HR DELIVERY / STEP-BY-STEP SERIES

Learning & Development

E1

PORTAL USER GUIDE

Learn to find and complete learning, build development plans, use competency resources and understand the authorised workflows for courses, programmes, assessment, records and learning administration.

01 PREPARE

02 FOLLOW

03 CHECK

INTRODUCTION

OPEN SOURCE

A practical route from learning need to evidence

This guide separates the learner journey from course, programme and assessment administration. Begin with your assigned role and follow the relevant task sequence. Completion depends on the requirements shown for the published learning version.

The sign-in screen and public IDP Creator were directly inspected. The learner catalogue is supported by an official published demonstration. Protected administration is presented as a source-described operating checklist, not a record of completed transactions.

WHAT YOU CAN DO

01 Find guided courses and assigned learning

02 Complete activities and collect workplace evidence

03 Follow programmes and live-learning requirements

04 Create and review an individual development plan

05 Use workshops, manuals and reference collections

06 Administer learning within an authorised role

WHO THIS GUIDE IS FOR

Learners and line managers • Learning designers and administrators • Assessors and moderators • Programme and capability owners

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In this guide

Use the chapter pages to find a task. Follow each numbered sequence and check the result before continuing.

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FOREWORD

A note from Dr Phillip

A useful learning record connects a clear need with practice, feedback and evidence of what the person can now do.

DR PHILLIP

HR Delivery

Learning becomes useful when it changes what a person can do in their work. A course can provide structure, practice and feedback, but the value depends on the relationship between the learning need, the activity and the evidence of application. That is the thread this guide follows.

The Learning and Development workspace brings together guided courses, programmes, practical work, learning records and wider resources. Different people contribute to that journey. Learners complete the activities; managers make space for application; authors prepare clear requirements; assessors judge evidence; and administrators keep records and access dependable. Each role needs to understand both its own task and the next handover.

Use the guide to prepare before you click. Check the published version, read the completion requirements and keep a useful record of what was learned and applied. Choose a small, practical development priority, test it in work and review the evidence. HR Delivery can help you connect those steps into a learning route that fits your organisation.

Proposed wording for Dr Phillip's review

YOUR FIRST POINT OF CONTACT

OPEN SOURCE

Meet Lama

Lama can help you find the right access and support for your learning programme. Tell her whether you are a learner, manager, author, assessor or administrator, and identify the course, programme or development need. She can route questions about resources, course access, practical assessment or programme design to the Learning and Development service and Noor's specialist area. For an error, include the task and screen name without attaching private learner records.

ASK LAMA TO HELP WITH

- Learning access and missing resources
- Programme or course design support
- Assessment and record queries
- Noor and development-planning support

HAVE THESE DETAILS READY

- Your role in the learning process
- Course, programme or competency name
- Intended audience and desired capability
- Any deadline or access error

OPEN LAMA'S RECEPTION

hr.delivery

SIGNING IN / STEPS 1–3 OF 4

OPEN SOURCE

Signing in

01 Open Learning & Development

Use the portal directory link. Confirm the screen says “Learn with purpose. Grow with confidence.” and “Enter Learning & Development”.

CHECK The Portal ID and Password fields are displayed.

02 Enter your issued portal details

Complete 'Portal ID' and 'Password' using the details provided for your organisation. Do not include credentials in support screenshots.

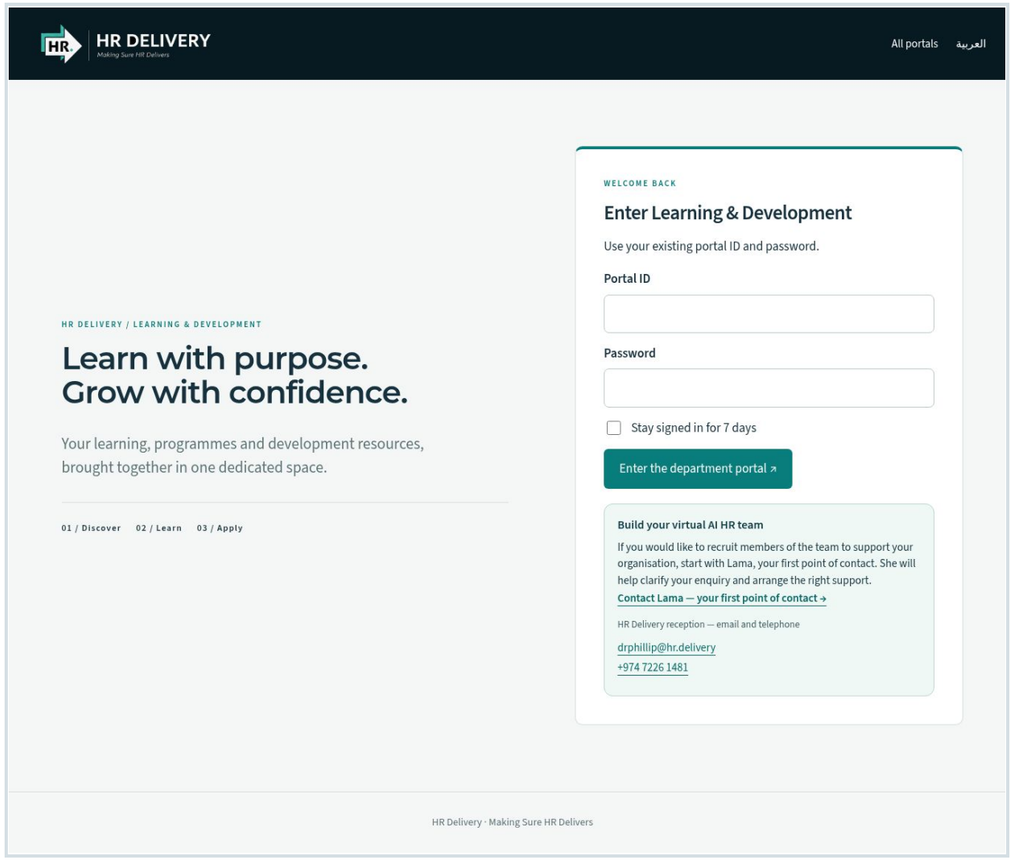
CHECK The form is ready to submit.

03 Choose the sign-in duration

Select 'Stay signed in for 7 days' only when appropriate for a device you control.

CHECK The retained-access preference matches your working environment.

CURRENT LIVE SCREEN



Current Learning & Development sign-in screen; no credentials or learner records.

SIGNING IN / STEPS 4–4 OF 4

OPEN SOURCE

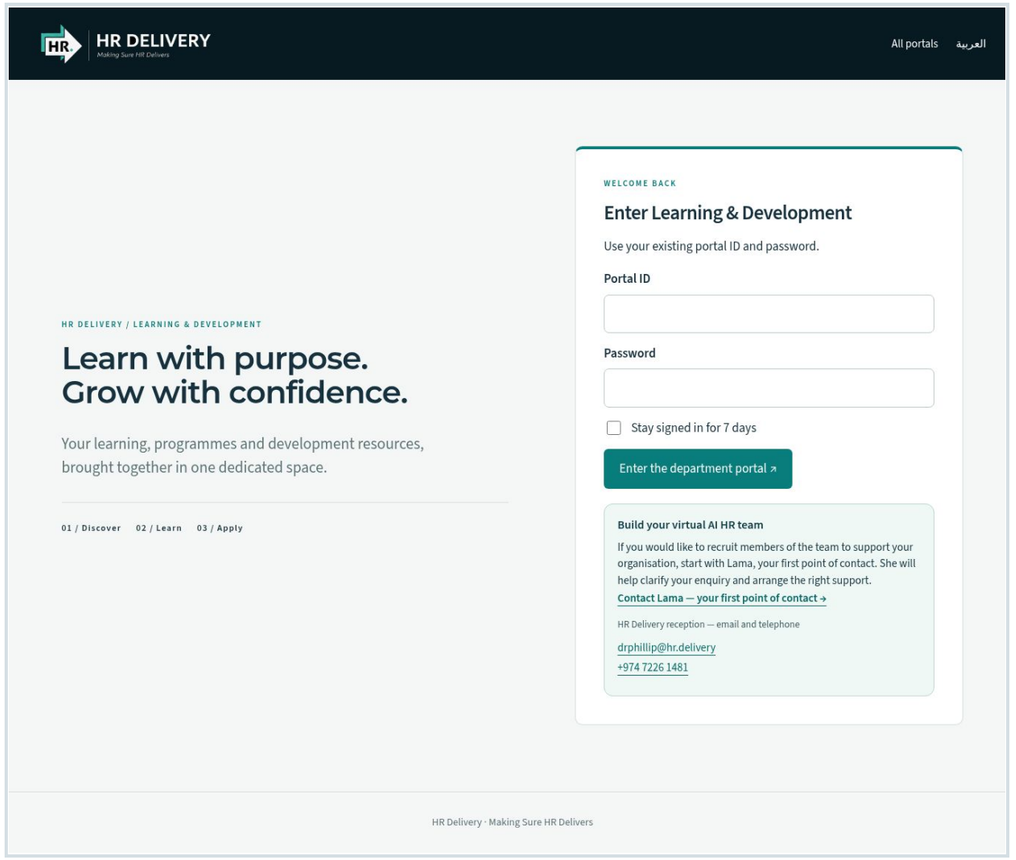
Signing in

04 Enter the workspace

Select 'Enter the department portal ↗'. If the expected learning is unavailable, ask the administrator to check your workspace and assignment.

CHECK Successful entry should expose the authorised learning navigation; sign-in was not completed in review.

CURRENT LIVE SCREEN



Current Learning & Development sign-in screen; no credentials or learner records.

BEFORE YOU START

OPEN SOURCE

Access and working context

01 Use the portal access issued for your organisation. Different workspaces and roles can expose different options.

02 A participant invitation or public document link is separate from administrator access.

03 Learner navigation is shown in the official catalogue demonstration. Authoring and administration options depend on authorised workspace roles.

04 Viewing a course catalogue is different from being assigned or enrolled; confirm the required learning version and deadline.

The sign-in screen was inspected. Protected workflows were not entered during this review because the browser required secure authentication. Published demonstration screens and source-described procedures are identified throughout.

YOUR WORKFLOW MAP

How the tasks connect

Follow the sequence for a complete piece of work, or go straight to the chapter you need.

01

Find and follow your learning

PAGE 010

02

Author and maintain learning

PAGE 027

03

Administer people and assess work

PAGE 048

04

Development, CPD and learning records

PAGE 065

05

Use the resource library and competency materials

PAGE 074

06

Create an individual development plan

PAGE 090

Each task: prepare the inputs, follow the numbered steps, then confirm the output and the checks.

01 Find and follow your learning

Use the learner navigation and understand what completion requires.

04 PRACTICAL TASKS

Prepare the inputs / Follow the screen sequence / Check the result

FIND AND FOLLOW YOUR LEARNING / E-01-01

OPEN SOURCE

Find a course and read its requirements

Choose relevant learning from the available published catalogue.

WHO USES THIS Learner

BEFORE YOU BEGIN

- Learning access
- A development need or course title

WHAT YOU WILL HAVE

- Selected course and completion plan

CHECK BEFORE YOU FINISH

- A catalogue entry is not itself evidence of enrolment.
- Check language, duration and required activities.

The expected option is missing.	Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

05 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

The official demonstration shows 27 courses. Search, course-detail and enrolment transactions were not exercised.

FIND AND FOLLOW YOUR LEARNING / STEPS 1–2 OF 5

OPEN SOURCE

Find a course and read its requirements

01 Begin at your learning home

Use 'My learning home' to orient yourself, then 'Course catalogue' when you want to explore available learning.

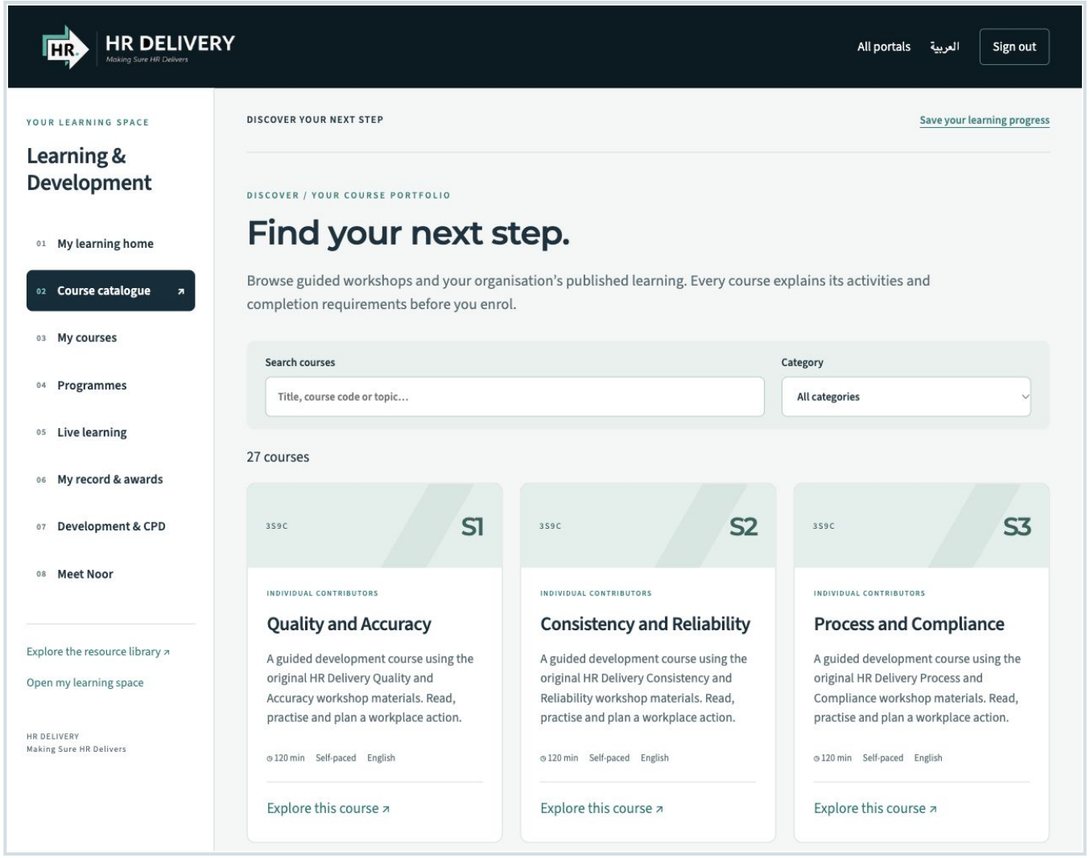
CHECK The selected route is visible in the learner sidebar.

02 Search by a useful term

In 'Search courses', enter a title, course code or topic. Use 'Category' to narrow the collection.

CHECK The course list is narrowed to your search and category.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

FIND AND FOLLOW YOUR LEARNING / STEPS 3–4 OF 5

OPEN SOURCE

Find a course and read its requirements

03 Read the course card

Review the title, description, duration, delivery mode and language. The demonstration shows guided competency courses using HR Delivery workshop materials.

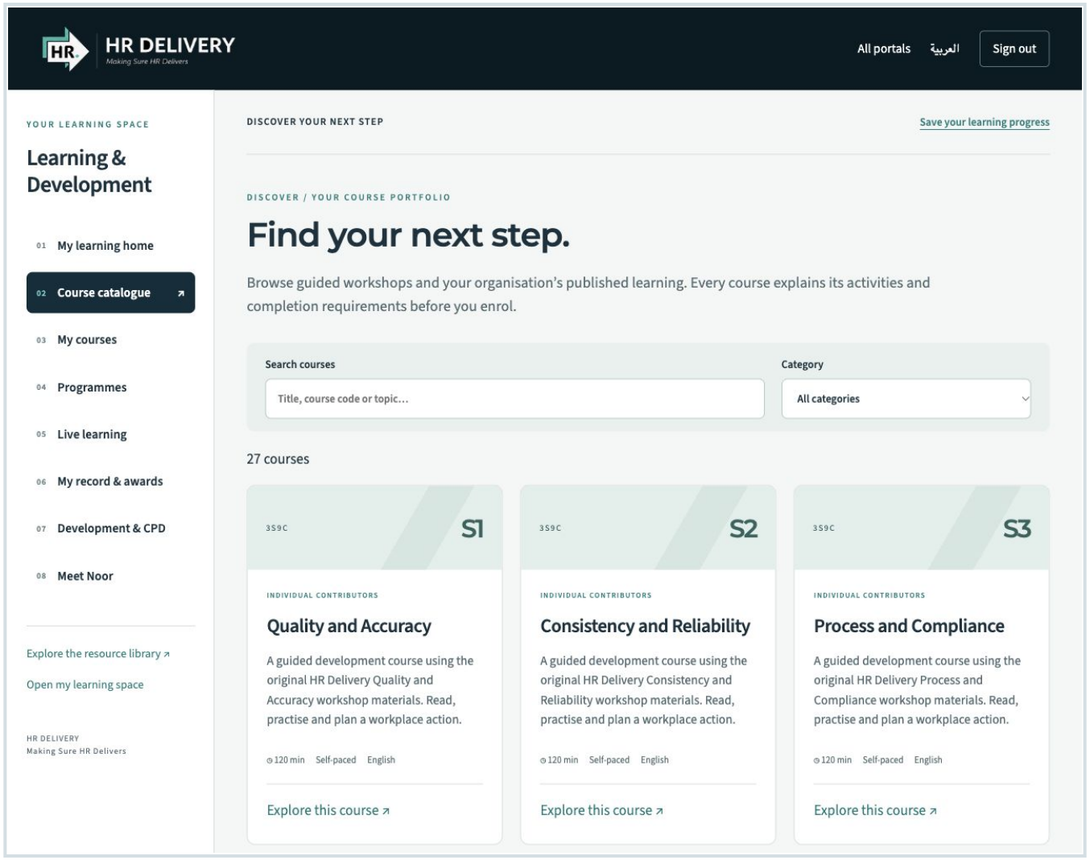
CHECK The course appears relevant and practical for your need.

