



Learning and Development Practitioner Level 3 Apprenticeship

Entry requirements

Set by employer.

Qualifications

Must have achieved Level 2 English and maths (equivalent to GCSEs 9 to 4 or A* to C) prior to completing apprenticeship.

Duration

Typically 18-24 months.

Progression

Eligibility 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.

Role

Involved with identifying, creating and delivering appropriate learning and training needs, working with stakeholder and business area managers.

What apprentices will learn:

- How to structure training.
- How to deliver training using different resources
- Planning training to meet different needs
- Evaluating and giving feedback
- Linking activity to business objectives
- Building good relationships with colleagues.

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To discuss how MAXIMUS Training can add value to your business, contact us on:

 www.maximusuk.co.uk/training  training@maximusuk.co.uk  0116 281 9834

A bit more about the role

An L&D Practitioner will typically have expertise and competence in their specific field whether it be technical, vocational or behavioural (eg. use of software, food preparation, working in teams). They will 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 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 (ie. 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.

Knowledge	
Technical expertise	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

Knowledge

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.

Skills

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 ie. 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.

Training/learning design

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

Skills

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 eg. 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.

Behaviours	
Constant and curious learner	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

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