

LEARNING AND DEVELOPMENT PRACTITIONER APPRENTICESHIP



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 that 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 operating within 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 oriented, understands the business context/culture and has a good grounding in training and learning cycles.

Entry

Employers will set their own entry requirements for this apprenticeship.

Duration

The length of this apprenticeship is typically 18 - 24 months.

Level

This apprenticeship standard is set at level 3.

Progression

The successful apprentice may be eligible for Associate membership of the Chartered Institute of Personnel and Development (CIPD) or any other professional body that recognises this apprenticeship (membership is subject to the professional bodies' own membership requirements).

Functional Skills

If the employee does not have maths and English GCSE passes at grade C or above, they will need to pass maths and English Functional Skills level 2 during their apprenticeship.

End Assessment

To achieve this apprenticeship standard, the employer, training provider and apprentice will agree when the apprentice is competent and ready to undertake the independent end assessment.

HIT Professional Trainers

Each apprentice will be assigned a designated Training Consultant by HIT who will visit them and their line manager bi-monthly at their workplace throughout the apprenticeship. On alternate months, the HIT Training Consultant will be in contact with the apprentice to coach, mentor and discuss progress.

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REQUIREMENTS: CORE KNOWLEDGE, SKILLS AND BEHAVIOURS

Knowledge - The L&D Practitioner will have an understanding of:

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, 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.

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.

Skills - The L&D Practitioner will be able to:

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.

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.

Training/Learning delivery

- ▶ Confidently engage all learners in structured learner centred 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.

Skills - The L&D Practitioner will be able to:

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.

Behaviours - The L&D Practitioner will be able to demonstrate:

Constant and Curious Learner

- ▶ 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.

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.

INDEPENDENT END POINT ASSESSMENT

The end point assessment will only commence once the employer, apprentice and HIT Trainer are confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and clearly evidenced by the on-programme progression review meetings and records.

The independent end assessment ensures that all apprentices consistently achieve the industry set professional standard and can commence at any point once the apprentice is competent after the eighteen-month minimum period of learning and development. Prior to independent end assessment the functional skills English and maths components of the apprenticeship must be successfully completed.

Summary of Independent End Point Assessment Process

The apprentice will be assessed to the apprenticeship standard using complementary assessment methods below. The assessment is synoptic, i.e. takes a view of the overall performance of the apprentice in their job. The assessment activities will be completed by the independent end point assessment organisation as follows:



Work Based Project with Professional Discussion

This method has two components. First the Apprentice completes a Work based Project before progressing onto a Professional Discussion (60 minutes) based on the project. The Work based Project report should be submitted to the EPAO for remote marking a minimum of one month prior to end of the 5 month EPA period. This will allow grading and preparation ahead of the Professional Discussion component of this method and the Presentation and Q&A based on Learning Journal.

The Professional Discussion component of will ideally be taken on the same day as Presentation and Q&A based on Learning Journal. This can happen either face to face (at the apprentices place of work or venue operated by the EPAO) or using video technology (e.g. video-conferencing or Skype).



Presentation and Q&A Based on Learning Journal

This will be a 20 minute presentation, presenting key points from the Learning Journal followed by a 25 minute Q&A. The apprentice should be given at least 3-weeks notice of the date for their Professional Discussion and the Presentation and Q&A based on Learning Journal.

This should take place last, after the Work based project with Professional Discussion has been completed. If following the Professional Discussion the apprentice has failed the Work based project with Professional Discussion they are still permitted to progress onto the Presentation and Q&A based on Learning Journal.



Completion

The Independent end assessor confirms that each assessment element has been completed. The apprenticeship includes Pass, Merit and Distinction grades with the final grade based on the apprentice's combined performance in each assessment activity. In order to pass the apprentice is required to pass each of the assessments. Should an apprentice fail one assessment activity this should be retaken as soon as the apprentice is ready

and when practicable for the business. Should they fail two or more activities a period of further training and development lasting between one and three months must take place before a resit. For more information on grading criteria please refer to the apprenticeship standard assessment plan by searching via <https://findapprenticeshiptraining.sfa.bis.gov.uk/>

Independent end point assessment organisations

Approved assessment organisations are registered on the SFA Register of apprenticeship assessment organisations. Assessment organisations are responsible for ensuring assessments are conducted fairly and that assessments are valid, reliable and consistent. To access the list and find an assessment organisation visit: <https://www.gov.uk/government/publications/using-the-register-of-apprentice-assessment-organisations>.

The employer will approve and appoint the assessment organisation to undertake the independent end assessment of the apprentice.