04 Open the course detail

Choose 'Explore this course ↗'. Read its activities and completion requirements before using the enrolment or assignment route available to you.

CHECK You know what you must do and what evidence is expected.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

FIND AND FOLLOW YOUR LEARNING / STEPS 5–5 OF 5

OPEN SOURCE

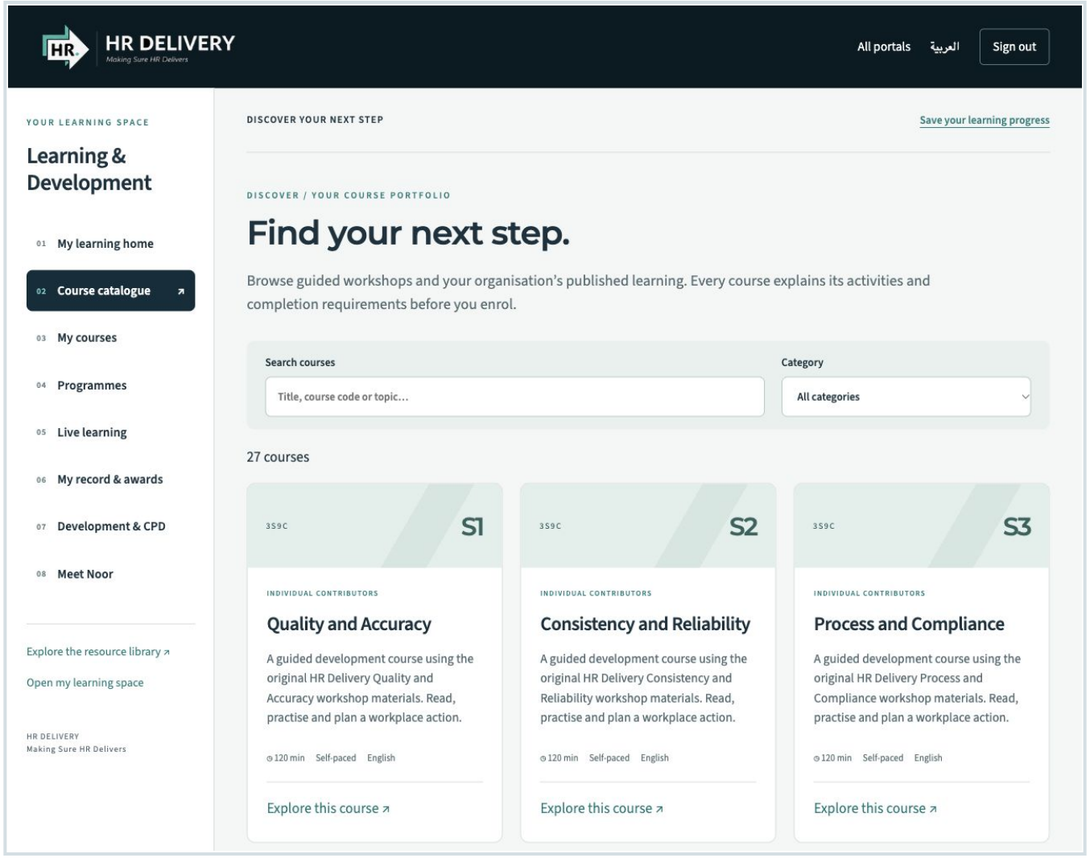
Find a course and read its requirements

05 Return through your own learning list

Use 'My courses' for learning you have enrolled in or been assigned. Check whether the required course and version appear.

CHECK Your next required learning action can be identified.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

FIND AND FOLLOW YOUR LEARNING / E-01-02

OPEN SOURCE

Complete activities and retain useful evidence

Work through a course with an understanding of each activity type.

WHO USES THIS Learner

BEFORE YOU BEGIN

- Assigned or enrolled course
- Required documents and appropriate time to practise

WHAT YOU WILL HAVE

- Completed activities
- Reflection and practical evidence

CHECK BEFORE YOU FINISH

- Read each activity’s specific completion rule.
- Keep personal and organisational material proportionate to the assignment.
- Check the recorded state before leaving.

The expected option is missing.

Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

07 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

Protected LMS workflow. Public descriptions and the supplied inventory establish the intended process; detailed administration controls were not inspected.

FIND AND FOLLOW YOUR LEARNING / STEPS 1–2 OF 7

OPEN SOURCE

Complete activities and retain useful evidence

01 Read the activity instructions first

Open the relevant item from 'My courses'. Note the completion rule, due date and any evidence requirement before starting.

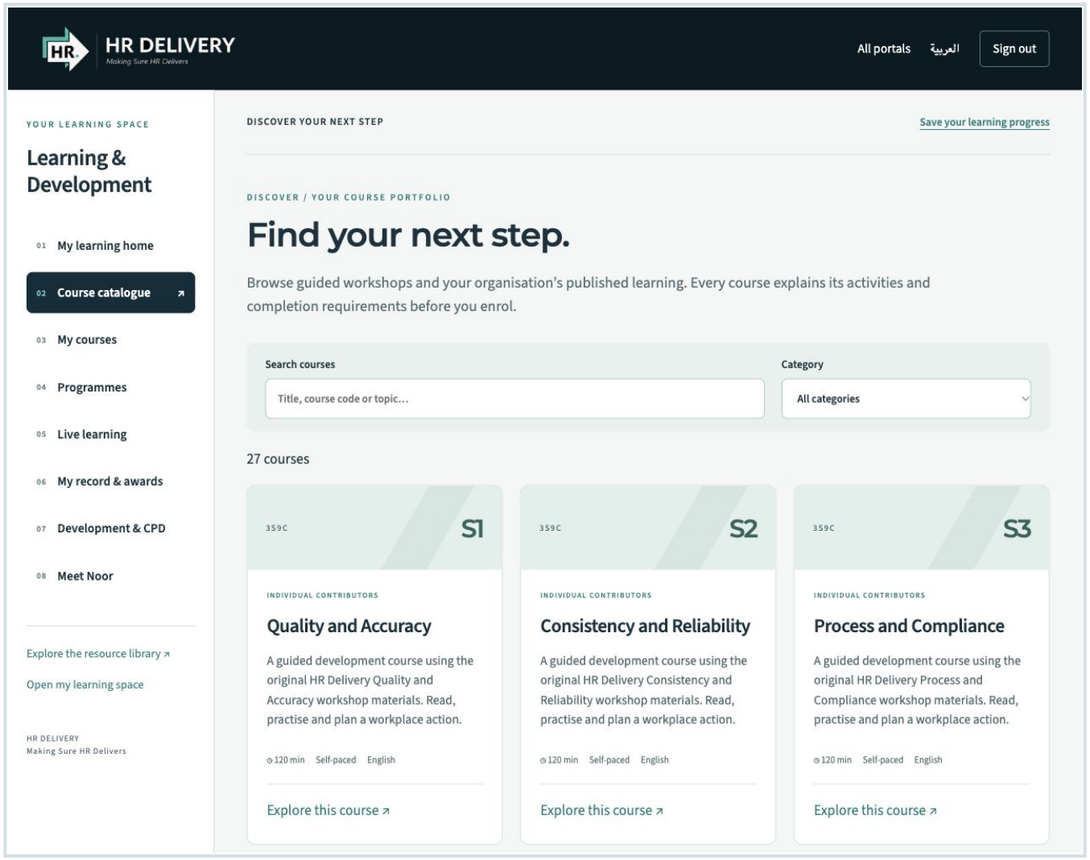
CHECK You can distinguish reading, response, submission and attendance requirements.

02 Complete text and reading work

Read the supplied material and answer reflection prompts in relation to your role. Identify one practical example rather than only repeating the text.

CHECK Your reflection connects the material with your own work.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

FIND AND FOLLOW YOUR LEARNING / STEPS 3–4 OF 7

OPEN SOURCE

Complete activities and retain useful evidence

03 Use media accessibly

For audio or video, check captions or transcripts where provided. Record any access issue before attempting to infer missed content.

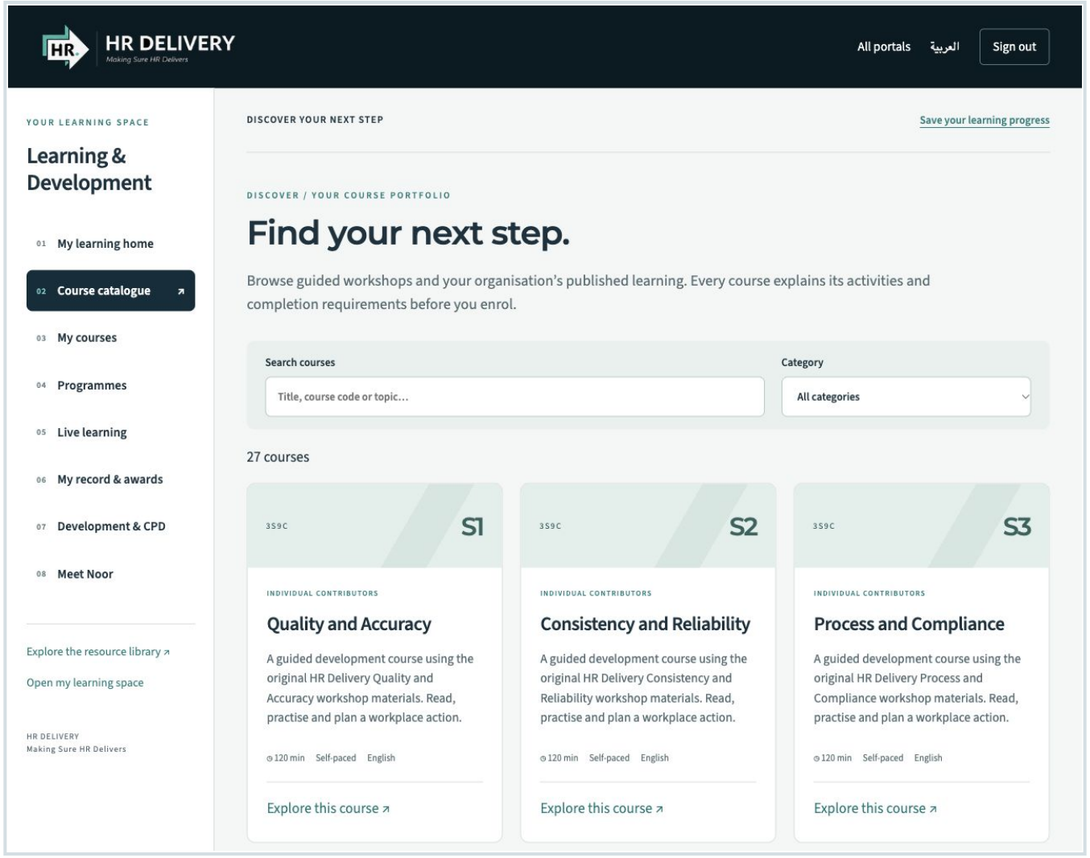
CHECK You can access the information needed for the activity.

04 Follow external links with context

Open the assigned external learning resource, note its completion expectation and return to the course. External attendance does not automatically prove portal completion.

CHECK You understand what must be recorded back in the learning workspace.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

FIND AND FOLLOW YOUR LEARNING / STEPS 5–6 OF 7

OPEN SOURCE

Complete activities and retain useful evidence

05 Attempt knowledge checks carefully

Follow the question and attempt instructions. Read released feedback and revisit the relevant material when an answer shows a misunderstanding.

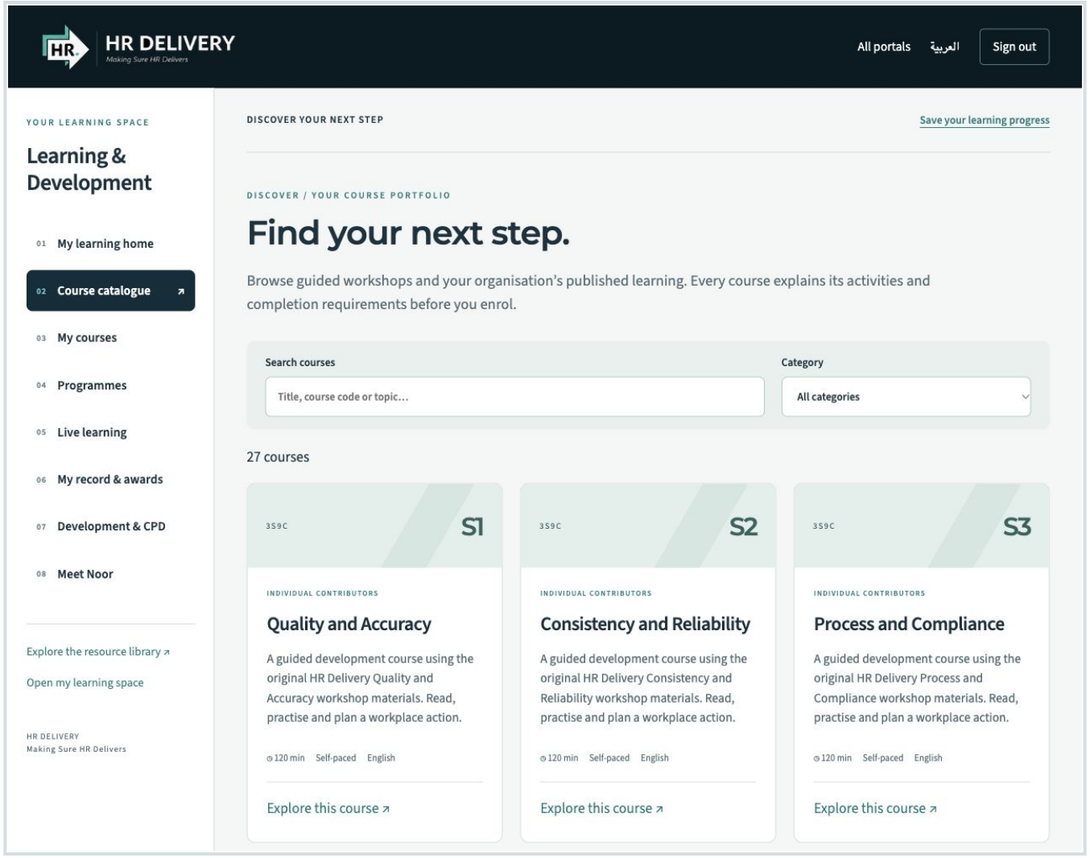
CHECK Your next practice step addresses the actual knowledge gap.

06 Prepare practical work and attendance evidence

For assignments, follow the brief and rubric. For live activities, confirm how attendance is recorded and what follow-up work remains.

CHECK You submit the requested evidence rather than unrelated supporting material.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

FIND AND FOLLOW YOUR LEARNING / STEPS 7–7 OF 7

OPEN SOURCE

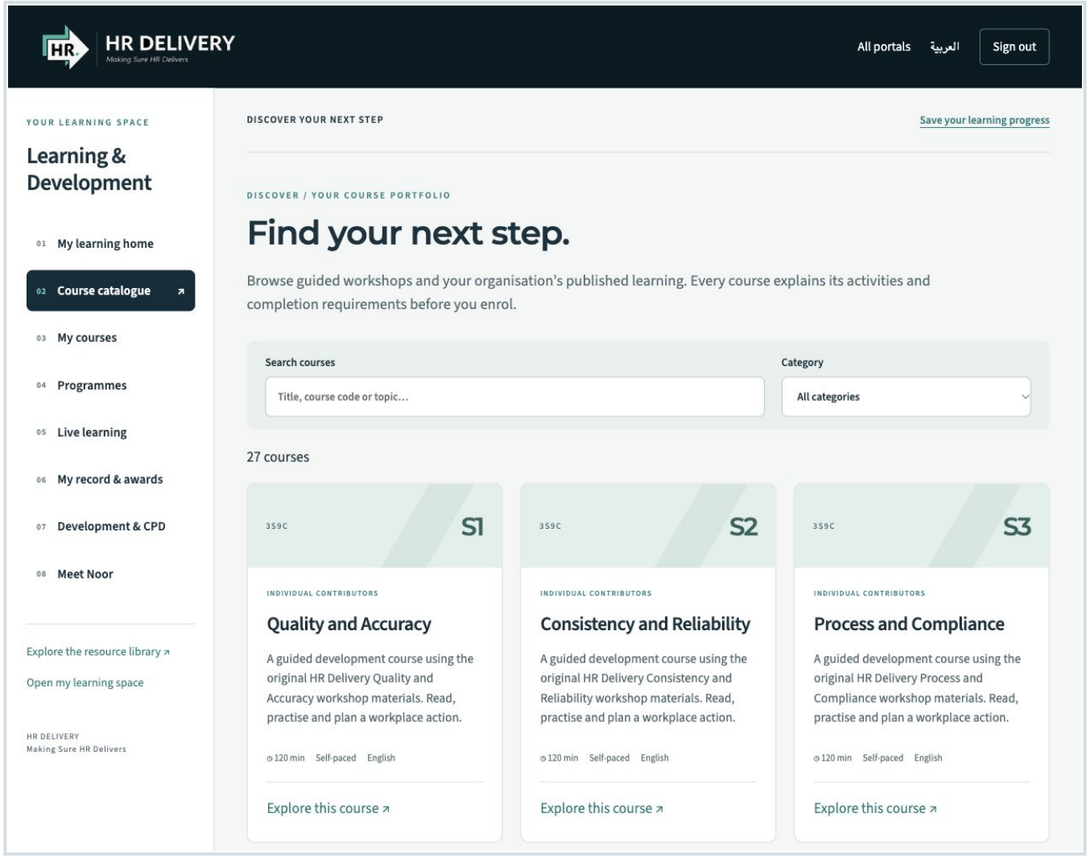
Complete activities and retain useful evidence

07 Check the recorded result

Review the activity and course state after your action. Resolve unfinished requirements instead of assuming that opening the content marks it complete.

