Unit Title:	**Develop learning and development programmes**
OCR unit number	36*
Level:	4
Credit value:	6
Guided learning hours:	30
Unit accreditation no:	M/502/9545

*This unit has a different OCR number if taken within the L&D suite.

Unit purpose and aim

The aim of this unit is to assess a learning and development practitioner's competence in developing learning and development programmes. It does not include the detailed preparation or implementation of the programme.

'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria	Exemplification
The Learner will: 1 Understand the principles underpinning the development of learning and development programmes	**The Learner can:** 1.1 Explain the objectives of learning and development programmes 1.2 Evaluate the factors of learning and development that impact on: • development • delivery • assessment and accreditation 1.3 Explain the importance of learner involvement when developing learning and development programmes 1.4 Evaluate the risks that need to be managed when developing learning and development programmes 1.5 Compare methodologies to monitor and evaluate learning and development programmes	AC1.1 • The different types of learning and development programmes • What the benefits of learning and development programmes are • What are the risks of not having a learning and development programme in place • How learning and development programmes are recorded AC1.2 • Time constraints • Financial constraints • Other resourcing issues, eg available locations for learning and development programmes to take place • Previous resources • Expertise, eg number of available staff with the right skills • Legislation

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Learning Outcomes	Assessment Criteria	Exemplification
		• Internal and External influences • Changes in the socio-economic climate • Lessons learned from reviewing any previous learning and development programmes AC1.3 • Learner aims and objectives • Learners previous learning • Learner barriers to learning • Time constraints • Other resource constraints a learner may face, eg materials, equipment, technology, finance AC1.4 • What risks may exist • How can those risks be minimised AC1.5 • What part does monitoring and evaluating play in developing learning and development programmes • What methodologies can be used to monitor and evaluate learning and development programmes and what are the benefits and drawbacks of each
2 Be able to develop learning and development programmes	2.1 Identify the learning outcomes required for learning and development programmes 2.2 Develop a plan for a learning and development programme 2.3 Plan the assessment approaches to meet the learning outcomes of learning and development programmes 2.4 Produce resources for learning and development programmes	AC2.1 • Discussions, minutes of meeting, observation and other records of developing the learning outcomes of the learning and development programme AC2.2 • What delivery methods have been suggested, within the programme AC2.3 • What assessment methods have been suggested within

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Learning Outcomes	Assessment Criteria	Exemplification
		the programme AC2.4 • Within the programme show what resources have been identified
3 Be able to review learning and development programmes	3.1 Evaluate the learning outcomes of a learning and development programme 3.2 Evaluate the delivery and assessment of a learning and development programme 3.3 Identify areas for improvement for learning and development programmes	AC3.1 • Feedback from learner questionnaires and course evaluation forms, results analysis where applicable, employer feedback AC3.2 • Records of session observations, feedback from learner course evaluation forms, results analysis where applicable, practitioner self-evaluation AC3.3 • Records of outcomes and analysis that are used in follow up meetings to amend or change the current programme • Programme review records/ lessons learned meeting notes

Assessment

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of the knowledge and understanding.

This unit assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Evidence requirements

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

National Occupational Standards (NOS) mapping/signposting

Learning and Development National Occupational Standards Standard 3: Plan and prepare learning and development programmes.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk.

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