Unit L&D3 Plan and Prepare Learning and Development Programmes (FD3R 04)

Source: Learning and Development Standard 3

What this Unit is about

This Unit is about planning and preparing learning and development programmes to meet identified needs and requirements. 'Programme' refers to any planned sequence of learning opportunities which lead to agreed outcomes . Examples might include: a course, a programme of learning in the workplace, or an individual coaching programme.

The types of activities the candidate will be involved in include:

1   Planning learning and development programmes
2   Organising resources and arrangements for learning and developing programmes

To achieve this Unit the candidate is required to plan and prepare two different learning and development programmes.

The candidate's knowledge will be assessed by taking part in a discussion with their assessor, or answering questions (written or oral), or providing a candidate statement, or a combination of all of these.

The candidate's performance will be assessed by their assessor looking at products of work, for example:

♦   Written plans for the learning and development programmes, including showing how resources will be allocated and used.
♦   Correspondence with colleagues.
♦   Information for learners.
♦   Budgets and other resource requirements.
♦   Risk assessments.
♦   Monitoring and evaluation schemes.

Terminology

Within this Unit the following explanations and examples apply:

Delivery methods	*Any method that supports learning and development, for example, presentations, instructions, demonstrations, opportunities to apply knowledge and practise skills, experiential learning, group and individual projects and research.*
Learning and development opportunities	*Any event that assists the acquisition of skills and knowledge. This includes formal sessions as well as experiences such as visits, time spent in the workplace, personal research etc*
Outcomes	*These could be outcomes for the group as a whole, for example, enabling team effectiveness, and/or outcomes for the individuals who make up the group, for example, individual skill acquisition.*
Programme	*A planned sequence of learning and development opportunities over a period of time which lead to agreed learning outcomes, for example, a 'course'.*
Requirements	*These could be the requirements of the practitioner's own organisation or those of an external organisation, such as a funding body or awarding organisation.*
Resources	*This covers any physical or human resource that supports the learning and development process and could include technical equipment, IT-based learning, handouts, workbooks, people, for example, outside speakers, and visits to places of interest.*
Risk assessments	*This could be a formal and written risk assessment but could be informal and dynamic — monitoring and controlling risk on an ongoing basis. Risk includes health and safety but may also cover, eg, finance, availability of resources etc.*

Performance	Knowledge
What the candidate must do:	**What the candidate must know:**
1 Plan learning and development programmes (a) Identify learning outcomes that meet agreed learning and development needs. (b) Develop a coherent plan of learning and development opportunities appropriate to the learning outcomes and internal/external requirements. (c) Identify realistic delivery and assessment methods appropriate to learning and development opportunities. (d) Ensure the plan conforms to relevant policies, procedures and legislation.	1 How information acquired from analysing learning and development needs contributes to planning, and the factors that need to be taken into account. 2 How to identify a range of options for meeting learning outcomes and the strengths and weaknesses of different approaches, including the use of technology. 3 How to develop a plan of learning and development opportunities that meets different learning needs, including those relating to equality and diversity. 4 The types of internal and external requirements that may affect planning, including, where relevant, bilingualism. 5 The importance of flexibility and contingency planning when developing programmes. 6 The learning cycle and how this should inform the planning process. 7 Why it is important for learner needs to be at the centre of programme plans. 8 How to involve learners in the development of programme plans. 9 The organisational, legal and professional requirements that should be followed when planning learning and development programmes. 10 The colleagues with whom plans should be shared.

Performance	Knowledge
What the candidate must do:	**What the candidate must know:**
2 Organise resources and arrangements for learning and development programmes (a) Identify the resources needed to deliver the plan and ensure these are within allocated budgets. (b) Ensure arrangements for the delivery of the plan are in place. (c) Identify how the learning will be monitored and evaluated. (d) Communicate the plan to learners and other people involved in the provision of learning and development.	1 Factors that need to be managed when arranging and co-ordinating learning and development opportunities. 2 How to carry out risk assessments when preparing programmes, and the factors that need to be considered in the learning context. 3 The range of resources — including the use of technology — that may be needed to facilitate, monitor and evaluate learning and development and how to identify them. 4 How planning and resource needs can be affected by the learners' identified abilities and needs, including the use of language. 5 The arrangements required for the delivery of the plan including the systems, structures and relationships needed for effective implementation. 6 The factors that need to be considered when monitoring the implementation of the plan and evaluating the effectiveness of learning. 7 How continuous evaluation can help to shape the development and implementation of learning plans and improve learning. 8 How to encourage the commitment and understanding which learners and colleagues need to be effective in the implementation of programmes.