CHECK The learning record matches the work completed.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

FIND AND FOLLOW YOUR LEARNING / E-01-03

OPEN SOURCE

Follow an assigned programme

Understand stages, course choices and deadlines before progressing.

WHO USES THIS Learner and line manager

BEFORE YOU BEGIN

- Programme assignment
- Current stage requirements and due dates

WHAT YOU WILL HAVE

- Programme progress plan
- Completed stage record

CHECK BEFORE YOU FINISH

- Do not assume prior experience is automatically credited.
- Check every compulsory requirement and deadline.

The expected option is missing.	Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

05 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

Protected LMS workflow. Public descriptions and the supplied inventory establish the intended process; detailed administration controls were not inspected.

FIND AND FOLLOW YOUR LEARNING / STEPS 1–2 OF 5

OPEN SOURCE

Follow an assigned programme

01 Open the programme route

Select 'Programmes' from the learner navigation. Identify the assigned programme, its published version and required stages.

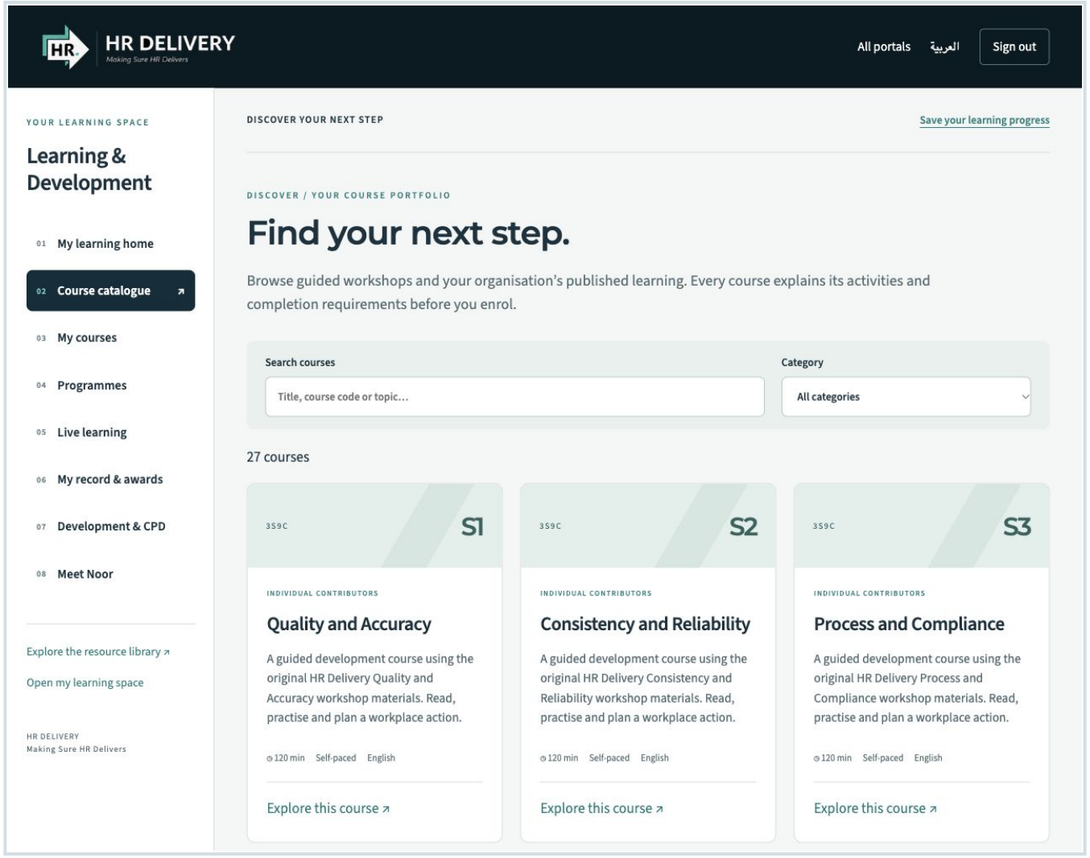
CHECK The relevant learning sequence is clear.

02 Read the stage requirements

Check compulsory courses, permitted choices, prerequisites and deadlines. Ask the programme owner how prior-learning credit is handled before relying on an exemption.

CHECK You know which learning is required and which is optional.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

FIND AND FOLLOW YOUR LEARNING / STEPS 3–4 OF 5

OPEN SOURCE

Follow an assigned programme

03 Plan the work with your manager

Schedule course activity, workplace application and any live sessions. Confirm support needed for practical assignments.

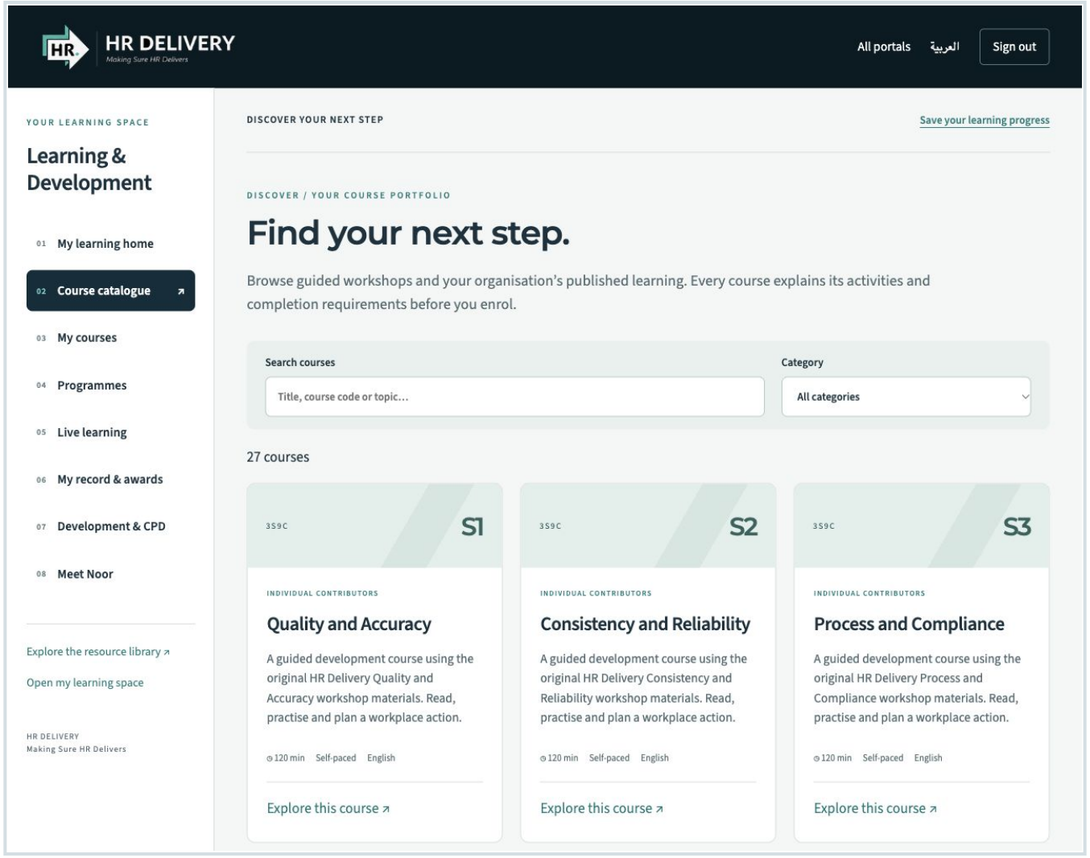
CHECK Your plan reflects both learning time and application time.

04 Check completion at each stage

Review course results, outstanding requirements and any accepted credit. Complete the next available stage according to the programme's rules.

CHECK Progress is based on recorded requirements rather than attendance alone.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

FIND AND FOLLOW YOUR LEARNING / STEPS 5–5 OF 5

OPEN SOURCE

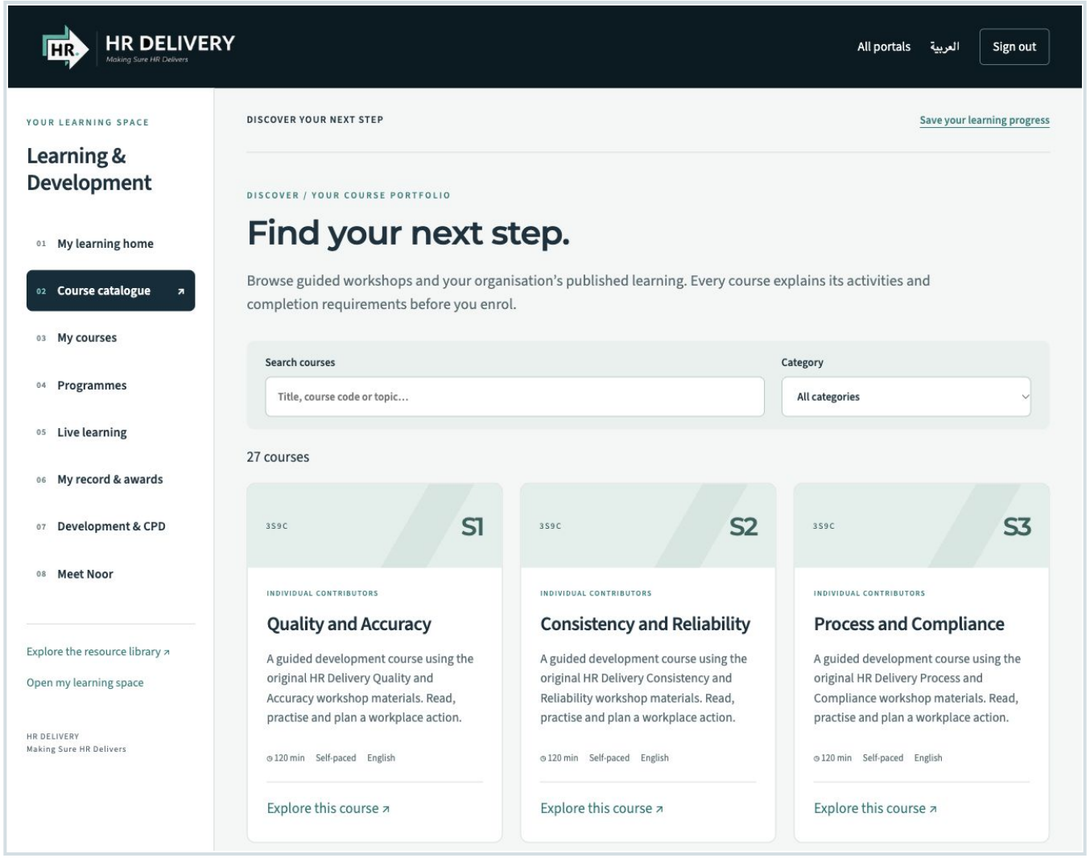
Follow an assigned programme

05 Confirm the final record

When all requirements are met, check the programme record and any achievement output. Raise discrepancies with the programme owner using the course and stage names.

CHECK The final record represents the actual published requirements completed.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

FIND AND FOLLOW YOUR LEARNING / E-01-04

OPEN SOURCE

Book and attend live learning

Manage a place and understand attendance requirements.

WHO USES THIS Learner and session organiser

BEFORE YOU BEGIN

- Relevant course or programme
- Session date, time zone and joining requirements

WHAT YOU WILL HAVE

- Booking or waitlist state
- Attendance record

CHECK BEFORE YOU FINISH

- A waitlist entry is not a confirmed place.
- Session attendance may be only one part of completion.

The expected option is missing.	Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

04 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

Protected LMS workflow. Public descriptions and the supplied inventory establish the intended process; detailed administration controls were not inspected.

FIND AND FOLLOW YOUR LEARNING / STEPS 1–2 OF 4

OPEN SOURCE

Book and attend live learning

01 Open the session listing

Select 'Live learning'. Read the session description, date, time zone, capacity and relationship to your learning requirement.

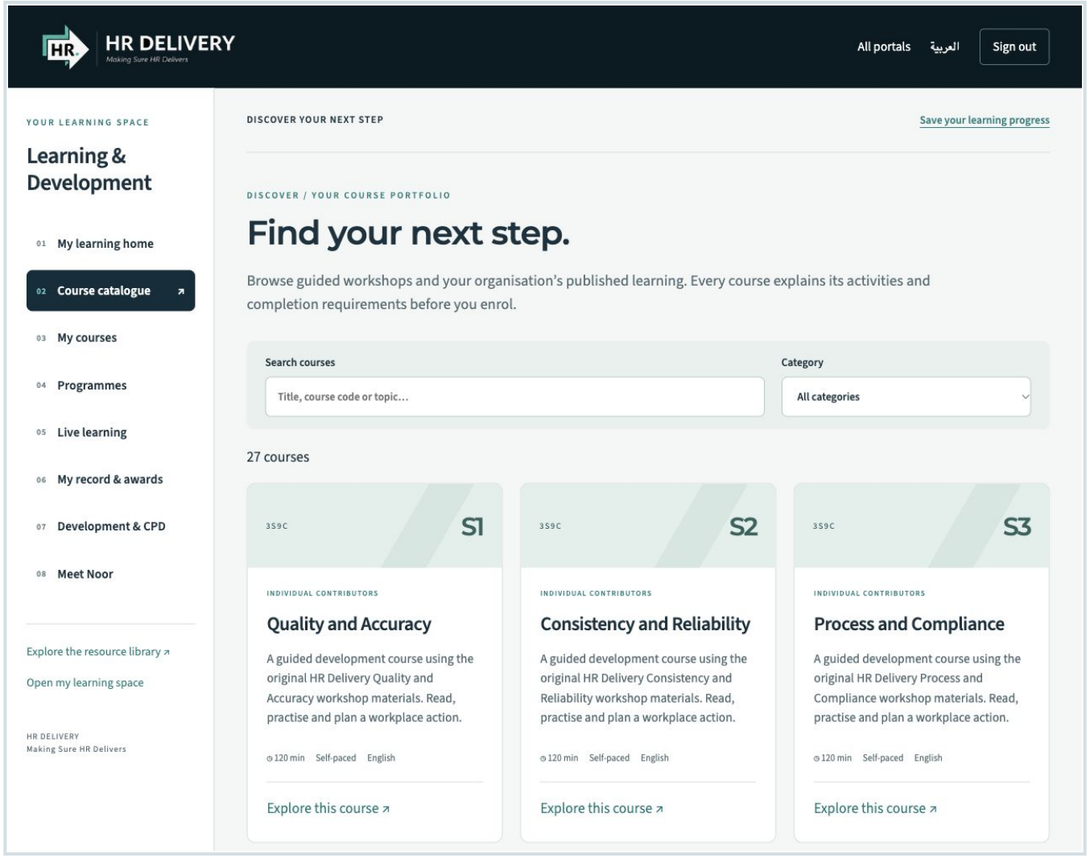
CHECK You can identify the appropriate event.

02 Request the available place

Use the booking route shown in your workspace. If the event is full, check whether a waitlist is offered and what its status means.

CHECK You know whether you have a confirmed place or are waiting.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

FIND AND FOLLOW YOUR LEARNING / STEPS 3–4 OF 4

OPEN SOURCE

Book and attend live learning

03 Prepare for the session

Review pre-work, access instructions and required materials. Keep the session details available and report any access issue promptly.

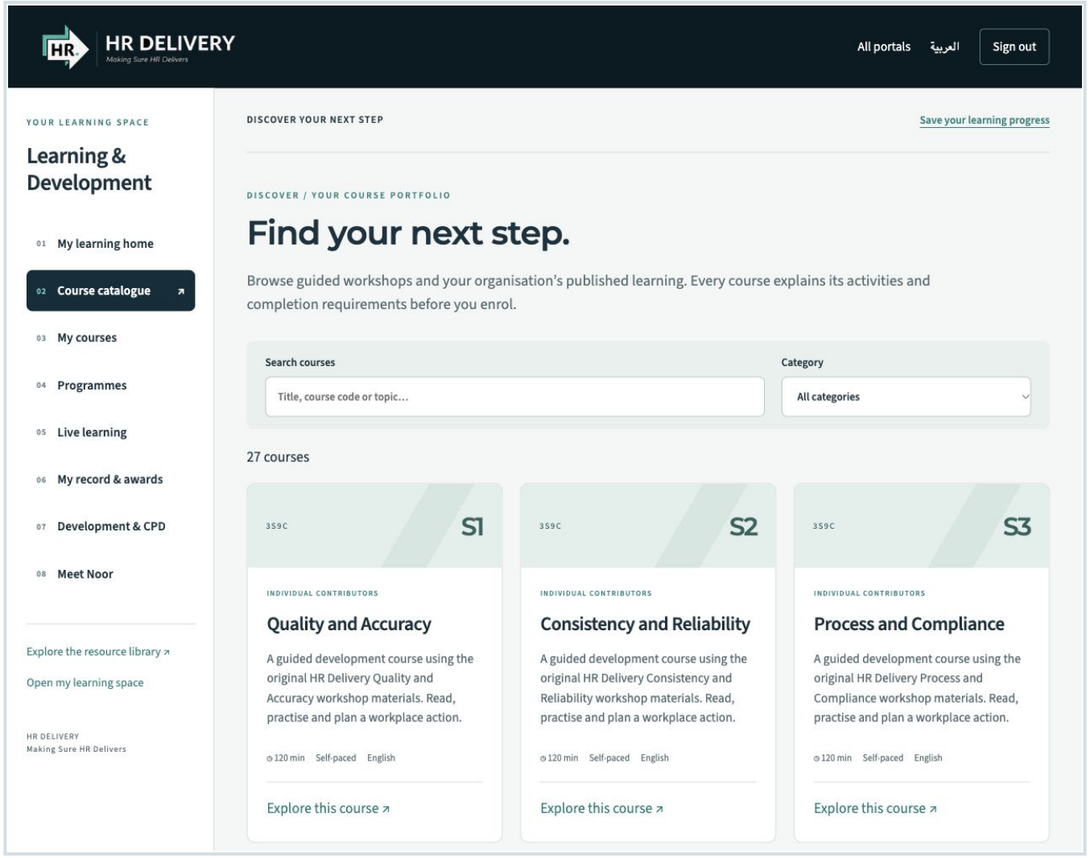
CHECK You can join at the correct time with the required preparation.

