

CIPD

*Championing better
work and working lives*

Foundation level Specification Learning and Development

Regulated Qualifications Framework (RQF)

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Key information

Qualification objective

Foundation qualifications reflect a wide range of relevant practical skills in learning and development practice. They are suited to individuals who:

- are aspiring to, or embarking on, a career in L&D
- are working in the field of L&D in a support role and wish to develop their knowledge and skills
- have responsibility for L&D activities and decisions within an organisation without a specialist function.

Total qualification time

Total Qualification Time (TQT) is the number of hours it is estimated that a candidate will take to complete a qualification from start to finish and includes guided learning hours, self study, preparation and assessment.

Assessment

Candidates are assessed via a range of assessment methods to ensure that all the learning outcomes and assessment criteria are met in a way that enhances their learning experience. The assessments will allow candidates to demonstrate a clear grasp of the concepts and their ability to link theory to practice and to communicate clearly in the HR field at the appropriate level. Although a variety of assessment methods may be used, the demands made on candidates within and between centres must be comparable to ensure consistency of assessment.

All unit assessment criteria are summatively assessed. Formative assessment is also encouraged within each unit.

Assessment methods may include:

- assignments
- case studies
- integrated work activities
- group and individual presentations
- projects
- reports
- time constrained tests
- examinations
- Viva Voce

Competency-based assessment may also be used in centres that are approved for this method of assessment and have assessors that are occupationally competent.

Centres may choose activities from the CIPD Assessment Bank or design their own. Where a centre devises its own assessments, these must be approved by the CIPD before use.

All centre-marked assessments are subject to external verification to ensure that standards are judged comparatively against internal and external benchmarks.

Credit transfer, exemptions, and recognition of prior learning

CIPD encourages the recognition of previous achievements of candidates. Credit transfer, exemptions, and recognition of prior learning play an important part in this by supporting candidate progression.

During the initial diagnostic interview with candidates any credit transfer, exemption and RPL opportunities should be discussed and the appropriate evidence collected.

Credit transfer

Credit transfer is the process of using credits awarded in the context of one of the CIPD Level 3 Foundation, Level 5 Intermediate or Level 7 Advanced qualifications or other RQF qualification towards the achievement requirements of another CIPD qualification of the same level/type.

Exemption

Exemption is defined as the facility for a candidate to claim exemption from some of the achievement requirements of a CIPD qualification, using evidence of certificated achievement which does not fall within the definition of credit transfer but is deemed by the CIPD to be of equivalent level, content and value.

This means that candidates who have certificated achievements which do not fall within the definition of a credit transfer, as described above, can claim exemption from units/modules within CIPD qualifications that are deemed by CIPD to be of equal level, content and value.

Recognition of prior learning (RPL)

Where candidates do not have prior certificated achievements but do have some non-formal or informal learning, they may seek recognition of prior learning (RPL). We define RPL as a method of assessment, leading to the award of credit that considers whether a candidate can demonstrate that they can meet the assessment requirements for a unit/module through knowledge, understanding and skills they already possess and do not need to develop through a course of learning.

Progression opportunities

CIPD has 3 sizes of qualification, Awards, Certificates, and Diplomas. Candidates can widen their knowledge further by undertaking more units at any time.

On completion of the CIPD Level 3 Award in Learning and Development (3-12 credits), candidates can progress their studies by undertaking further units and gaining more credits to achieve a CIPD Level 3 Certificate in Learning and Development (26 credits) or a CIPD Level 3 Diploma in Learning and Development (38 credits).

Candidates can also progress their studies further by undertaking the CIPD Intermediate Level qualifications.

Rules of combination for CIPD awarded¹ Level 3* Award, Certificate and Diploma in Learning and Development

¹ CIPD awarded qualifications are offered at centres with no qualification awarding powers

* RQF Level 3, comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

List of units for Level 3 Award, Certificate and Diploma in Learning and Development

Core units	Unit code	Credit value	Guided learning hours
Becoming an Effective Learning and Development Practitioner	3BEP	4	20
Learning and Development and the Organisation	3LDO	4	20
Identifying Learning and Development Needs	3LDN	3	15
Designing Learning and Development Activities	3DES	6	30
Delivering Learning and Development Activities	3DEL	6	30
Evaluating Learning and Development Activities	3ELD	3	15

Optional units:	Unit code	Credit value	Guided learning hours
Using Technology to Facilitate Learning	3TFL	6	30
Enhancing Learner Engagement	3ELE	6	30
Supporting Collective and Social Learning	3SCL	6	30
Supporting Individual Learning through Coaching and Mentoring	3LCM	6	30
Assessing Learning and Development	3ASL	6	30
Organising Learning and Development events	3LDE	6	30

Rules of combination for CIPD awarded qualifications:

Level 3 Award in Learning and Development = 3 to 12 credits and a TQT of between 30 and 120 hours.

