

OAL Level 3 Diploma in Learning and Development Practice

Qualification number: 603/3966/4

Qualification Specification

Qualification purpose

This qualification is designed to develop and confirm performance for Learning and Development Practitioners, so they have the necessary skills, knowledge, understanding and behaviours to work effectively in a learning and development environment.

On achievement of the qualification learners will have developed the level of competence which will enable them to perform consistently, reliably and productively in their work role, and make a positive contribution to their employment.

This qualification will support progression of learners to:

- increased responsibility or promotion opportunities in work
- level 4/5 vocational qualifications in learning and development, management, quality and improvement
- apprenticeships for Management, Learning and Skills Teacher, Learning and Development Consultant/Business Partner
- learning and development or management related job roles

Qualification coverage

On achievement of this qualification, learners will have an in-depth knowledge and understanding of the principles and practices of learning and development, how it functions in a business context and the principles of management of information and use of technology in learning and development. Learners will be able to identify and analyse needs, design, develop and structure learning resources, plan and prepare learning events and interventions and, deliver learning and monitor the progress of learners.

They will also be able to evaluate the impact of learning and ways to improve learning solutions, collaborate effectively with others, develop themselves and deliver work outcomes in learning and development practice and promote inclusion and participation, and maintain the safety of learners in learning.

Learners will have developed valuable skills which will enable them to make an immediate, productive and positive contribution to their employment.

Qualification Objective

Qualification objective: supporting a role in the workplace.

Who is this qualification for?

This qualification is designed for learners who are looking to learn and apply their skills in a learning and development practitioner role. Learners who have some experience of providing training or learning and wish to continue their professional development will also benefit from the skills, knowledge, understanding and behaviours that this qualification provides.

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 it 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 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 L&D Practitioner 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 (i.e. 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.

Entry requirements

There are no formal entry requirements for learners selecting this qualification. Centres must ensure that learners have the potential and opportunity to achieve the qualification successfully. This qualification is not approved for use by learners under the age of 18 years and OAL cannot accept any registrations for learners in this age group.

Regulatory information

Regulated by	Ofqual
Countries offered in:	England
Ofqual subject/sector areas:	15.3 Business Management
Qualification operational start date	1 st July 2019
Qualification review date:	29 th January 2024
Qualification type:	Occupational qualification
Applicable age ranges (years):	18+

Assessment methods

The qualification must be assessed using the following assessment methods:

- Practical Demonstration/Assignment
- Portfolio of evidence

Learners are required to achieve all learning outcomes within units of assessment. Assessment of skills will involve the observation of learner performance, carrying out a learning and development practitioner's role in the workplace.

All assessments are subject to internal quality assurance within approved centres providing this qualification. Externally quality assurance of assessment and internal quality assurance within approved centres is provided by OAL.

Grading

This qualification is not graded; achievement certificates for this Diploma are issued on the basis of awarding a pass only.

Qualification structure

Qualification title: OAL Level 3 Diploma in Learning and Development Practice					
Qualification number (QN): 603/3966/4		Total Qualification Time (TQT) 420 hours			
Total qualification credits 42		Guided Learning Hours (GLH) 304			
Learners must complete all mandatory units of assessment, to achieve the qualification. The mandatory units are aligned to the requirements of the Learning and Development Practitioner Apprenticeship Standard in England. Additional units of assessment are available for those learners who wish to extend the scope of their achievement.					
Mandatory units of assessment:					
Number	Title	Type	Level	Credit	GLH
D/617/4221	Principles and practices of learning and development	U	3	4	32
H/617/4222	Principles of learning and development functionality in business and commerce	U	3	4	32
K/617/4223	Principles of management of information and use of technology in learning and development	U	3	2	16
M/617/4224	Identify and analyse learning and development needs	C	3	4	28
T/617/4225	Design, develop and structure learning resources	C	3	5	35
A/617/4226	Plan and prepare learning events and interventions	C	3	4	28
F/617/4227	Deliver learning and monitor learners’ progress	C	3	5	35
J/617/4228	Evaluate the impact of learning and ways to improve learning solutions	C	3	5	35