04 Verify attendance and follow-up

After the event, check whether attendance has been recorded and whether further work is required. Ask the organiser to resolve a discrepancy.

CHECK The learning activity reflects the attendance evidence and remaining requirements.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

02 Author and maintain learning

Prepare content and controlled course or programme versions.

05 PRACTICAL TASKS

Prepare the inputs / Follow the screen sequence / Check the result

AUTHOR AND MAINTAIN LEARNING / E-02-01

OPEN SOURCE

Prepare, review and publish a course

Create clear activities and requirements through an authorised course lifecycle.

WHO USES THIS Course author and reviewer

BEFORE YOU BEGIN

- Approved learning outcome and audience
- Content rights and review responsibilities

WHAT YOU WILL HAVE

- Reviewed course draft
- Published version where authorised
- Version or retirement plan

CHECK BEFORE YOU FINISH

- Outcomes, activities and assessment requirements align.
- Published-version changes are explicit.

The expected option is missing.

Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

06 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

Protected LMS workflow. Public descriptions and the supplied inventory establish the intended process; detailed administration controls were not inspected.

AUTHOR AND MAINTAIN LEARNING / STEPS 1–2 OF 6

OPEN SOURCE

Prepare, review and publish a course

01 Confirm author access

Ask your administrator for the Course Studio route and authoring role. Identify the course owner, intended learners and the capability the course should develop.

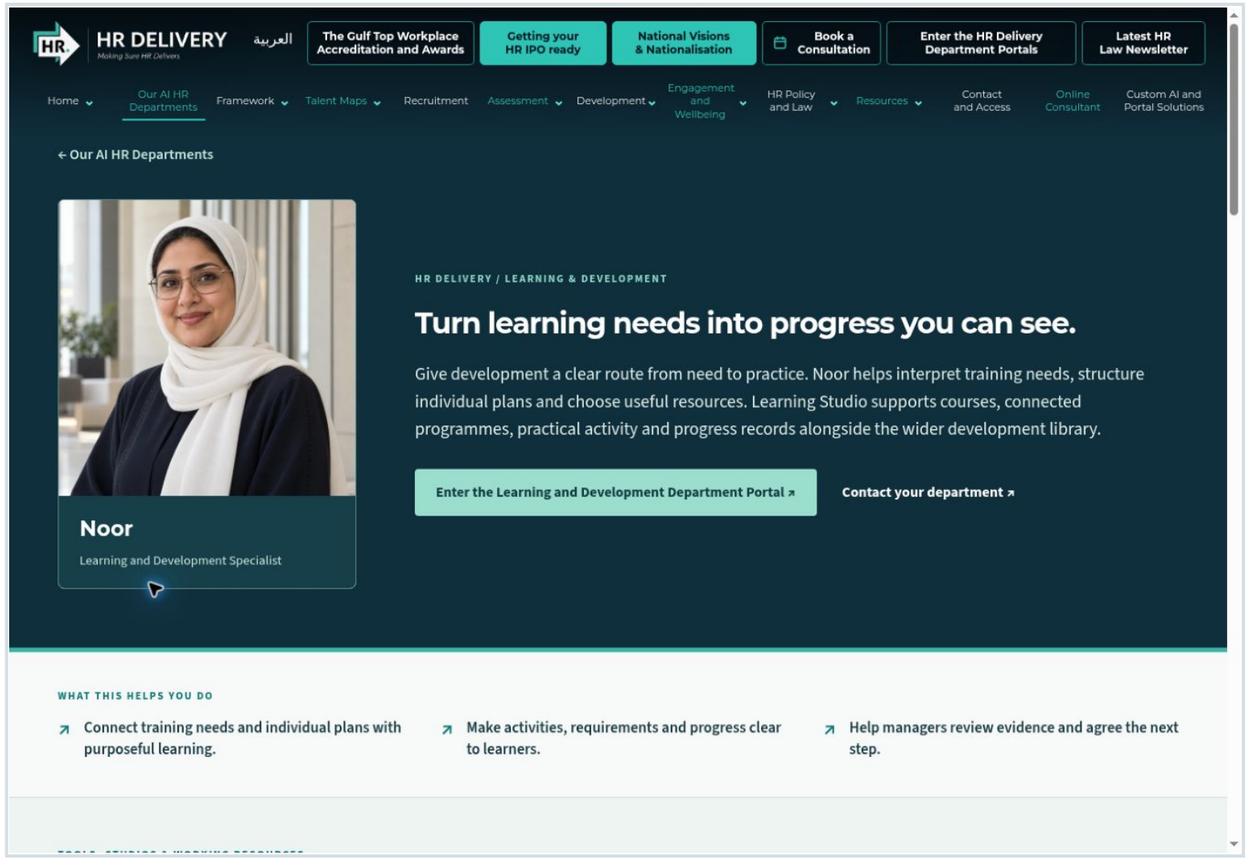
CHECK The draft has an accountable owner and defined learning purpose.

02 Specify the learning and completion design

Set measurable outcomes, activity order, practical evidence and assessment requirements before assembling content. Separate optional resources from compulsory work.

CHECK Learners will be able to understand how completion is earned.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

AUTHOR AND MAINTAIN LEARNING / STEPS 3–4 OF 6

OPEN SOURCE

Prepare, review and publish a course

03 Prepare the course draft

Use the available authoring controls to add learning activities and supported resources. Check instructions, duration, language and links throughout the draft.

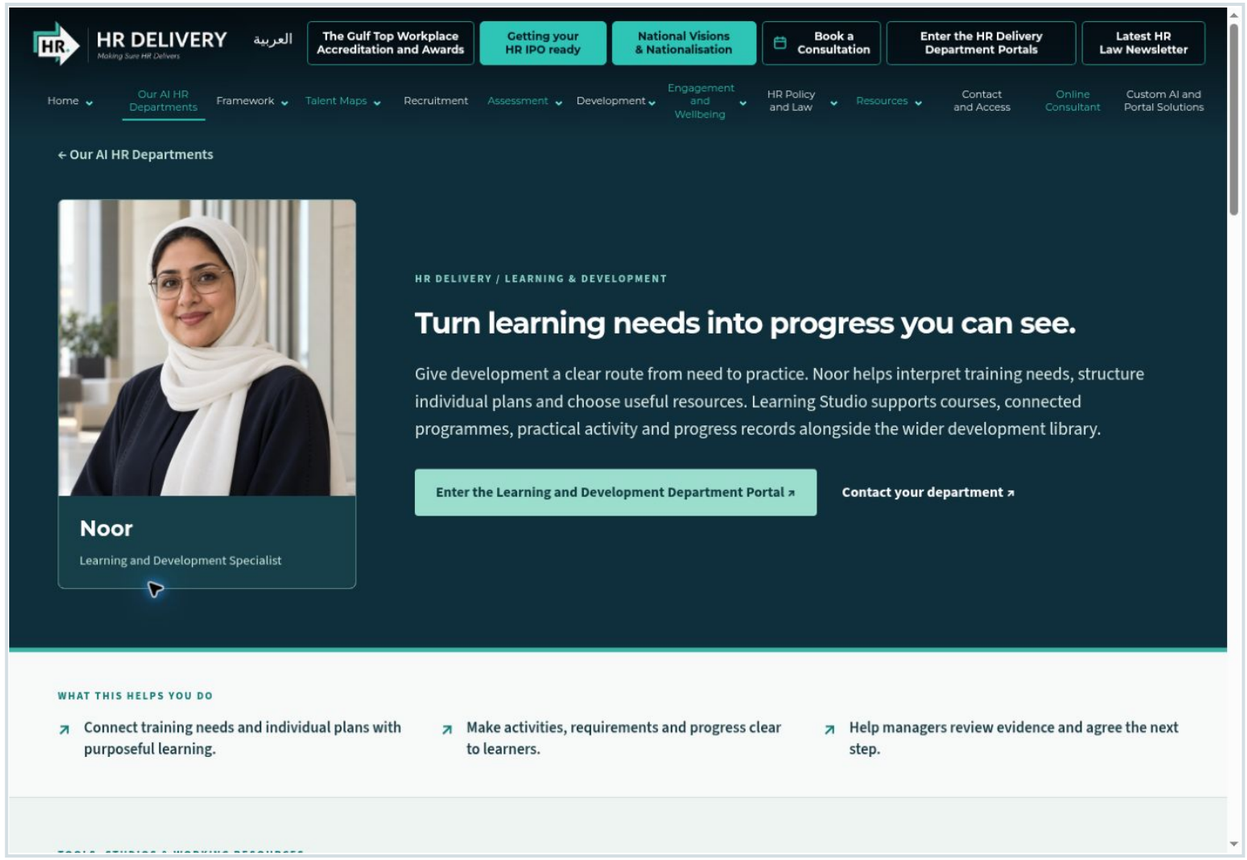
CHECK The course sequence is coherent and usable.

04 Preview as a learner

Follow every activity and branch, test supported media and check how requirements are explained. Resolve missing content and contradictory instructions.

CHECK The learner journey matches the design and intended evidence.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

AUTHOR AND MAINTAIN LEARNING / STEPS 5–6 OF 6

OPEN SOURCE

Prepare, review and publish a course

05 Complete review before publication

Route the draft to the authorised reviewer. Confirm content readiness, rights, assessment settings and release responsibility before publishing.

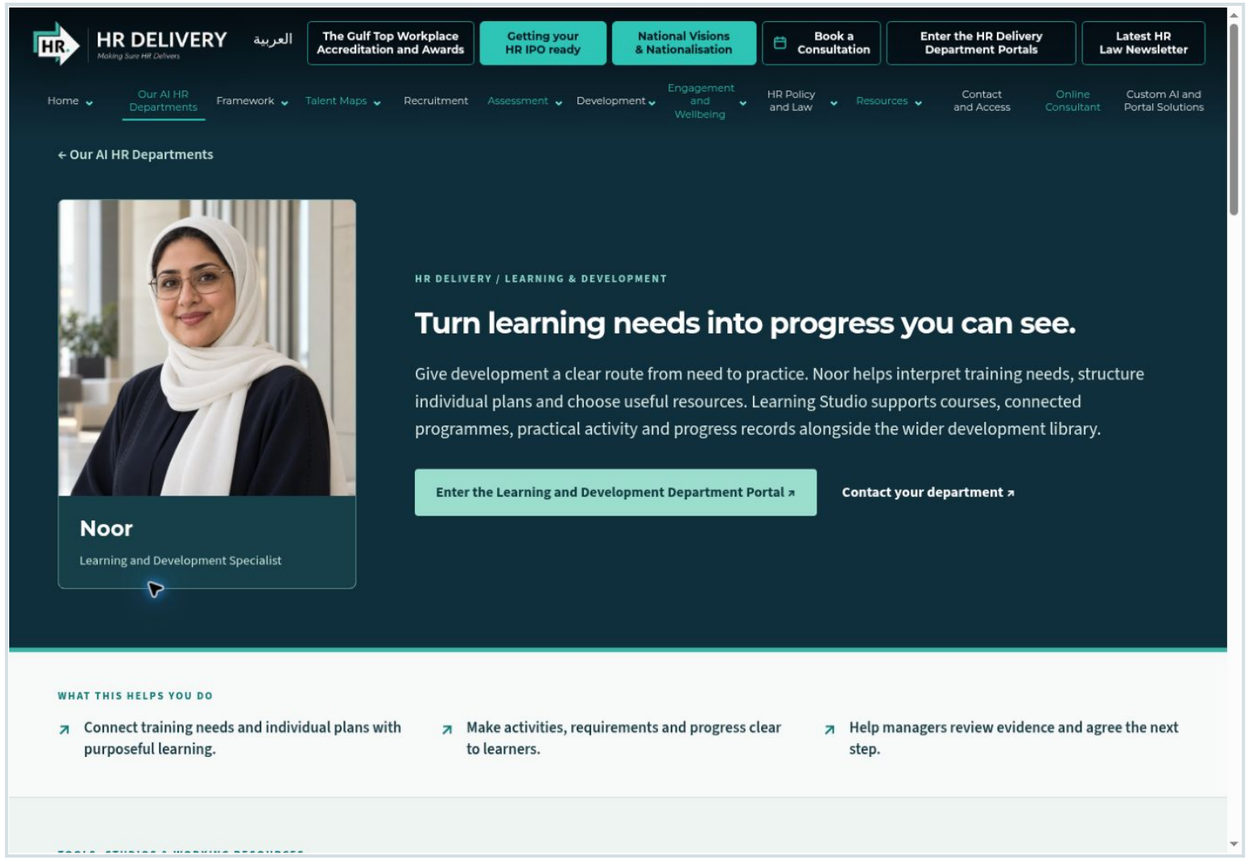
CHECK The release is based on a reviewed version.

06 Manage later versions deliberately

The public department page states existing assignments retain their published version. Plan revisions and retirement so current learners and records remain understandable.

CHECK A change in content does not silently change an existing assignment's requirements.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

AUTHOR AND MAINTAIN LEARNING / E-02-02

OPEN SOURCE

Organise documents, audio and video for reuse

Make learning assets usable, accessible and authorised.

WHO USES THIS Content author or administrator

BEFORE YOU BEGIN

- Original source files
- Rights, ownership and intended audience

WHAT YOU WILL HAVE

- Classified content asset
- Readiness and rights record

CHECK BEFORE YOU FINISH

- A successful upload does not prove the activity is usable.
- Check access and alternative formats before release.

The expected option is missing.	Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

05 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

Protected LMS workflow. Public descriptions and the supplied inventory establish the intended process; detailed administration controls were not inspected.

AUTHOR AND MAINTAIN LEARNING / STEPS 1–2 OF 5

OPEN SOURCE

Organise documents, audio and video for reuse

01 Identify the content purpose

Choose the appropriate content-library route in your authorised workspace. Record what each asset supports and who should be able to use it.

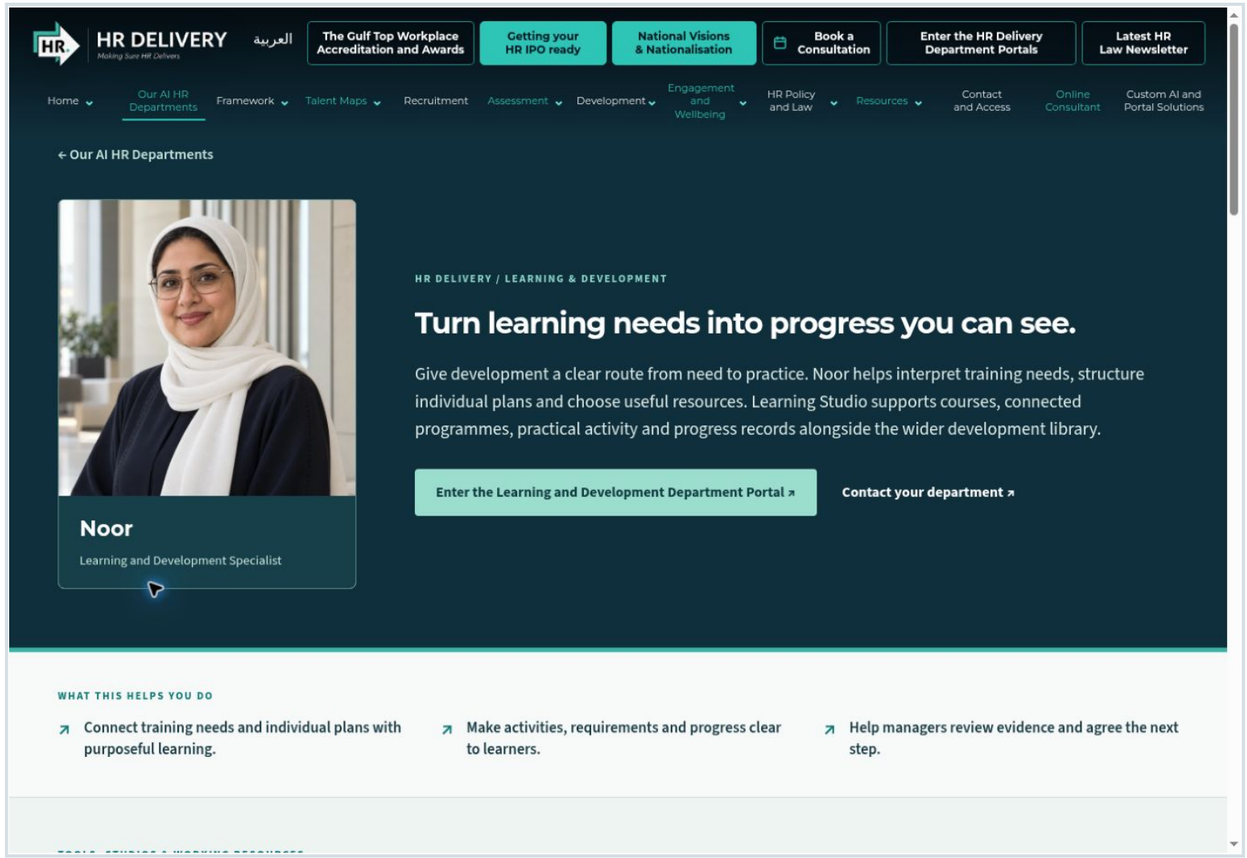
CHECK The asset has a defined learning purpose and access scope.