- Free choice of units from both tables above to a minimum of 3 credits and a maximum of 12 credits

Level 3 Certificate in Learning and Development = 26 credits and a TQT of 260 hours

- Take all core units to a total of 26 credits

Level 3 Diploma in Learning and Development = 38 credits and a TQT of 380 hours

- Take all core units to a total of 26 credits
- Choose four optional units to a total of 12 credits

Rules of combination for CIPD approved¹ Level 3* Foundation qualifications

¹ CIPD approved qualifications are offered at centres with qualification awarding powers, e.g. university awards and university validated awards

* RQF Level 3, comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

List of units for Level 3* Foundation qualifications

Core units	Unit code	Credit value (FHEQ)	Guided learning hours
Becoming an Effective Learning and Development Practitioner	3BEP	4	20
Learning and Development and the Organisation	3LDO	4	20
Identifying Learning and Development Needs	3LDN	3	15
Designing Learning and Development Activities	3DES	6	30
Delivering Learning and Development Activities	3DEL	6	30
Evaluating Learning and Development Activities	3ELD	3	15

Optional units	Unit code	Credit value	Guided learning hours
Using Technology to Facilitate Learning	TFL	6	30
Enhancing Learner Engagement	3ELE	6	30
Supporting Collective and Social Learning	3SCL	6	30
Supporting Individual Learning through Coaching and Mentoring	3LCM	6	30
Assessing Learning and Development	3ASL	6	30
Organising Learning and Development events	3LDE	6	30

Rules of combination for CIPD approved qualifications:

Level 3 Certificate in Learning and Development (equivalent to 26 credits/130 guided learning hours (glh))

- map to learning outcomes from all core units (equating to 26 credits/130 glh)

Level 3 Diploma in Learning and Development (equivalent to 38 credits/190 glh)

- map to learning outcomes from all core units (equating to 26 credits/130 glh)
- map to learning outcomes from whole optional units (equating to a minimum of 12 credits /60 glh from optional units) , units chosen must form a coherent programme
- 51% of the qualification must be delivered and assessed at the level of the CIPD qualification; however a maximum of 49% of the qualification may be delivered and assessed at one level above.

Unit summaries

Becoming an Effective Learning and Development Practitioner

Unit title	Becoming an Effective Learning and Development Practitioner
Level	3*
Credit value	4
Unit code	3BEP
Unit review date	September 2019

* RQF Level 3, comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

There are many different learning and development (L&D) roles and to be effective in any of them L&D practitioners require a wide range of skills and knowledge. Along with the essential technical skills of identifying learning needs, designing and delivering L&D activities and evaluating L&D, practitioners also need to understand the organisations they work for, or with, and the learners they support. Employer surveys also tell us that key work skills and behaviours are equally important, particularly communication skills, work-management behaviours, and collaborative working behaviours. This unit enables learners to develop a deep understanding of the knowledge, skills and behaviours required by L&D practitioners, and the importance of continuing professional development (CPD). It requires learners to undertake a self-assessment against identified requirements and devise their own personal/ professional development plan, detailing and justifying activities to facilitate their development as an L&D practitioner. To complete the plan, learners will update it with the outcomes of activities and their reflections on the learning gained.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in L&D
- are already working in the field of L&D and aim to re-assess and develop their knowledge, skills and behaviours as an L&D practitioner
- engage in CPD to enhance their professional practice.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Understand the knowledge, skills and behaviours required of learning and development practitioners.
- 2 Be able to devise a plan to meet own learning and development needs.
- 3 Be able to implement and review own learning and development plan.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20, with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Learning and Development and the Organisation

Unit title	Learning and Development and the Organisation
Level	3*
Credit value	4
Unit code	3LDO
Unit review date	September 2019

