

Overview

This standard is about planning and preparing learning and development programmes to meet identified needs and requirements. It applies to planning for both groups and individuals.

'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.

Performance criteria

You must be able to:

1. identify learning outcomes that meet agreed learning and development needs
2. develop a coherent plan of learning and development opportunities appropriate to the learning outcomes and internal/external requirements
3. identify realistic delivery and assessment methods appropriate to learning and development opportunities
4. identify the resources needed to deliver the plan and ensure these are within allocated budgets
5. ensure arrangements for the delivery of the plan are in place
6. identify how the learning will be monitored and evaluated
7. communicate the plan to learners and other people involved in the provision of learning and development
8. ensure the plan conforms to relevant policies, procedures and legislation

Knowledge and understanding

You need to know and understand:

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes
2. how information acquired from analysing learning and development needs contributes to planning, and the factors that need to be taken into account
3. how to identify a range of options for meeting learning outcomes and the strengths and weaknesses of different approaches, including the use of technology
4. how to develop a plan of learning and development opportunities that meets different learning needs, including those relating to equality and diversity
5. the types of internal and external requirements that may affect planning, including adaptations to meet the needs of learners.
6. factors that need to be managed when arranging and co-ordinating learning and development opportunities
7. how to carry out risk assessments, and the factors that need to be considered in the learning context
8. the importance of flexibility and contingency planning when developing programmes
9. the learning cycle and how this should inform the planning process
10. why it is important for learner needs to be at the centre of programme plans
11. how to involve learners in the development of programme plans
12. 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
13. how planning and resource needs can be affected by the learners' identified abilities and needs, including the use of language
14. the arrangements required for the delivery of the plan including the systems, structures and relationships needed for effective implementation
15. the factors that need to be considered when monitoring the implementation of the plan and evaluating the effectiveness of learning
16. how continuous evaluation can help to shape the development and implementation of learning plans and improve learning
17. the colleagues with whom plans should be shared
18. how to encourage the commitment and understanding which learners and colleagues need to be effective in the implementation of programmes
19. aspects of equality and diversity that need to be addressed when supporting

learners

20. the operational requirements that should be considered in planning specific learning and development opportunities, including organisational, health and safety, budgetary and legislative guidelines

CLDLD03

Plan and prepare learning and development programmes



Glossary