02 Prepare the source material

Use clear filenames, current versions and complete documents. For private audio or video, prepare captions or transcripts where the activity requires them.

CHECK The materials are ready to be checked before learners receive access.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

AUTHOR AND MAINTAIN LEARNING / STEPS 3–4 OF 5

OPEN SOURCE

Organise documents, audio and video for reuse

03 Add and classify the supported asset

Use the upload and metadata controls offered in your workspace. Record title, description, language, category and version where available.

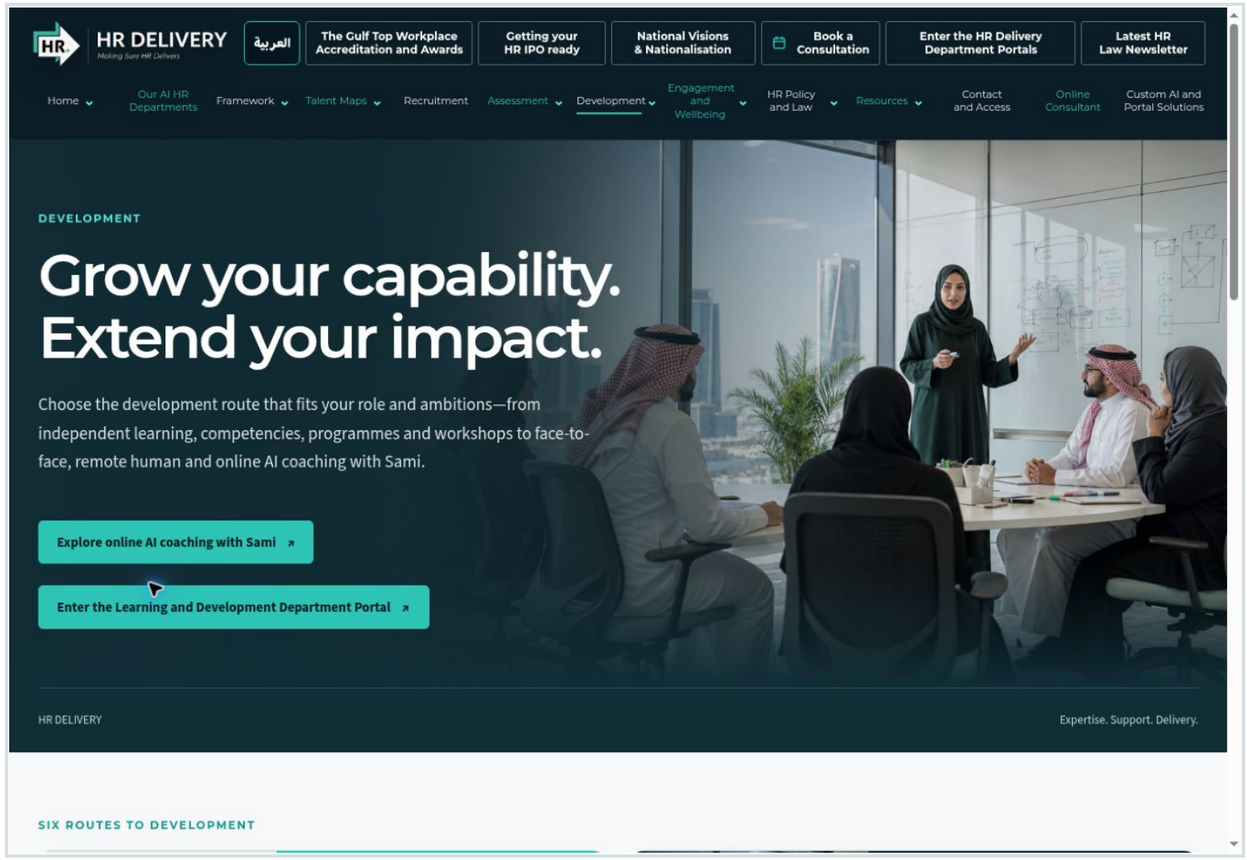
CHECK An author can find and select the correct resource.

04 Review rights and readiness

Confirm permission for the intended use, required attribution, expiry or review dates and whether any confidential content must be removed.

CHECK The resource is appropriate for the intended learners and distribution.

PRIOR REVIEWED SCREEN



Previously reviewed public development-resource routes.

AUTHOR AND MAINTAIN LEARNING / STEPS 5–5 OF 5

OPEN SOURCE

Organise documents, audio and video for reuse

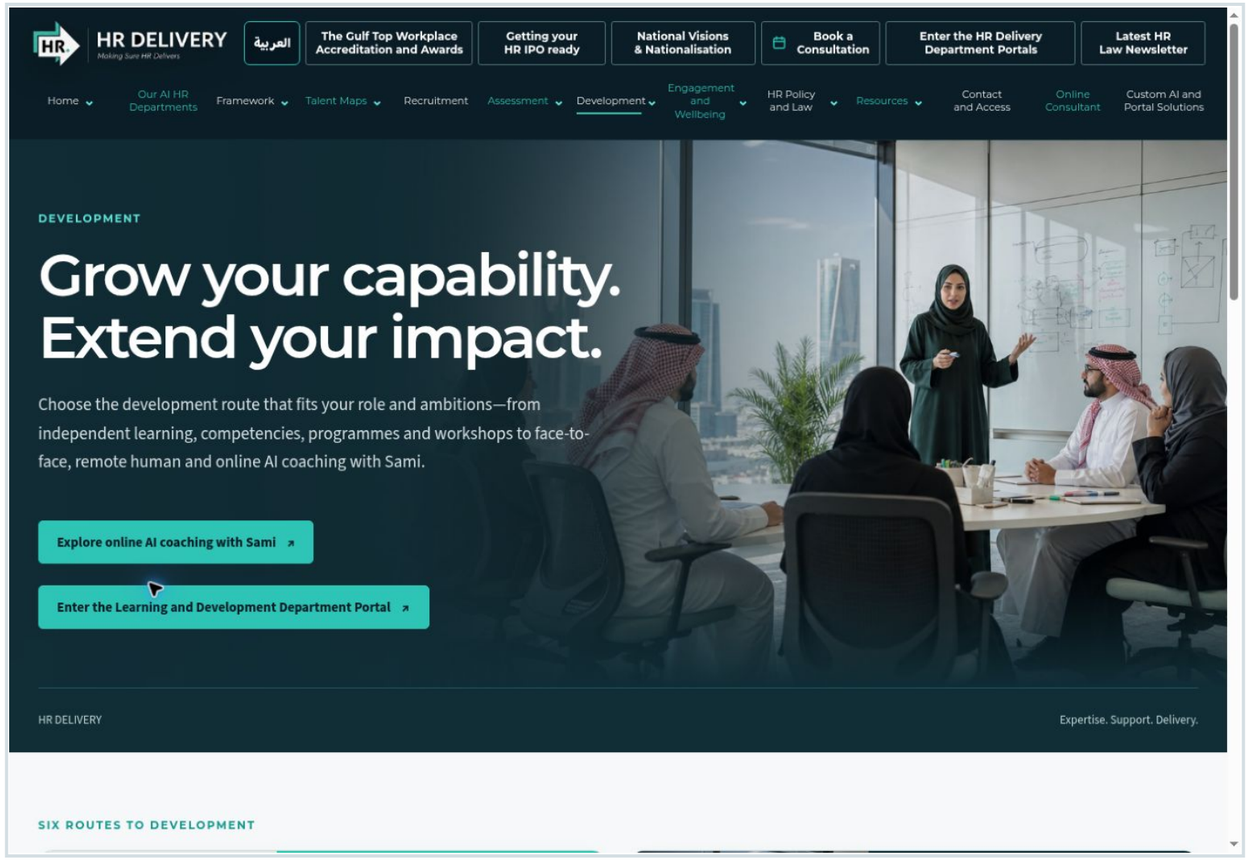
05

Test in the learner context

Check document display, media playback, transcripts, captions and links using the available preview. Confirm that private assets remain within their intended access.

CHECK The resource works in the learning activity it supports.

PRIOR REVIEWED SCREEN



Previously reviewed public development-resource routes.

AUTHOR AND MAINTAIN LEARNING / E-02-03

OPEN SOURCE

Build a question bank and a quiz blueprint

Maintain reviewed questions and a reproducible quiz specification.

WHO USES THIS Question author, reviewer and assessment owner

BEFORE YOU BEGIN

- Learning outcomes and question specifications
- Review criteria and approved scoring approach

WHAT YOU WILL HAVE

- Approved question bank
- Quiz blueprint and retained edition

CHECK BEFORE YOU FINISH

- Every scored item has a checked key and rationale.
- Coverage reflects the learning outcomes.
- Published assignments retain a clear assessment basis.

The expected option is missing.	Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

05 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

Protected LMS workflow. Public descriptions and the supplied inventory establish the intended process; detailed administration controls were not inspected.

AUTHOR AND MAINTAIN LEARNING / STEPS 1–2 OF 5

OPEN SOURCE

Build a question bank and a quiz blueprint

01 Draft questions against the outcome

Prepare clear stems, plausible options and an answer rationale. Avoid irrelevant reading burden, accidental answer cues and questions that assess trivia outside the outcome.

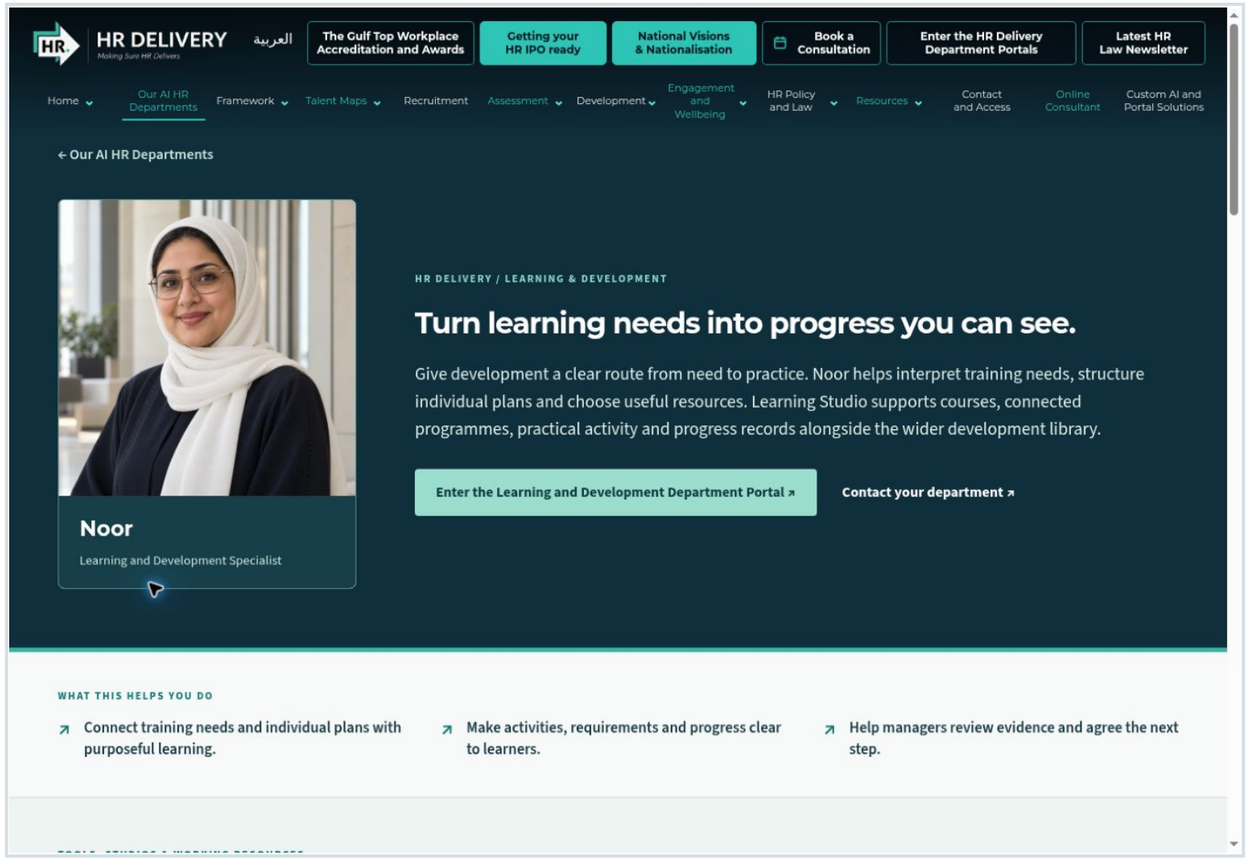
CHECK Each item assesses the intended learning and has a defensible key.

02 Classify and find items

Use the available question-bank authoring, classification and search controls. Attach the outcome, topic or difficulty information required by your bank process.

CHECK The bank can supply the intended range of content.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

AUTHOR AND MAINTAIN LEARNING / STEPS 3–4 OF 5

OPEN SOURCE

Build a question bank and a quiz blueprint

03 Review and approve

Check accuracy, fairness, language, scoring and feedback with a reviewer. Resolve ambiguous options before an item is approved for use.

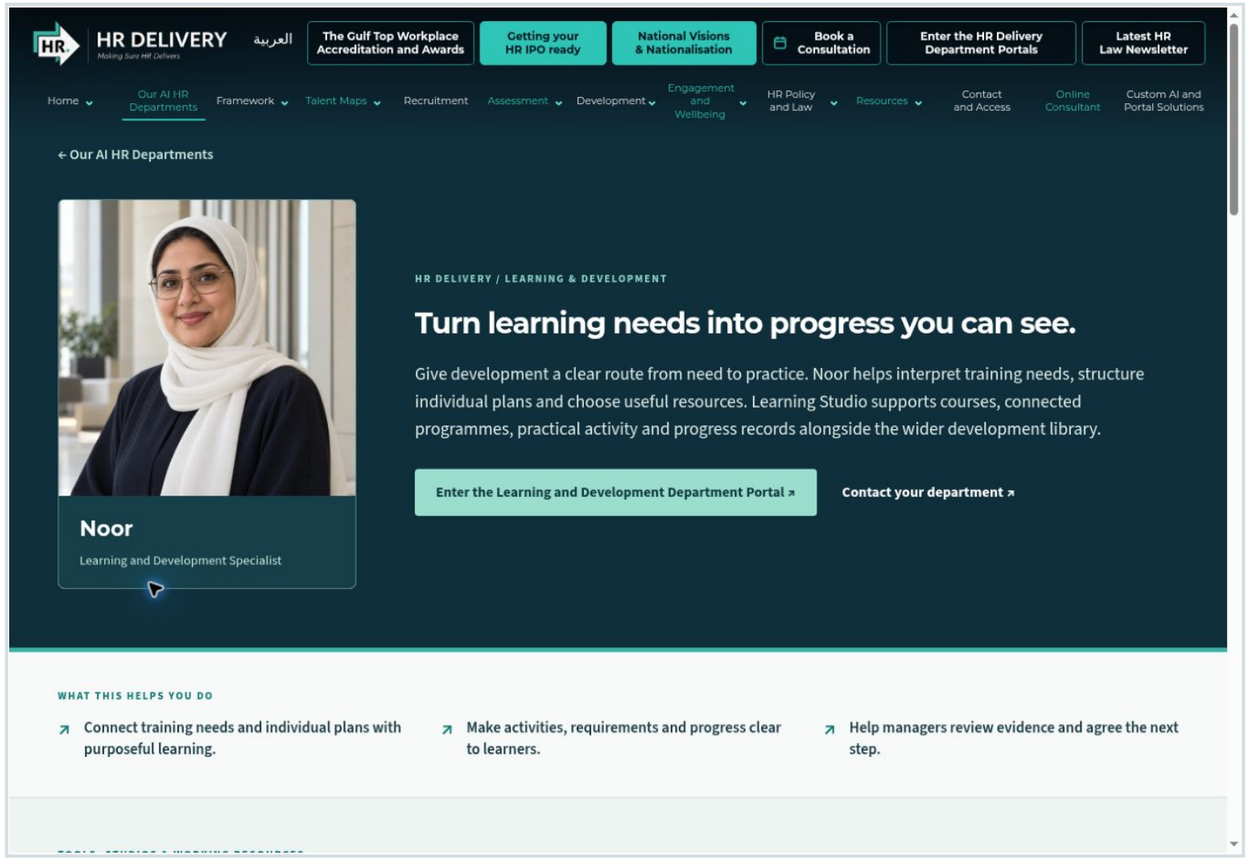
CHECK Only reviewed items enter the operational assessment pool.

04 Specify the blueprint

Define coverage, number of items, selection rules and required bank edition using the quiz-blueprint controls available to your authorised role.