* RQF Level 3, comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

To be effective, learning and development (L&D) practitioners must understand the organisations they work in or with, and the external factors which impact on those organisations. Without this understanding there is a danger that L&D activities may not be appropriate for the context in which they are delivered or may be unbalanced in terms of addressing both individual AND organisational needs and benefitting all parties. This unit enables learners to develop their understanding of organisations, the reasons they are established and the factors that differentiate them, and their operating environments. Having built a sound base of knowledge about organisations, the unit moves on to look at some different ways L&D is positioned and the typical services L&D provides. Finally, the unit assists learners to consider and evaluate the important question of how L&D can support the achievement of organisational goals.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in L&D
- are already working in the field of L&D and aim to develop their understanding of organisations and the organisational context of L&D.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand different types of organisations and their operating environments.
- 2 Understand different ways learning and development is positioned within organisations.
- 3 Understand how learning and development can support the achievement of organisational objectives.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20, with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Identifying Learning and Development Needs

Unit title	Identifying Learning and Development Needs
Level	3*
Credit value	3
Unit code	3LDN
Unit review date	September 2019

* RQF Level 3, comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

For individuals and their organisations to respond to changing environments and exploit emerging opportunities they need to ensure the quality and currency of their skills, knowledge and capabilities. Taking a pro-active approach to identifying learning needs is a key part of this, and often the responsibility of the L&D practitioner. This unit supports the development of the skills required to undertake an effective identification of others' learning needs. It begins with a consideration of why individual and group learning needs arise and why it is important for both organisations and individuals to be aware of them. The unit goes on to explore the types of information required for identifying L&D needs and different methods for collecting and analysing this information. Learners are required to apply their knowledge to the practical identification and prioritisation of individual or group needs, and to specify their findings in an appropriate format, along with any other identified factors which might impact on the learning solution

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in L&D
- are already working in the field of L&D and aim to develop their knowledge and skills in relation to identifying L&D needs.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand how learning and development needs arise and why it is important to be aware of them.
- 2 Be able to identify, prioritise and specify learning and development needs.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 15, with an additional 15 hours of self-directed learning for reading and the preparation of assessment evidence.

Designing Learning and Development Activities

Unit title	Designing Learning and Development Activities
Level	3*
Credit value	6
Unit code	3DES
Unit review date	September 2019

* RQF Level 3, comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

The quality and success of L&D activity is largely determined by how well it is designed. This unit aims to develop the knowledge and skills required to become an effective designer of learning activity. The unit begins with an exploration of key factors and theories, including a consideration of individual learner differences, which underpin the design of L&D activities and the essential information needed by designers in order for learning to be made meaningful and relevant. The unit moves on to practical skills development requiring learners to accurately convert learning requirements information into clearly stated learning objectives and to select and sequence learning methods and content to addresses objectives and accommodate individual differences. Learners are also required to consider and include appropriate methods for monitoring and assessing learning and to select learning resources which will support their L&D activity. Finally learners are required to specify their L&D design in a recognised and useable format.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in L&D
- are already working in the field of L&D and aim to develop their knowledge and skills in relation to designing L&D activities

Learning outcomes

On completion of this unit, learners will:

- 1 Understand factors which inform the design of learning and development activities.
- 2 Know how to devise clear objectives for a learning and development activity.
- 3 Be able to design an inclusive learning and development activity which address identified learning and development objectives.
- 4 Be able to specify the learning and development activity in a recognised and useable format.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Delivering Learning and Development Activities

Unit title	Delivering Learning and Development Activities
Level	3*
Credit value	6
Unit code	3DEL
Unit review date	September 2019

* RQF Level 3, comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

Being able to deliver learning activities in a way that gains learner confidence and engages learners is a crucial skill-set for all trainers. This unit takes learners through the essential stages of preparing for and delivering an inclusive and effective L&D activity for a group of learners. It begins with consideration of the practical preparations required to be credible as a trainer, including ensuring own readiness to deliver the activity and the availability of all resources and materials. The unit moves on to explore the concept of a positive learning climate and the range of steps that can be taken by a trainer towards creating and maintaining this. After reviewing a range of different training techniques, methods and resources, the unit requires learners to make effective use of a selection of these within the delivery of a group based L&D activity, ensuring it is both inclusive and addresses identified learning objectives.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in L&D
- are already working in the field of L&D and aim to develop their knowledge and skills in relation to delivering L&D activities.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to prepare for delivery of a learning and development activity.
- 2 Be able to create a positive learning environment.
- 3 Be able to use a range of training techniques, methods and resources to deliver an inclusive learning and development activity, for a group of learners, which meets identified objectives.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Evaluating Learning and Development Activities

