



# Learning & Development Consultant

Course Duration / 12 Months Level 3

Apprenticeship Standard

**Identifying learning and training needs, designing and sourcing training and learning solutions, delivering and evaluating training.**

## Course Overview

**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.

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 (L&D) 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.



## Contact Us

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# Learning & Development Consultant Course Content

## 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, eg L1/L2 Kirkpatrick, improvement in skills.
- \* What their organisation does, its structure, values and its external market and sector.
- \* The various L&D roles that may be required for effective learning and development in an organisation.
- \* The role of data to analyse learning needs and ensure effective delivery.
- \* 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.
- \* 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.
- \* Research of delivery options and resources including digital / online / blended solutions (including identifying existing resources)
- \* Selecting appropriate delivery methods.
- \* Monitor a learner's progress and deliver motivational and developmental feedback.
- \* Apply techniques to analyse the impact of training from learners' experience.
- \* Consistently support colleagues / collaborate within the team and L&D to achieve results.

## Behaviours

- \* 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.
- \* 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.