PV
Penshaw View

Learning & Development Practitioner
Level 3

Typical **18-month duration** of on programme learning, followed by an **end point assessment**.

Learner focused approach to learning, with a dynamic delivery plan. Workplace mentor needed as the programme is centred around the individual's workplace development.

Profile

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 role focus is often on the practical delivery of training.

The 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. The role can be more specialist, with a focus on and requiring in-depth expertise in a specific area of L&D such as learning design, e-learning or digital / blended learning. Whichever of these is an area of focus; the L&D Practitioner is future focused, understands the business context / culture and has a good grounding across the whole training and learning cycles. This may include an organisation's sustainability strategy or exposure to the UK Government's policy for net carbon zero emissions by 2050, for example, ensuring a just transition for those with legacy skills into the new green economy.

Knowledge

- 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, e.g. L1/L2 Kirkpatrick, improvement in skills.

- The latest learning practice.

- How diversity and inclusion influences the planning and delivery of L&D interventions.

- What their organisation does, its structure, values and its external market and sector. This may include the needs of the staff impacted by the move to a net carbon zero economy by 2050 and the requirements for a just transition.

- The commercial context and drivers and process behind learning needs and solutions.

- This may include an organisation's sustainability strategy or exposure to the UK Government's policy for net carbon zero emissions by 2050, for example, ensuring a just transition for those with legacy skills into the new green economy.

- 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.

- 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.

Skills

- Identify and analyse learning needs: establish team and individual capability and learning gaps, in line with organisational performance outcomes and to enable effective evaluation. This may include the needs of the staff impacted by the move to a net carbon zero economy by 2050 and the requirements for a just transition.

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- 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.

- Design, construct and structure training / learning resources to meet a variety of needs.

- Research of delivery options and resources including digital / online / blended solutions (including identifying existing resources)

- Planning programmes / sessions / modules.

- Selecting appropriate delivery methods.

- Designing creative, engaging, appropriate, and inclusive learning activities (could be e-learning, digital collaboration, group sessions, blended etc.)

- Developing materials and resources to support learning.

- 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.

- 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.

- 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.

- 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.

Behaviours

- Pro-actively 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.

- 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.

- 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.

Apprentice Journey

Enrolment

- Recruitment support
- Information, advice and guidance
- Health and safety vetting
- Initial assessments
- Application form

Induction

- Full induction with trainer
- Manager/mentor involvement
- Individual learning plan
- Commitment agreed
- Skill scan of prior knowledge

Programme

- Trainer-led learning sessions
- Workplace portfolio development
- Off the job hours to complete programme
- Digital platforms and resources
- Functional skills maths and English where applicable
- 12-week progress reviews
- Mentor support & guidance

End Point Assessment

- Work based project with professional discussion
- Presentation and Q&A based on learning journal

Understand.
Upskill.
Unify.

Call: **0330 223 6144**

Email: **info@penshawview.co.uk**

Visit: **www.penshawview.co.uk**