CHECK The quiz has a documented content and scoring specification.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

AUTHOR AND MAINTAIN LEARNING / STEPS 5–5 OF 5

OPEN SOURCE

Build a question bank and a quiz blueprint

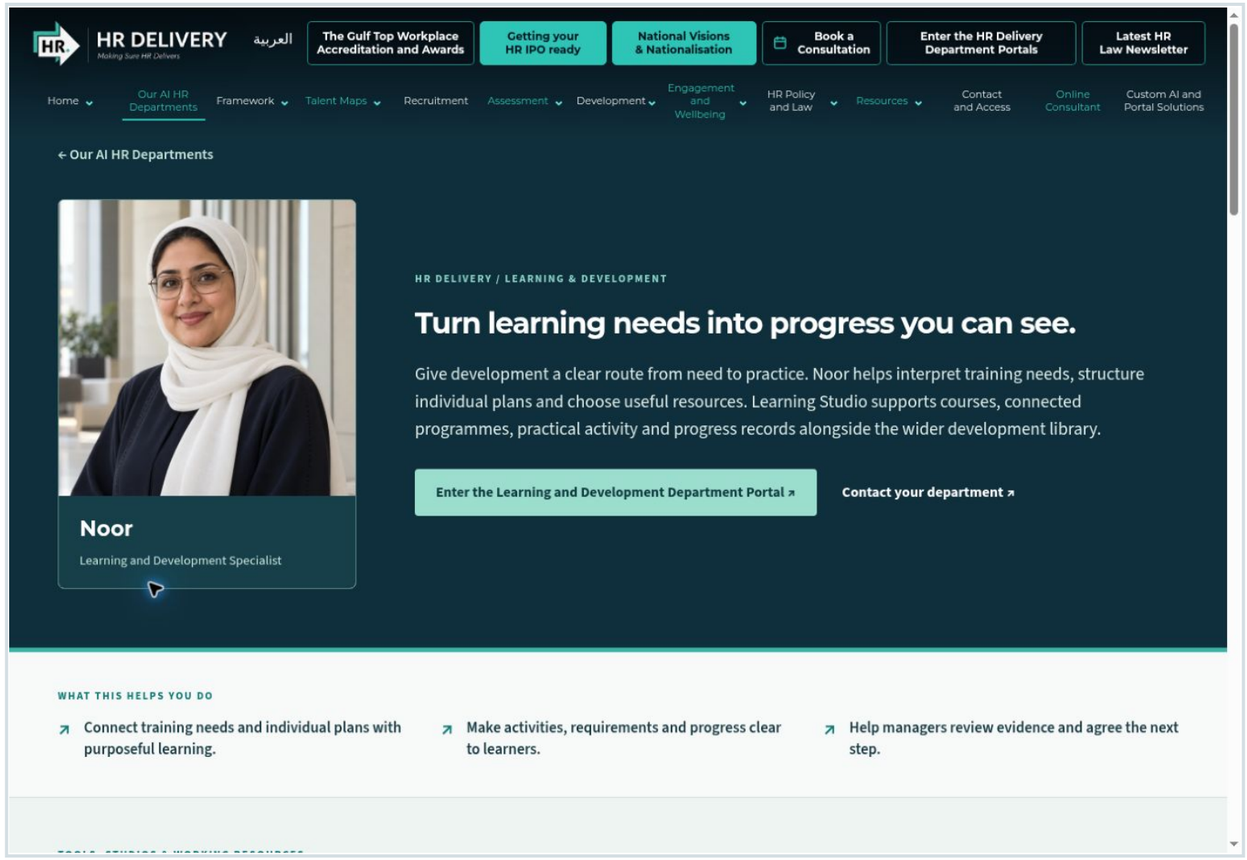
05

Preview and retain the edition

Test the quiz experience, answer key and feedback. Preserve the edition linked to the learning version rather than assuming later bank edits update every assignment.

CHECK The assessment can be interpreted against the version actually used.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

AUTHOR AND MAINTAIN LEARNING / E-02-04

OPEN SOURCE

Build a staged learning programme

Connect courses, choices and completion requirements into an organised route.

WHO USES THIS Programme author and owner

BEFORE YOU BEGIN

- Approved programme purpose
- Published course versions and stage design

WHAT YOU WILL HAVE

- Programme specification
- Allocated published programme

CHECK BEFORE YOU FINISH

- Stage choices still meet the programme outcomes.
- Credit and completion are distinguishable.

The expected option is missing.

Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

05 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

Protected LMS workflow. Public descriptions and the supplied inventory establish the intended process; detailed administration controls were not inspected.

AUTHOR AND MAINTAIN LEARNING / STEPS 1–2 OF 5

OPEN SOURCE

Build a staged learning programme

01 Define the intended route

In the authorised Programme Studio, identify the programme owner, audience, required capability and stages. Decide what evidence distinguishes stage completion.

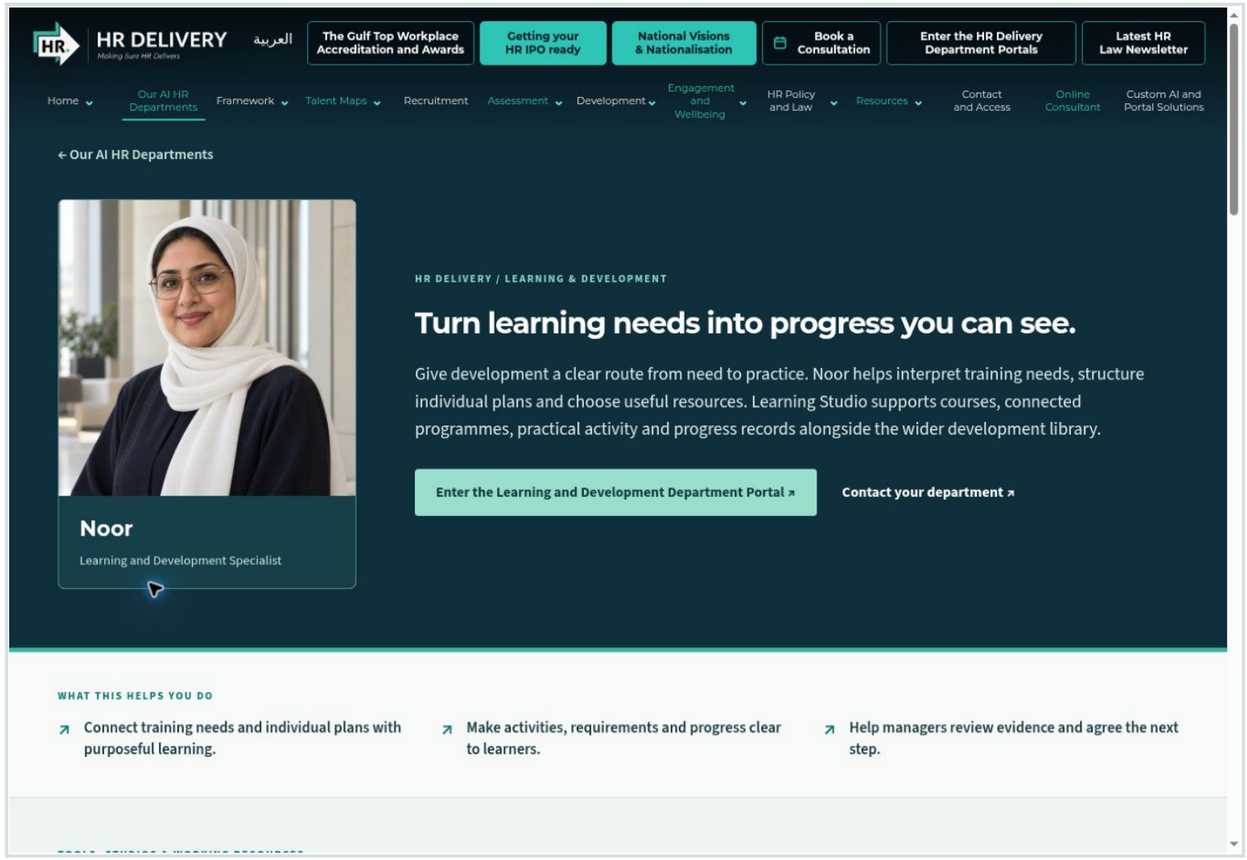
CHECK The programme has a purpose beyond assembling course links.

02 Add the course requirements

Use the available controls to identify compulsory courses and allowable choices. Check prerequisites and avoid contradictory completion rules.

CHECK The learner can distinguish required study from alternatives.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

AUTHOR AND MAINTAIN LEARNING / STEPS 3–4 OF 5

OPEN SOURCE

Build a staged learning programme

03 Set timing and allocation

Record deadlines and the intended learners or cohorts through the supported assignment process. Coordinate live-session requirements before allocating the programme.

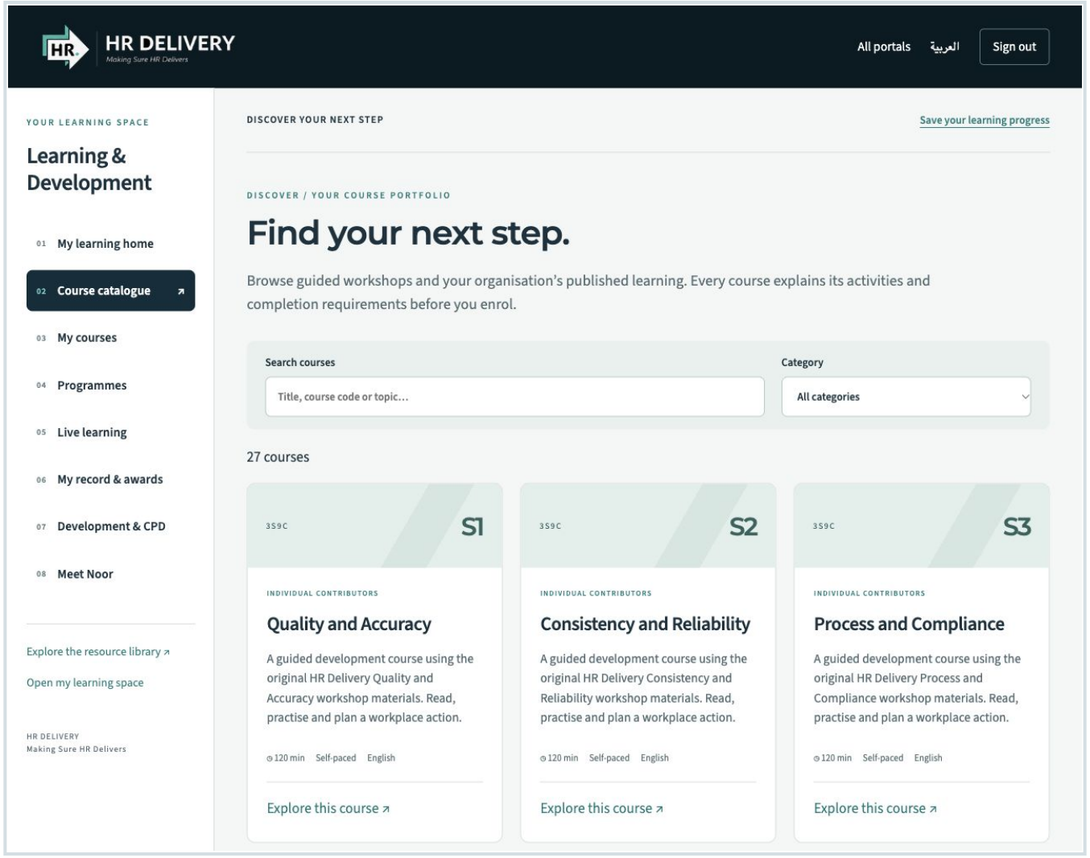
CHECK The timetable and available learning opportunities are workable.

04 Review prior-learning decisions

Use the approved credit process where enabled. Record the evidence, decision owner and scope of any exemption instead of bypassing a requirement informally.

CHECK Accepted credit is distinguishable from completed course activity.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

AUTHOR AND MAINTAIN LEARNING / STEPS 5–5 OF 5

OPEN SOURCE

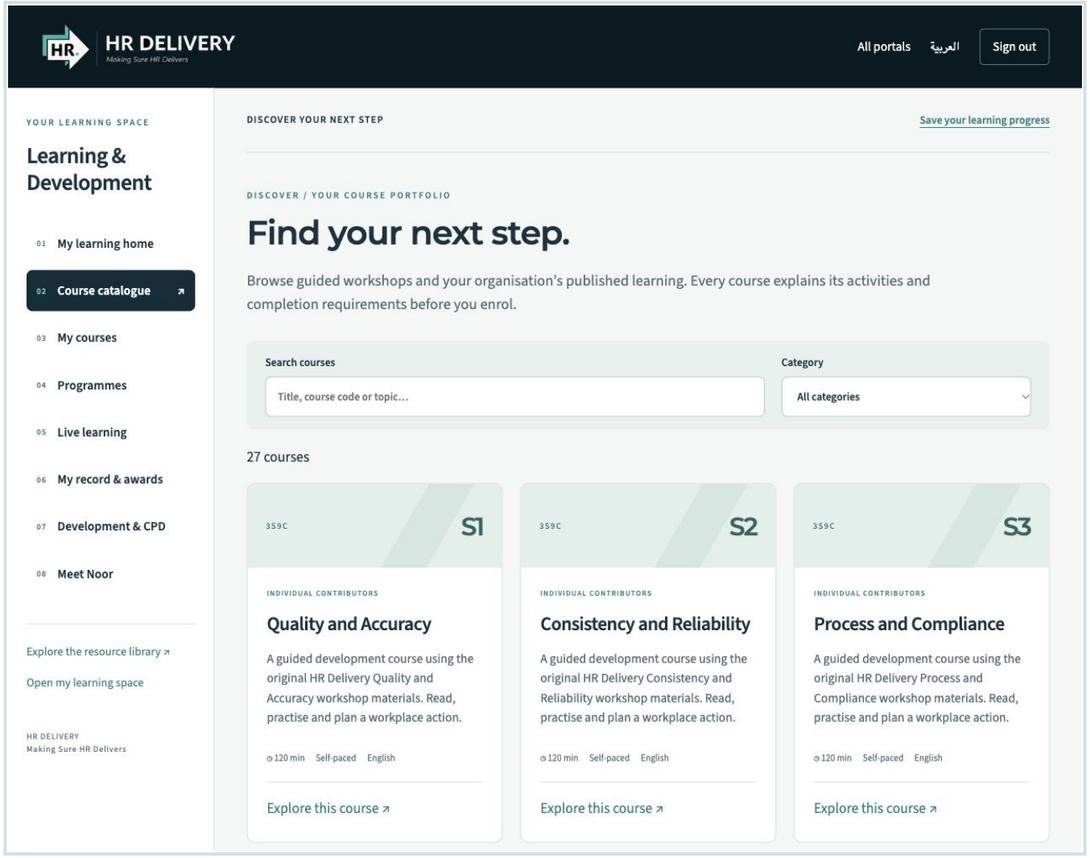
Build a staged learning programme

05 Preview and release

Review the programme from the learner perspective, approve the version and assign it through the authorised workflow. Check version retention for existing allocations.

CHECK The released programme has clear stages and traceable requirements.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

AUTHOR AND MAINTAIN LEARNING / E-02-05

OPEN SOURCE

Reconcile the learning portfolio

Check that expected courses and resources match the maintained inventory.

WHO USES THIS Learning administrator

BEFORE YOU BEGIN

- Approved portfolio list
- Workspace’s current CSV template or export

WHAT YOU WILL HAVE

- Reconciled portfolio
- Exception and ownership record

CHECK BEFORE YOU FINISH

- Do not overwrite a published version to fix a naming discrepancy.
- Import columns and identifiers must match the actual template.

The expected option is missing.	Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

05 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

Protected LMS workflow. Public descriptions and the supplied inventory establish the intended process; detailed administration controls were not inspected.

AUTHOR AND MAINTAIN LEARNING / STEPS 1–2 OF 5

OPEN SOURCE

Reconcile the learning portfolio

01 Identify the authoritative inventory

Agree which catalogue, programme list and ownership record define the intended portfolio. Retain the current version before reconciling.

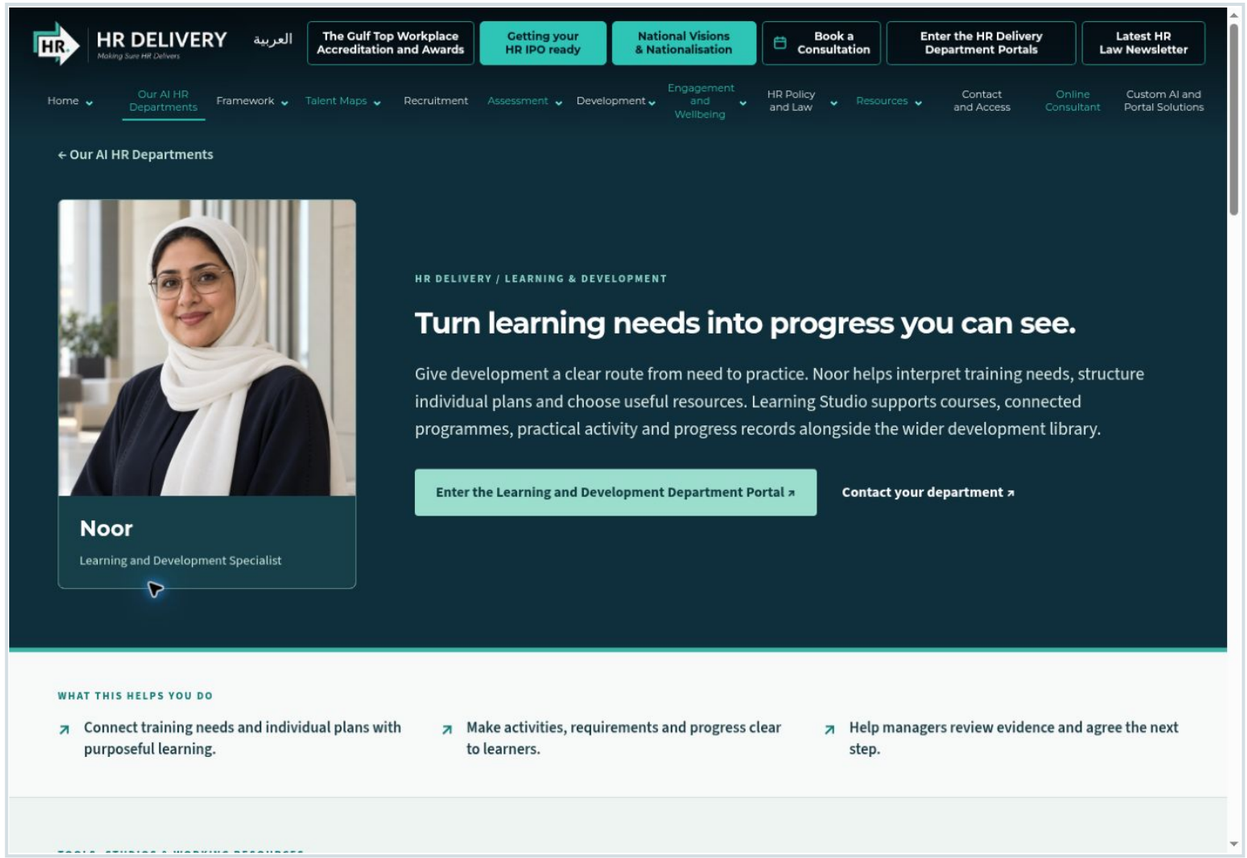
CHECK The team knows which list is being reconciled against which source.