Unit title	Evaluating Learning and Development Activities
Level	3*
Credit value	3
Unit code	3ELD
Unit review date	September 2019

* RQF Level 3, comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

Evaluating L&D activities completes the training cycle and enables L&D practitioners and managers to ensure that activities meet intended objectives. Without evaluation, weaknesses in L&D activities are likely to be continued, opportunities for improvement missed and valuable time and resources may be wasted. This unit develops learners understanding of the reasons for evaluation and the different approaches that can be taken to evaluating L&D activities. Armed with this understanding, learners are required to determine criteria for evaluating a specific L&D activity and identify the related information to be collected. They will then learn about, design and apply tools for collecting the required information. Finally learners will develop their skills by analysing evaluation information and using different formats to present their findings and recommendations.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in L&D
- are already working in the field of L&D and aim to develop their knowledge and skills in relation to evaluating L&D activities.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the purpose and practice of evaluating learning and development activities.
- 2 Be able to identify and collect information required to evaluate a learning and development activity.
- 3 Be able to analyse evaluation information and present findings and related recommendations.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 15 with an additional 15 hours of self-directed learning for reading and the preparation of assessment evidence.

Using Technology to Facilitate Learning

Unit title	Using Technology to Facilitate Learning
Level	3*
Credit value	6
Unit code	3TFL
Unit review date	September 2019

* RQF Level 3, comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

Whether used alone or as part of a blended solution, technology is now a component of most learning and development (L&D) programmes, and the ability to use technology effectively has become a key skill set for trainers. This unit aims to develop learners' awareness, expertise and confidence in this area so that they can respond appropriately to different requirements and provide a wide range of L&D activities. The unit begins with an exploration of some key ways technology is used for facilitating learning, and the potential advantages and disadvantages of each. The unit then focusses on the delivery of live online learning sessions, requiring learners to investigate the technology and processes which enable these and the specific trainer activities and skills involved. Finally the unit looks at different types of digital learning content and the factors that make it effective. Having evaluated different examples, learners are required to create their own digital content, ensuring that it is both engaging and likely to achieve its learning objectives.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in L&D
- are already working in the field of L&D and wish to develop their knowledge and skills in relation to learning technologies.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand different ways of using technology to facilitate learning.
- 2 Know how to deliver a live online learning session.
- 3 Understand and be able to create digital learning content.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 hours, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Enhancing Learner Engagement

Unit title	Enhancing Learner Engagement
Level	3*
Credit value	6
Unit code	3ELE
Unit review date	September 2019

* RQF Level 3, comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

Learning and development (L&D) interventions can only have the desired impact if the learner(s) they are aimed at choose to engage with them. L&D practitioners have long looked to psychology, and more recently to brain and neuroscience for information, methods and techniques which will help them to make learning activities engaging and effective for all participants. This unit builds on some of the areas introduced in core units by looking in greater depth at the concept of learner engagement and some of the factors which impact on it. The unit explores the psychological background to L&D and particular psychology-based strategies that have been adopted by L&D practitioners, as well as the potential impact of findings emerging from brain and neuroscience. To ensure learners are aware of good practice in these areas, they will also learn about the ethical aspects of using psychology and neuroscience to underpin L&D. Finally learners are required to recommend a range of engagement strategies for different stages of the training cycle and to apply some of these within their L&D practice.

This unit is suitable for persons who:

- are working in or are seeking to develop a career in L&D.
- aim to further their understanding of how the science of psychology has provided a theoretical basis for their practice.
- aim to further their expertise in enhancing participant engagement in the learning process.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand factors which affect learner engagement.
- 2 Understand how psychology and neuroscience can inform strategies to engage learners.
- 3 Be able to select, apply and monitor strategies to enhance learner engagement.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Supporting Collective and Social Learning

Unit title	Supporting Collective and Social Learning
Level	3*
Credit value	6
Unit code	3SCL
Unit review date	September 2019