Additional units of assessment:					
Number	Title	Type	Level	Credit	GLH
L/617/4229	Collaborate effectively with others in learning and development practice	S	3	3	21
F/617/4230	Develop self and deliver work outcomes in learning and development practice	S	3	3	21
J/617/4231	Promote inclusion and participation, and maintain the safety of learners in learning	C	3	3	21
F/502/9551	Engage learners in the learning and development process	C	3	6	30
J/502/9552	Reflect on and improve own practice in learning and development	C	4	6	25
R/502/9554	Provide information, advice and guidance to learners	C	3	3	20
Y/502/9555	Engage with employers to develop and support learning provision	C	3	3	25
D/601/5313	Understanding the principles and practices of assessment	U	3	3	24
H/601/5314	Assess occupational competence in the work environment	S	3	6	30
F/601/5319	Assess vocational skills, knowledge and understanding	S	3	6	30
R/615/4726	Principles and practices of grading and moderation of vocational assessment	U	4	6	45
Y/615/4727	Grade and moderate vocational assessment	S	4	5	36
D/615/4728	Lead the moderation of graded assessment	S	4	5	36

Key to unit type

1. Competence (C) units are designed to assess learner performance in respect of the learner's applied skills and knowledge in the workplace when carrying out operational tasks required by their role
2. Skills (S) units are designed to assess learner performance in respect of the learner's applied skills that demonstrate valid, consistent and reliable practice
3. Underpinning knowledge (U) units are designed to assess the learner's knowledge and understanding of detailed subject principles/scientific/technological knowledge

Assessment of units			
Number	Title	Assessment method	Assessment available:
D/617/4221	Principles and practices of learning and development	Knowledge evidence	Centre devised
H/617/4222	Principles of learning and development functionality in business and commerce	Knowledge evidence	Centre devised
K/617/4223	Principles of management of information and use of technology in learning and development	Knowledge evidence	Centre devised
M/617/4224	Identify and analyse learning and development needs	Observation, supplementary, and knowledge evidence	Centre devised
T/617/4225	Design, develop and structure learning resources	Observation, supplementary, and knowledge evidence	Centre devised
A/617/4226	Plan and prepare learning events and interventions	Observation, supplementary, and knowledge evidence	Centre devised
F/617/4227	Deliver learning and monitor learners' progress	Observation, supplementary, and knowledge evidence	Centre devised
J/617/4228	Evaluate the impact of learning and ways to improve learning solutions	Observation, supplementary, and knowledge evidence	Centre devised
Assessment of units			
Number	Title	Assessment method	Assessment available:
L/617/4229	Collaborate effectively with others in learning and development practice	Observation and supplementary evidence	Centre devised
F/617/4230	Develop self and deliver work outcomes in learning and development practice	Observation and supplementary evidence	Centre devised
J/617/4231	Promote inclusion and participation, and maintain the safety of learners in learning	Observation, supplementary, and knowledge evidence	Centre devised
F/502/9551	Engage learners in the learning and development process	Observation, supplementary, and knowledge evidence	Centre devised

J/502/9552	Reflect on and improve own practice in learning and development	Observation, supplementary, and knowledge evidence	Centre devised
R/502/9554	Provide information, advice and guidance to learners	Observation, supplementary, and knowledge evidence	Centre devised
Y/502/9555	Engage with employers to develop and support learning provision	Observation, supplementary, and knowledge evidence	Centre devised
D/601/5313	Understanding the principles and practices of assessment	Knowledge evidence	Centre devised
H/601/5314	Assess occupational competence in the work environment	Observation and supplementary evidence	Centre devised
F/601/5319	Assess vocational skills, knowledge and understanding	Observation and supplementary evidence	Centre devised
R/615/4726	Principles and practices of grading and moderation of vocational assessment	Knowledge evidence	Centre devised
Y/615/4727	Grade and moderate vocational assessment	Observation and supplementary evidence	Centre devised
D/615/4728	Lead the moderation of graded assessment	Observation and supplementary evidence	Centre devised

Map of qualification to Learning and Development Practitioner Apprenticeship Standard

Qualification title: OAL Level 3 Diploma in Learning and Development Practice

Mandatory units of assessment:

More detailed mapping is provided in each unit of assessment

Number	Title	Apprenticeship coverage
D/617/4221	Principles and practices of learning and development	<p>Knowledge: Technical expertise</p> <ul style="list-style-type: none"> Foundation level theories and models that underpin effective adult learning and group behaviour. E.g. training/learning cycle, group dynamics, continuing professional development, evaluation. How different delivery channels – face-to-face, blended or digital – contribute to effective learning. The latest learning practice.
H/617/4222	Principles of learning and development functionality in business and commerce	<p>Knowledge: Business and commercial understanding:</p> <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. <p>Knowledge: Learning and development function:</p> <ul style="list-style-type: none"> The various learning and development roles that may be required for effective learning and development in an organisation. Their roles and responsibilities within the learning and development structure. The policies and procedures required for effective organisation learning.
K/617/4223	Principles of management of information and use of technology in learning and development	<p>Knowledge: Management information and technology:</p> <ul style="list-style-type: none"> 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.