02 Prepare the supported CSV

Use the workspace's supplied column structure. Keep identifiers, names, categories, owners and status values consistent; do not invent import columns.

CHECK The file matches the available reconciliation schema.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

AUTHOR AND MAINTAIN LEARNING / STEPS 3–4 OF 5

OPEN SOURCE

Reconcile the learning portfolio

03 Review mismatches

Use the available portfolio and reconciliation controls to identify missing, duplicate, renamed or retired items. Investigate a mismatch before overwriting a record.

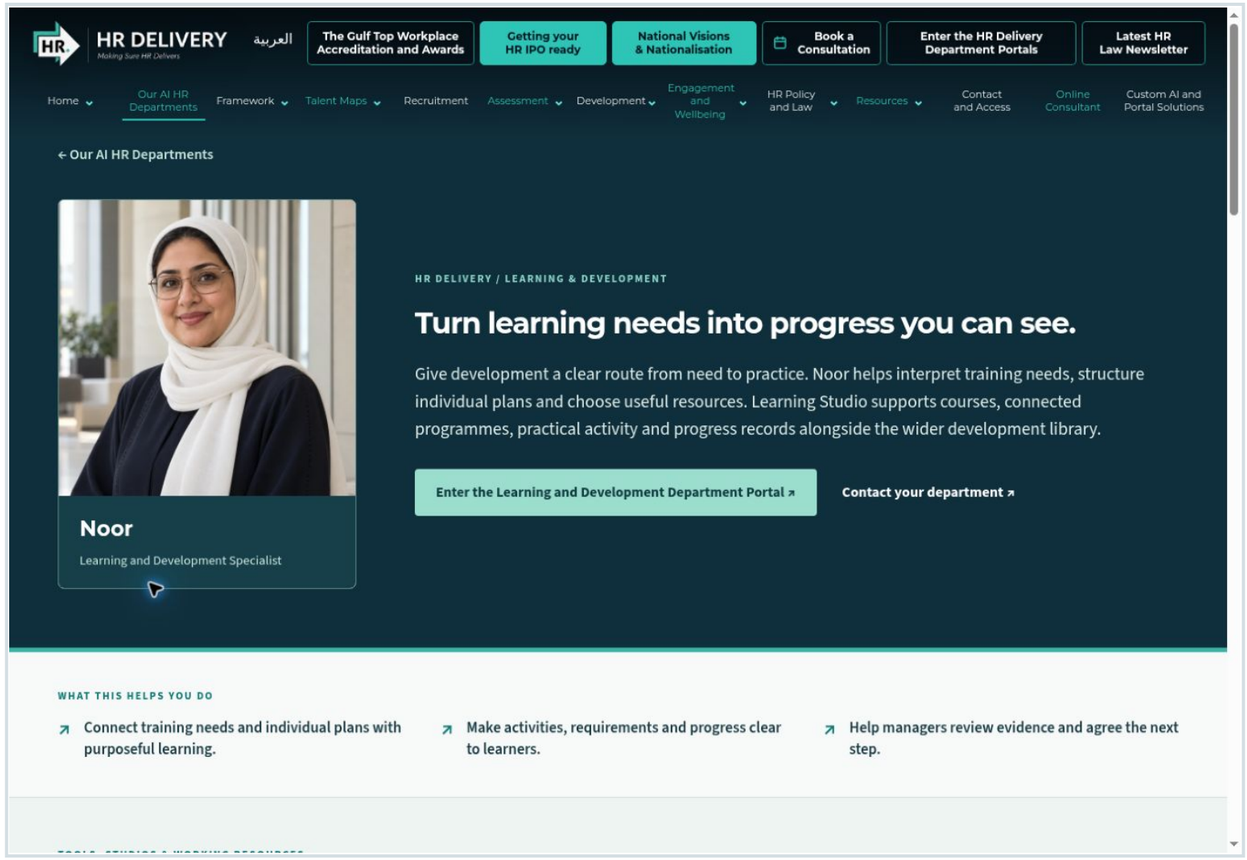
CHECK Each difference has an explained cause or assigned follow-up.

04 Resolve with the accountable owner

Confirm intended changes, content readiness and rights with the course or programme owner. Recheck affected assignments before retirement or replacement.

CHECK Updates reflect an approved portfolio decision.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

AUTHOR AND MAINTAIN LEARNING / STEPS 5–5 OF 5

OPEN SOURCE

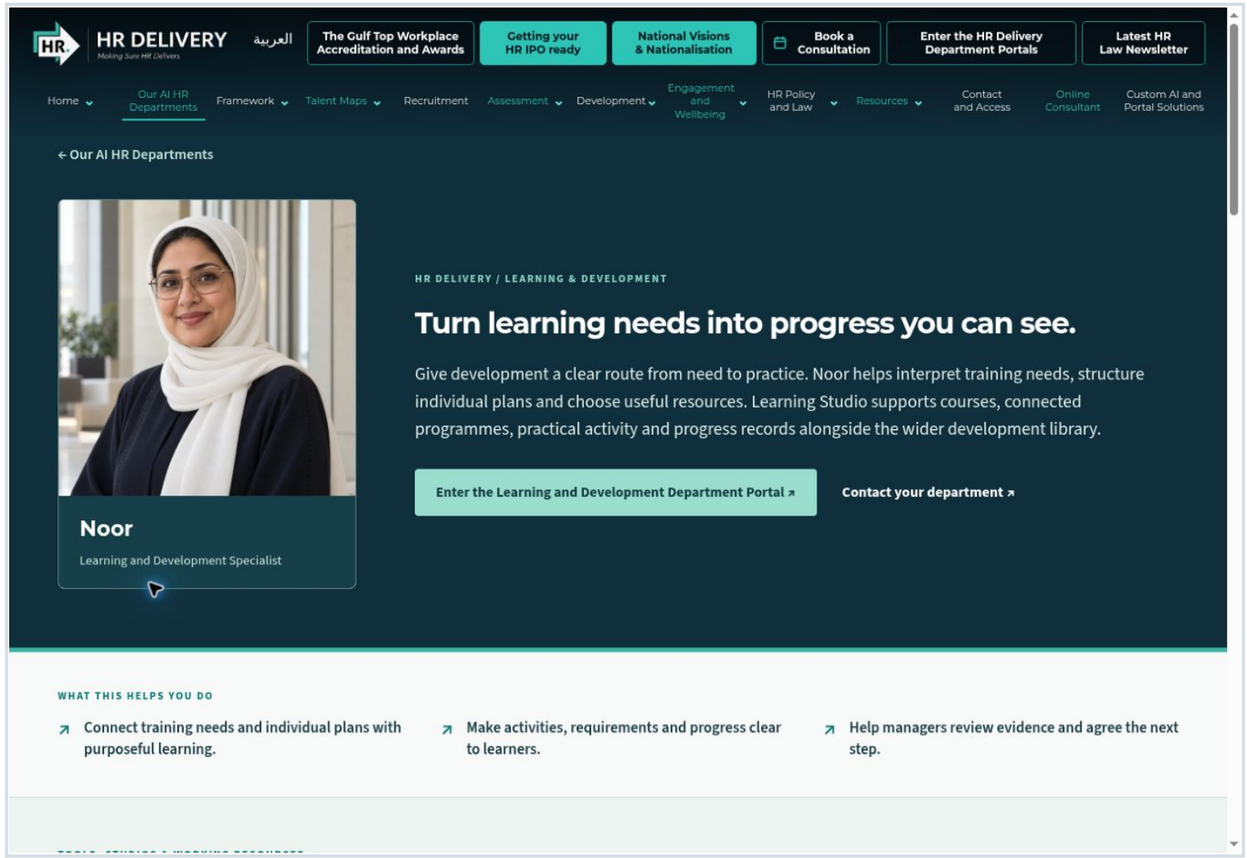
Reconcile the learning portfolio

05 Retain the reconciliation result

Keep the reviewed input, exceptions, decisions and date in the approved record location. Re-run only affected checks after corrections.

CHECK Another administrator can understand the state of the portfolio.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

03 Administer people and assess work

Coordinate assignments and dependable evidence review.

04 PRACTICAL TASKS

Prepare the inputs / Follow the screen sequence / Check the result

ADMINISTER PEOPLE AND ASSESS WORK / E-03-01

OPEN SOURCE

Prepare people, cohorts and learning assignments

Allocate the right published learning to the right people.

WHO USES THIS Learning administrator

BEFORE YOU BEGIN

- Authorised learner list
- Approved course or programme versions

WHAT YOU WILL HAVE

- People and cohort records
- Course or programme assignments

CHECK BEFORE YOU FINISH

- Import errors are resolved before allocation.
- Existing assignments retain their relevant published version.

The expected option is missing.	Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

05 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

Protected LMS workflow. Public descriptions and the supplied inventory establish the intended process; detailed administration controls were not inspected.

ADMINISTER PEOPLE AND ASSESS WORK / STEPS 1–2 OF 5

OPEN SOURCE

Prepare people, cohorts and learning assignments

01 Confirm the intended population

Identify the individuals and cohorts that should receive learning. Check organisation membership and avoid uploading unnecessary personal information.

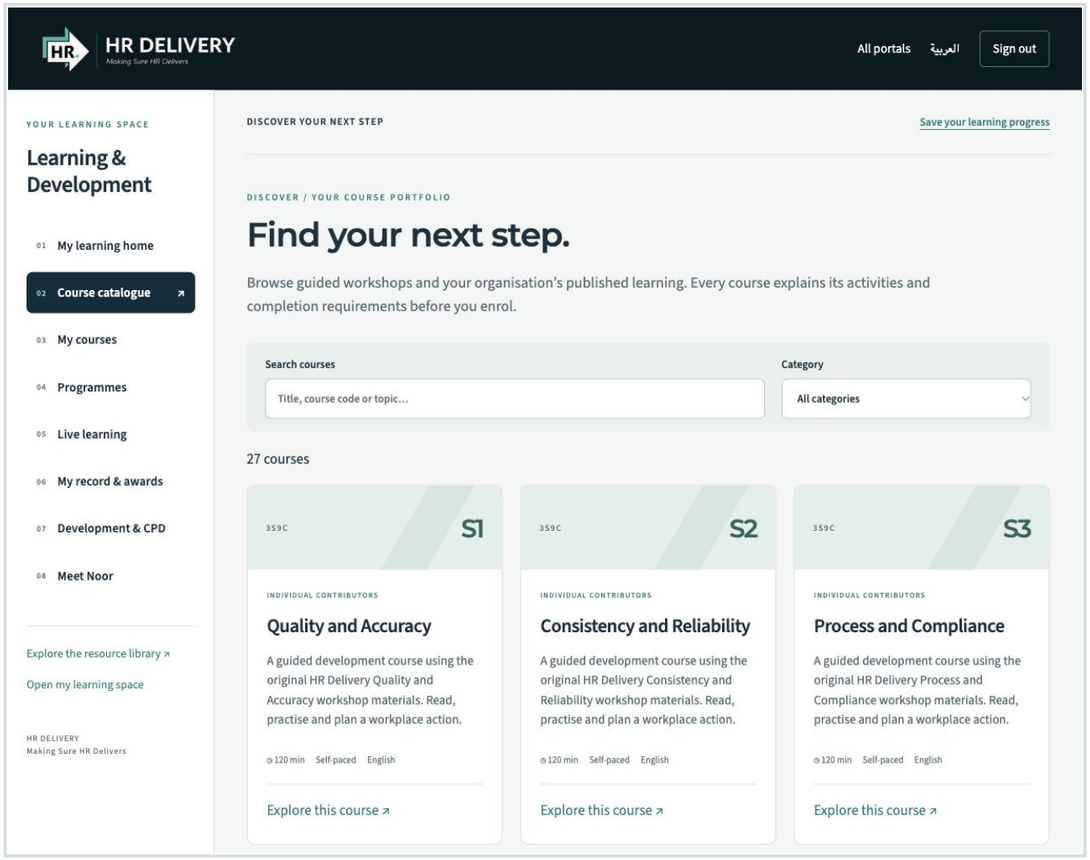
CHECK The audience matches the approved training requirement.

02 Use the current onboarding template

For bulk onboarding, obtain the workspace's supported import format and required fields. Validate identifiers and remove duplicate rows before import.

CHECK The file is structurally valid and refers to the intended people.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

ADMINISTER PEOPLE AND ASSESS WORK / STEPS 3–4 OF 5

OPEN SOURCE

Prepare people, cohorts and learning assignments

03 Review the resulting people and cohorts

After using authorised onboarding controls, check the visible record count and cohort membership. Resolve validation errors before allocating learning.

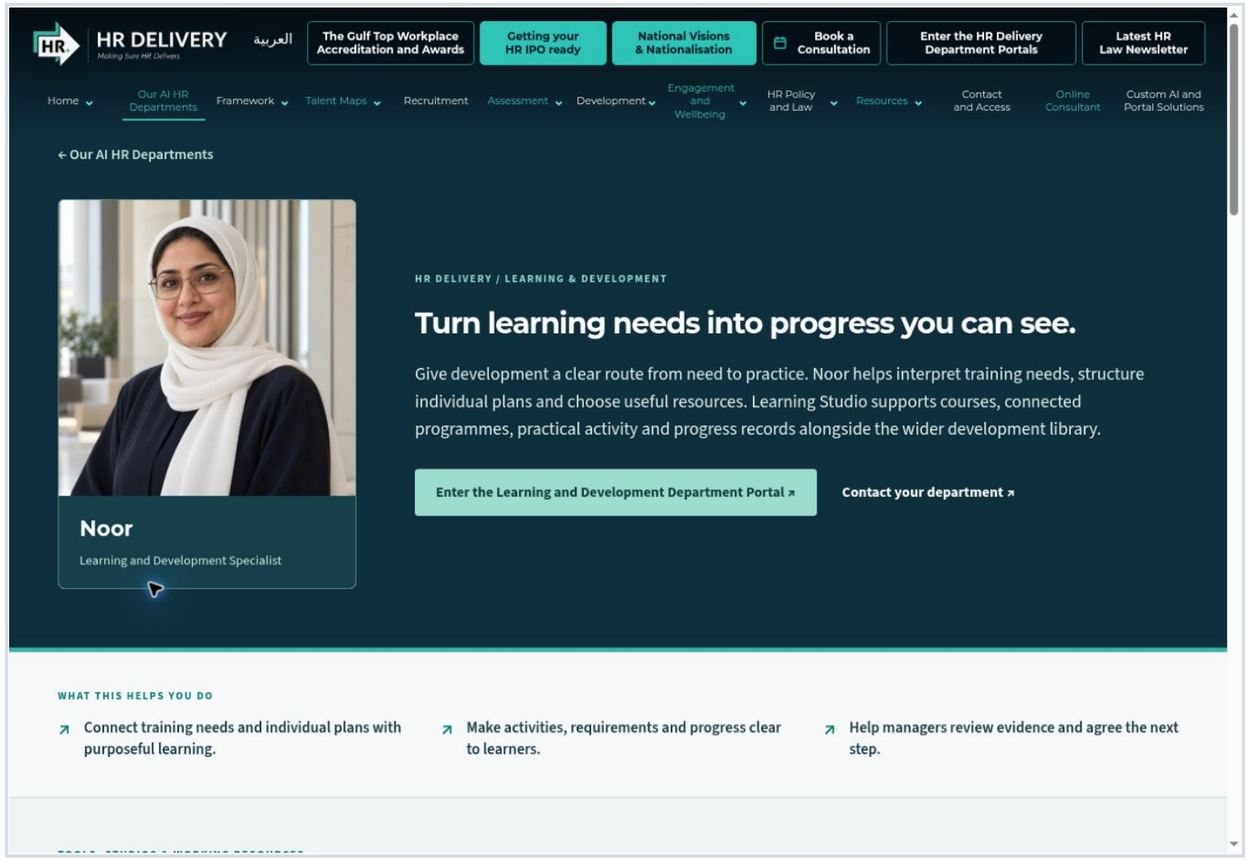
CHECK Assignments will target the correct records and groups.