* RQF Level 3, comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

Human beings have always learned by, and from, interacting with each other. As new technologies rapidly expand the reach and frequency of interaction, so opportunities for learning are increased. This unit introduces learners to the concepts of collective and social learning and the different ways these can take place. The unit looks particularly at how the specific technologies of e-learning programmes (with online discussion elements) and social media are impacting on collective and social learning – and correspondingly on the roles and required skill sets of L&D professionals. Having built the learners' knowledge in these areas, the unit requires them to both facilitate an online discussion and to use a form of social media to support learning within an L&D activity.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in L&D
- are already working in the field of L&D and aim to develop their knowledge and skills in relation to facilitating technology-based collective and social learning.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the concepts and evolving practices of collective and social learning.
- 2 Be able to facilitate collective and social learning within an e-learning programme.
- 3 Be able to use social media to support collective and social learning.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Supporting Individual Learning through Coaching and Mentoring

Unit title	Supporting Individual Learning through Coaching and Mentoring
Level	3*
Credit value	6
Unit code	3LCM
Unit review date	September 2019

* RQF Level 3, comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

Research informs us that formal learning events are only part of an effective L&D strategy. Of equal importance are more informal learning opportunities, in the workplace, often supported through a coaching or mentoring relationship. This unit enables L&D professionals to develop the knowledge and skills required to be able to provide basic coaching and mentoring support themselves, as well as being able to support line-managers in coaching and mentoring team members. The unit begins with an introduction to the nature, purpose and practice of both coaching and mentoring, including the potential benefits to be gained by both parties. It continues with a practical exploration of some models and techniques and requires learners to demonstrate these within a coaching or mentoring conversation. Finally learners will consider how, and the extent to which, coaching and mentoring activity should be recorded and effective formats for doing this.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in L&D
- are already working in the field of L&D and aim to develop their knowledge and skills in relation to delivering L&D activities.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the nature, purpose and practice of coaching.
- 2 Understand the nature, purpose and practice of mentoring.
- 3 Be able to use coaching and mentoring models and techniques to support individual learning.
- 4 Know how to record coaching and mentoring activity.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Assessing Learning and Development

Unit title	Assessing Learning and Development
Level	3*
Credit value	6
Unit code	3ASL
Unit review date	September 2019

* RQF Level 3, comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

Assessment of learning is an essential aspect of L&D, not only for learners and trainers, but also for various other stakeholders. Assessment enables learners to recognise their progress and identify areas of strength and weakness whilst enabling L&D practitioners to gauge how learning activities are being received and where adjustments or extra efforts are required. For third parties such as awarding organisations, regulatory bodies and employers, accurate assessment underpins the validity and integrity of qualification systems. This unit enables learners to develop knowledge and clarity about different types of assessment, different assessment criteria and different assessment methods. Building on this knowledge, learners are required to practise the skills of assessment through planning, preparing and undertaking assessment in different L&D contexts, and providing accurate, clear and constructive verbal and written feedback.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in L&D
- are already working as an L&D practitioner/assessor and wish to develop and accredit their capabilities in this area.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the principles and practice of assessment.
- 2 Be able to plan and prepare for assessment.
- 3 Be able to undertake a reliable, valid and fair assessment.
- 4 Be able to give accurate, clear and constructive feedback on the outcomes of assessment.
- 5 Be able to record and process assessment decisions.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Organising Learning and Development Events

Unit title	Organising Learning and Development Events
Level	3*
Credit value	6
Unit code	3LDE
Unit review date	September 2019

* RQF Level 3, comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

Organising events, from single learning and development (L&D) activities to large-scale conferences, is a key responsibility of the L&D function. This unit is designed for L&D professionals who have responsibility for organising and supporting L&D events and will provide them with the knowledge and skills required to be effective in an event management role. The unit covers key aspects of event management from pre-event planning, through co-ordinating and finally reporting on the completed event. Learners will gain a better understanding of event themes and design, and the legal, logistical and financial aspects of managing events. The unit also focusses on different ways of promoting L&D events, how promotions are targeted for particular audiences and on the essential records that should be produced for each event. Finally, the unit requires learners to review and take practical steps to develop their own customer service skills.

This unit is suitable for persons who:

- are working in or are seeking to develop a career in L&D.
- aim to further their understanding of the principles and practice of event management.
- aim to develop their own event management and customer service skills.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand factors to be considered when planning a learning and development event.
- 2 Know how to promote a learning and development event.
- 3 Be able to plan and co-ordinate a learning and development event.
- 4 Be able to review and develop own customer service skills.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

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