete a 20 minute (+/-10%) presentation, presenting key points from the Learning Journal. The focus of the presentation is to provide an opportunity to demonstrate the attained skills, knowledge and behaviours, using examples from the journal that best evidence these, in particular around lessons learned.</p> <p>The presentation should cover three examples from their Learning Journal that best demonstrate:</p> <ul style="list-style-type: none"> <li>How they have developed their L&amp;D practice – perhaps how they now do things differently as a result;</li> </ul> <p><b>and/or</b></p> <ul style="list-style-type: none"> <li>How they developed their understanding of best practice in that area</li> </ul> <p>The presentation will be followed by a 25 minute (+/- 10%) Q&amp;A session and the learner will be asked 3-5 open questions. These questions will allow to further test components of the Learning Journal they have highlighted as needing investigation during their review, and test the presentation content and/or depth of understanding to assess performance against the distinction criteria.</p>

**Final Grading**

Work Based Project with Professional Discussion	Presentation/Q&A based on Learning Journal	Overall Grade
Fail in one method or more		Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Merit
Distinction	Distinction	Distinction

**Duration:** The apprenticeship will take a minimum of 23 months to complete dependant on experience, this will include 18 months on programme and up to 5 months to complete the **End Point Assessment**.

**Entry requirements:** Organisations will set their own entry criteria and are more likely to select individuals with more advanced interpersonal skills, experience of working with customers in some capacity. You must achieve level 2 English and maths prior to taking the end point assessment.

**Links to Professional Body Recognition:** The successful apprentice may be eligible to apply for Associate membership of the Chartered Institute of Personnel and Development (CIPD) or any other professional body that recognises this apprenticeship within its membership criteria. (Membership is subject to the professional bodies own membership requirements).

If this qualification sounds right for you, please provide **your name, company name** and **date** on this form and return it to the Intec representative who will provide you with more details on how to sign up for the programme.

Learner Name	Company Name	Date

Freephone 0808 100 1155

*Enabling you to develop, progress and achieve.*