Number	Title	Apprenticeship coverage
M/617/4224	Identify and analyse learning and development needs	<p>Skills: Identification of training/learning needs:</p> <ul style="list-style-type: none"> 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 learning and development 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 resolution, escalating complex situations as appropriate.
T/617/4225	Design, develop and structure learning resources	<p>Skills: Training/learning design</p> <ul style="list-style-type: none"> 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 by e-learning, digital collaboration, group sessions, blended etc). Developing materials and resources to support learning.
A/617/4226	Plan and prepare learning events and interventions	<p>Skills: Training/learning delivery</p> <ul style="list-style-type: none"> Plan, organise and prepare for a training/ learning event/intervention, in a timely fashion.
F/617/4227	Deliver learning and monitor learners' progress	<p>Skills: Training/learning delivery</p> <ul style="list-style-type: none"> Confidently engage all learners in structured learner-centred training, primarily of 'content driven' training resources. Interact with learners of varying abilities, using a broad range of techniques and carefully planned and executed questioning techniques. appropriate.

Number	Title	Apprenticeship coverage
F/617/4227	Deliver learning and monitor learners' progress continued	<ul style="list-style-type: none"> Facilitate and deliver learning in a face-to-face, blended and digital environment as Monitor 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.
J/617/4228	Evaluate the impact of learning and ways to improve learning solutions	<p>Knowledge: Technical expertise</p> <ul style="list-style-type: none"> How to measure the impact of a learning intervention on delegates, e.g. L1/L2 Kirkpatrick, improvement in skills <p>Skills: Evaluation</p> <ul style="list-style-type: none"> 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 the learners' experience.
L/617/4229	Collaborate effectively with others in learning and development practice	<p>Skills: Communication and interpersonal</p> <ul style="list-style-type: none"> 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 confidently. <p>Skills: Teamwork and collaboration</p> <ul style="list-style-type: none"> 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. <p>Behaviours: Collaborative partner</p> <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.

Number	Title	Apprenticeship coverage
F/617/4230	Develop self and deliver work outcomes in learning and development practice	<p>Behaviours: Constant and curious learner</p> <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. <p>Behaviours: Passionate and agile deliverer</p> <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.
J/617/4231	Promote inclusion and participation, and maintain the safety of learners in learning	<p>Knowledge: Technical expertise</p> <ul style="list-style-type: none"> How diversity and inclusion influences the planning and delivery of learning and development interventions. <p>Underpinning skills and behaviours embedded across the whole apprenticeship standard;</p> <ul style="list-style-type: none"> maintain health and safety standards in learning and development ensure that learners are safeguarded promote and apply equality of opportunity, widen participation and encourage diversity in learning.

Qualification support

This qualification is supported by a number of Independent Providers of post-18yrs training and education as facilitating completion of the skills, knowledge and behavioural requirements for the:

- Learning and Development Practitioner Apprenticeship Standard.

This qualification is also supported by employers as facilitating completion of the skills, knowledge and behavioural requirements for the:

- Learning and Development Practitioner Apprenticeship Standard.

Further information

Further information about this qualification can be obtained from:

<http://www.oawards.co.uk/quals/>

You can also contact OAL directly at:

Occupational Awards Ltd, Innovation centre, Innovation Way, York, YO10 5DG

Tel: 01904 236 483

Email: info@oawards.co.uk

Qualification achievement

This qualification is made up of mandatory units of assessment. Additional units of assessment are available for those learners who wish to extend the scope of their achievement. All units are allocated a credit value which provides an indication of the size of the units in terms of learning hours, 1 credit = 10 learning hours. All units also have assigned Guided Learning Hours (GLH), which indicate the average number of hours a learner may require guidance and support from teaching, learning and assessment professionals.

The units set out the things learners need to know and need to do in order to perform effectively in their role at work. These are described in Learning Outcomes in units of assessment. The Learning Outcomes are defined by Assessment Criteria and these criteria must be assessed successfully for a learner to achieve each unit.

Achievement of the required credits from all the mandatory units will mean the qualification has been completed and will be subject to approval of a claim for certification, OAL will issue a certificate complete with the learner's name, the qualification title and the credits achieved.

Where a learner has not achieved the full qualification and will not go on to do so, a Certificate of Unit Achievement can be issued for the units successfully completed.

Centres must ensure they understand all qualification requirements prior to the registration of learners and prior to carrying out assessment of learners. Assessment of learners must not take place prior to the registration date of the learner with OAL. Centres must retain copies of learner's assessment records for at least three years after certification. Registration and certification fees may be subject to change. Centres should be fully aware of registration and certification end dates to ensure learners are not disadvantaged