

Plan and prepare learning and development programmes

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.

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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

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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

Glossary

Assessment method

A means of generating evidence of a candidate's knowledge and/or skills. Ways of measuring learning and development, for example, observation, questioning, checking products of work, setting assignments.

Delivery methods*

Any method that supports learning and development, for example, presentations, instructions, demonstrations, simulations, opportunities to apply knowledge and practise skills, experiential learning, group/individual projects and research. This includes use of online tools and apps and/or blended learning.

Diversity

Acknowledging that each individual is unique, and recognizing our individual differences in, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.

Equality

A state of fair treatment that is the right of all people regardless of differences in, for example, culture, ability, gender race, religion, wealth, sexual orientation, or any other group characteristic.

Health and safety

This includes physical health and safety as well as emotional well-being.

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.

Organisation

For example, an awarding organisation, internal department or any other organisation involved in learning and development delivery and/or assessment.

Other people

This refers to others who may be involved in, or affected by, the learning activities.

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

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external organisation, such as 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, digital technologies (including online tools and apps), handouts, workbooks, people – for example external 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 e.g. finance, availability of resources etc.

Technology

This refers to both hardware and online tools/apps which can be used in the delivery and assessment of learning programmes.

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