04 Assign the learning

Choose the intended published course or programme, audience and deadline using the available assignment controls. Confirm any stage or live-session dependencies.

CHECK The assignment refers to the intended learning version and dates.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

ADMINISTER PEOPLE AND ASSESS WORK / STEPS 5–5 OF 5

OPEN SOURCE

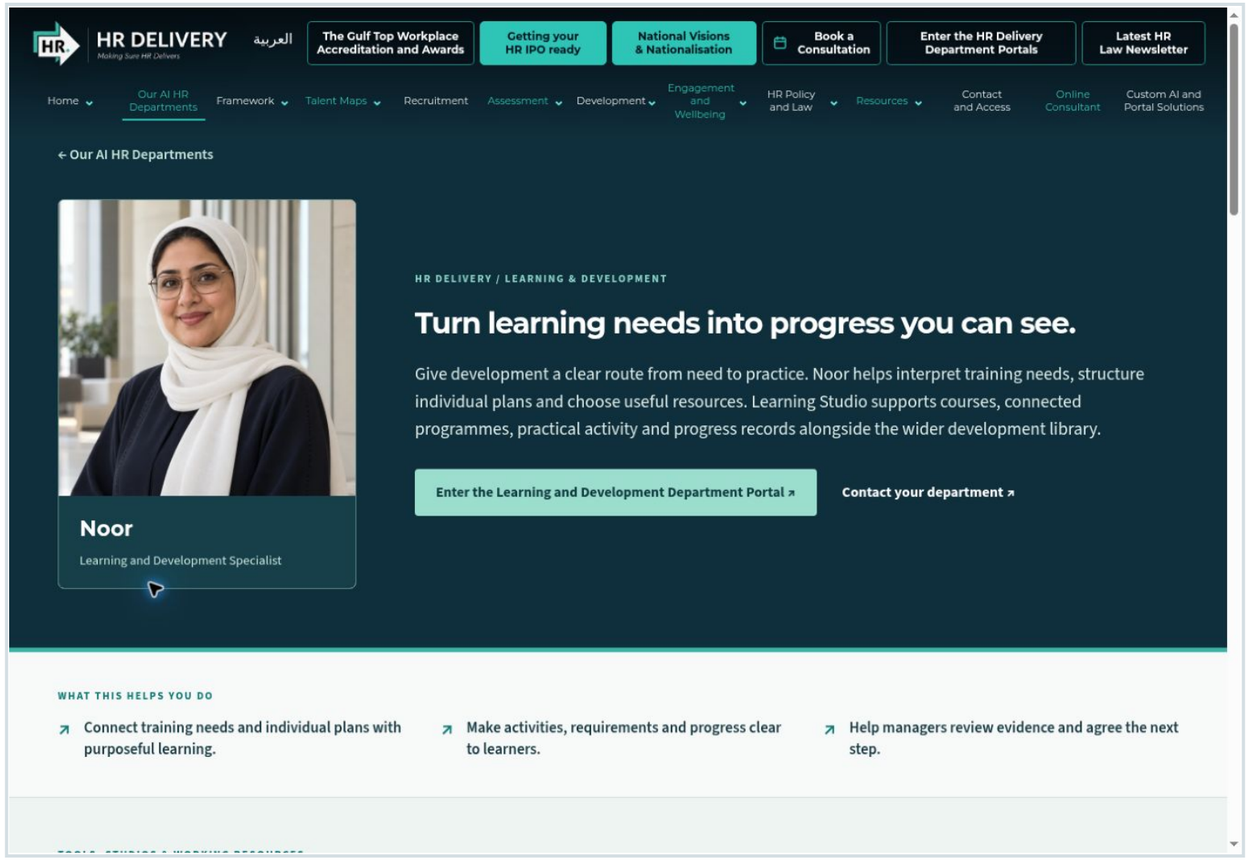
Prepare people, cohorts and learning assignments

05 Verify from the learner perspective

Check that the assigned item appears in the expected learner route and that instructions are clear. Keep a record of exceptions requiring follow-up.

CHECK The assignment is usable, not merely present in an administrator list.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

ADMINISTER PEOPLE AND ASSESS WORK / E-03-02

OPEN SOURCE

Submit and assess practical work

Judge the requested evidence against an agreed rubric.

WHO USES THIS Learner and assessor

BEFORE YOU BEGIN

- Assignment brief and rubric
- Relevant work evidence and submission requirements

WHAT YOU WILL HAVE

- Practical submission
- Rubric judgement
- Released feedback or reviewed decision

CHECK BEFORE YOU FINISH

- Each judgement refers to the rubric and evidence.
- Feedback release follows the applicable moderation step.
- A revised decision retains a traceable reason.

The expected option is missing.	Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

06 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

Protected LMS workflow. Public descriptions and the supplied inventory establish the intended process; detailed administration controls were not inspected.

ADMINISTER PEOPLE AND ASSESS WORK / STEPS 1–2 OF 6

OPEN SOURCE

Submit and assess practical work

01 Read the task and rubric together

Identify the required work product, performance criteria, deadline and submission format. Ask for clarification before completing work that falls outside the brief.

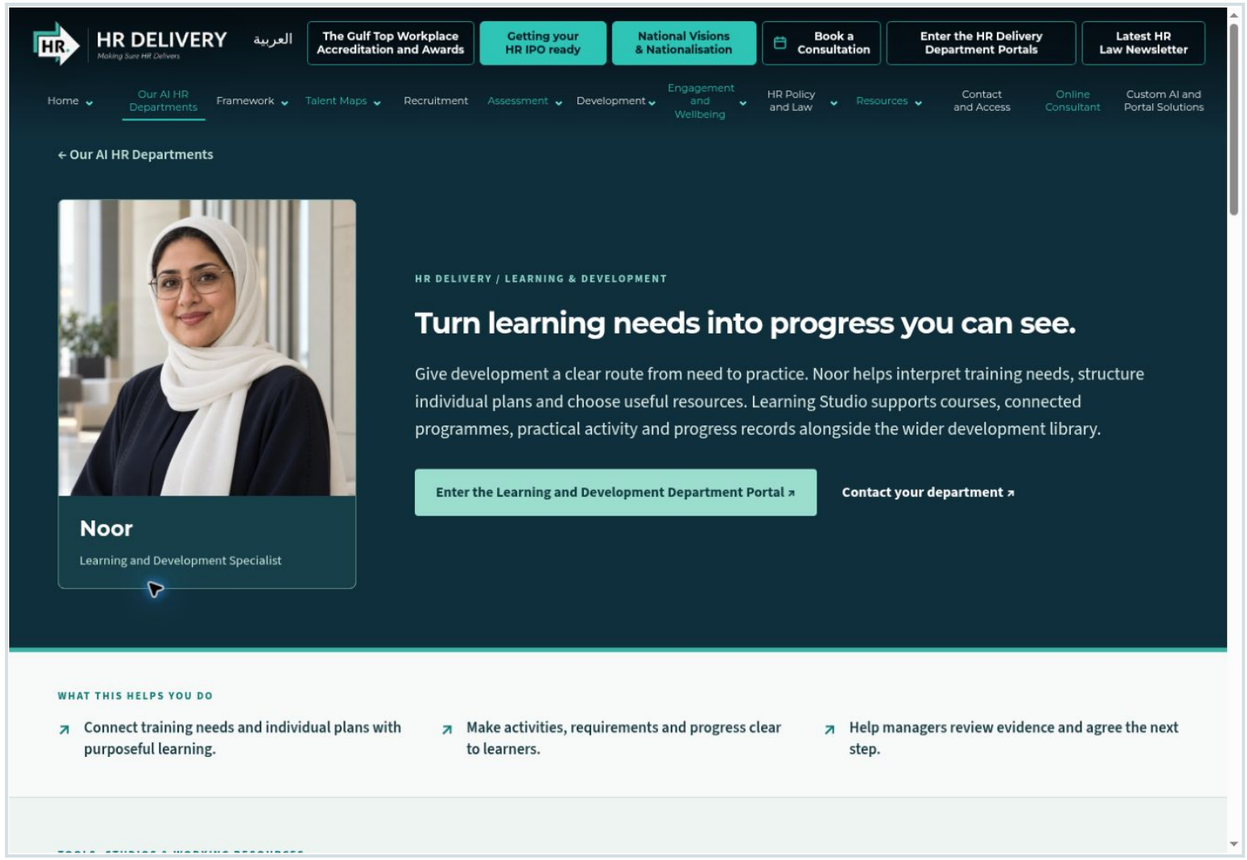
CHECK Learner and assessor understand the same standard.

02 Prepare a proportionate submission

Provide the evidence requested and explain the context. Remove unnecessary personal or confidential information and identify your own contribution to shared work.

CHECK The assessor can judge the required capability from the submission.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

ADMINISTER PEOPLE AND ASSESS WORK / STEPS 3–4 OF 6

OPEN SOURCE

Submit and assess practical work

03 Use the authorised submission route

Follow the practical-assignment controls in the course. Check the displayed submission state and retain any confirmation supplied by the workspace.

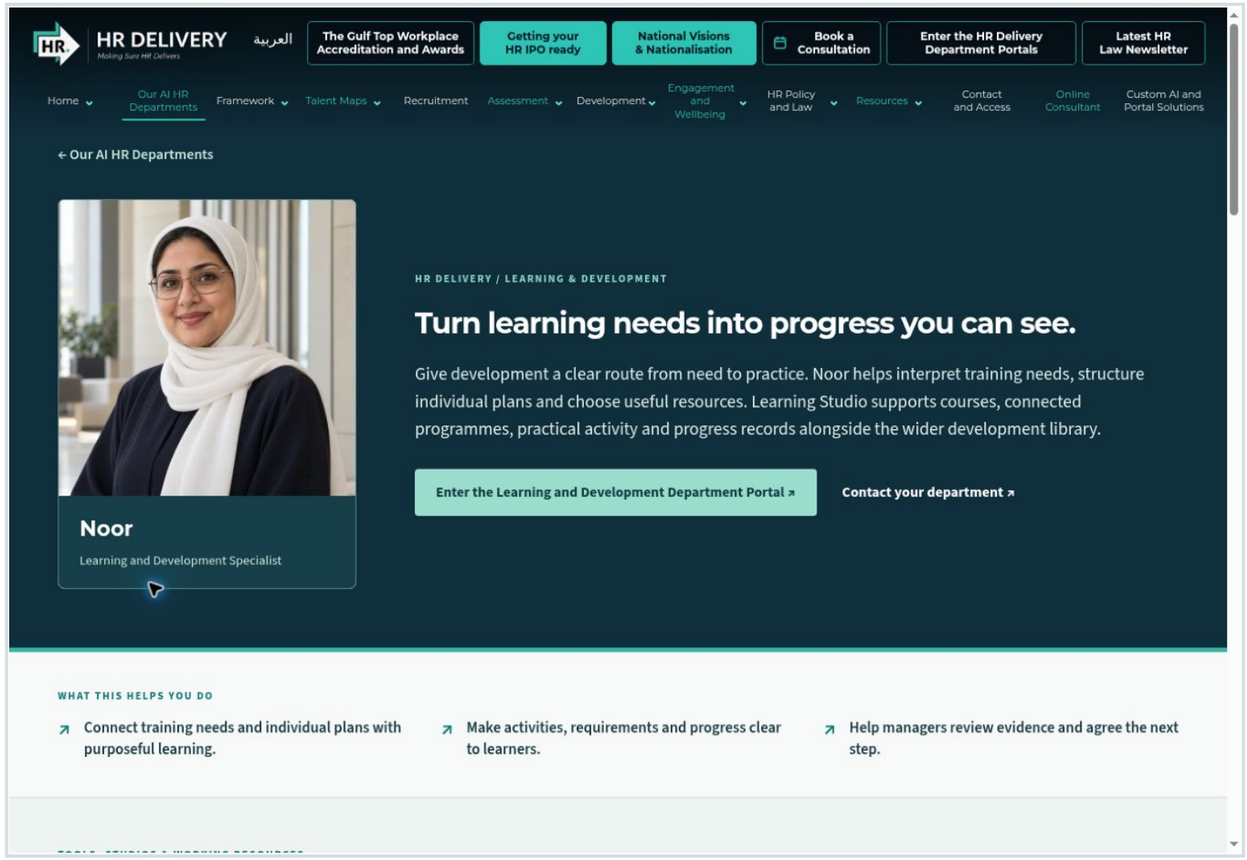
CHECK The work has reached the intended review queue.

04 Review against each criterion

As assessor, examine the evidence against the rubric. Record specific strengths, unmet requirements and the reason for the judgement using available marking controls.

CHECK The outcome is supported by evidence rather than a general impression.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

ADMINISTER PEOPLE AND ASSESS WORK / STEPS 5–6 OF 6

OPEN SOURCE

Submit and assess practical work

05 Complete moderation and feedback release

Use the designated moderation process where required before releasing feedback. Distinguish a provisional judgement from a released outcome.

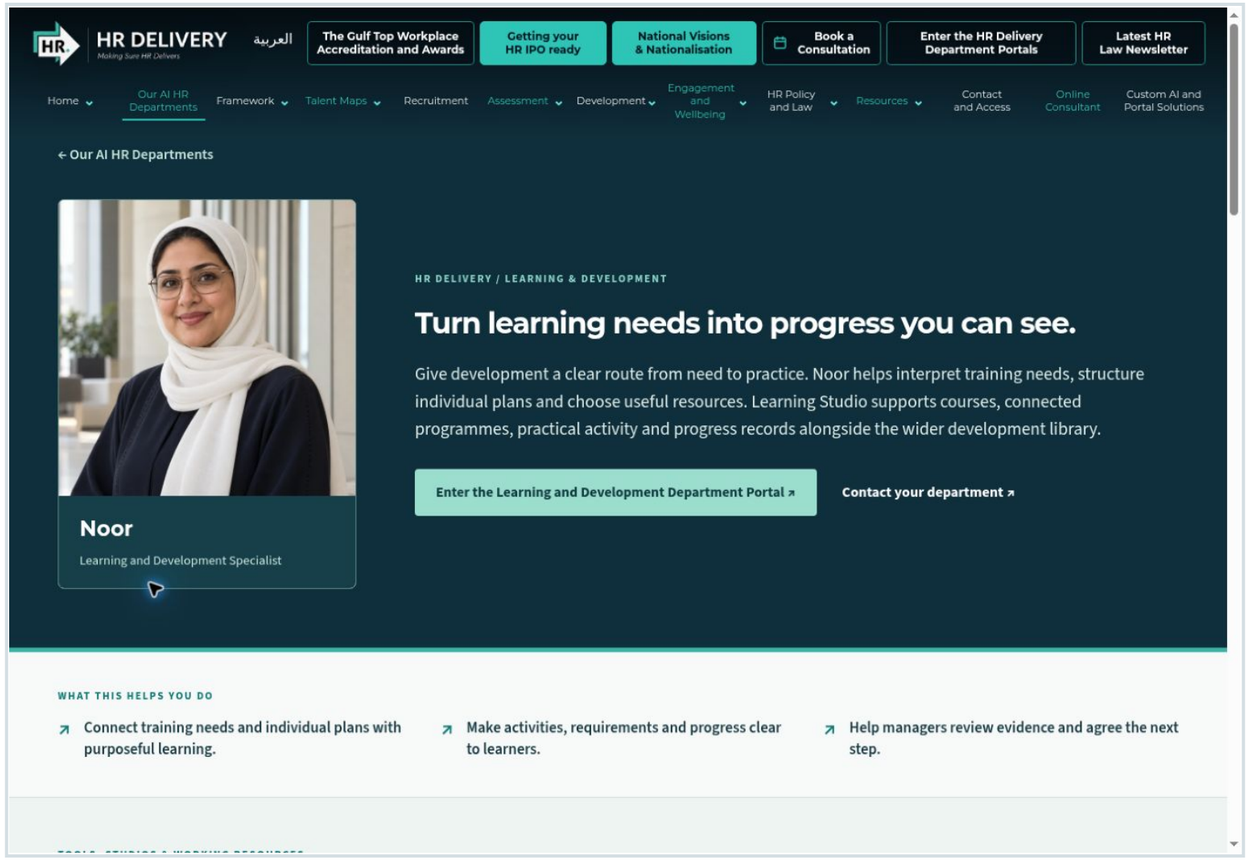
CHECK Learners receive an authorised, explainable decision.

06 Handle a challenge through the recorded route

If a learner challenges an outcome, review the stated grounds, relevant evidence and decision trail. Apply the agreed review process and communicate the resulting action.

CHECK The challenge is addressed without losing the original assessment context.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

ADMINISTER PEOPLE AND ASSESS WORK / E-03-03

OPEN SOURCE

Review evaluation and agree an improvement

Turn learning feedback and performance evidence into a documented change.

WHO USES THIS Programme owner and evaluator

BEFORE YOU BEGIN

- Evaluation questions
- Participation, assessment and application evidence

WHAT YOU WILL HAVE

- Evaluation finding
- Owned improvement record

CHECK BEFORE YOU FINISH

- Satisfaction, learning and workplace impact are different outcomes.
- An improvement claim identifies the evidence and limits of attribution.

The expected option is missing.	Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

05 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

Protected LMS workflow. Public descriptions and the supplied inventory establish the intended process; detailed administration controls were not inspected.

ADMINISTER PEOPLE AND ASSESS WORK / STEPS 1–2 OF 5

OPEN SOURCE

Review evaluation and agree an improvement

01 Define the evaluation question

Decide whether you are examining accessibility, learning quality, capability, application or contribution to a work outcome. Avoid treating all measures as interchangeable.

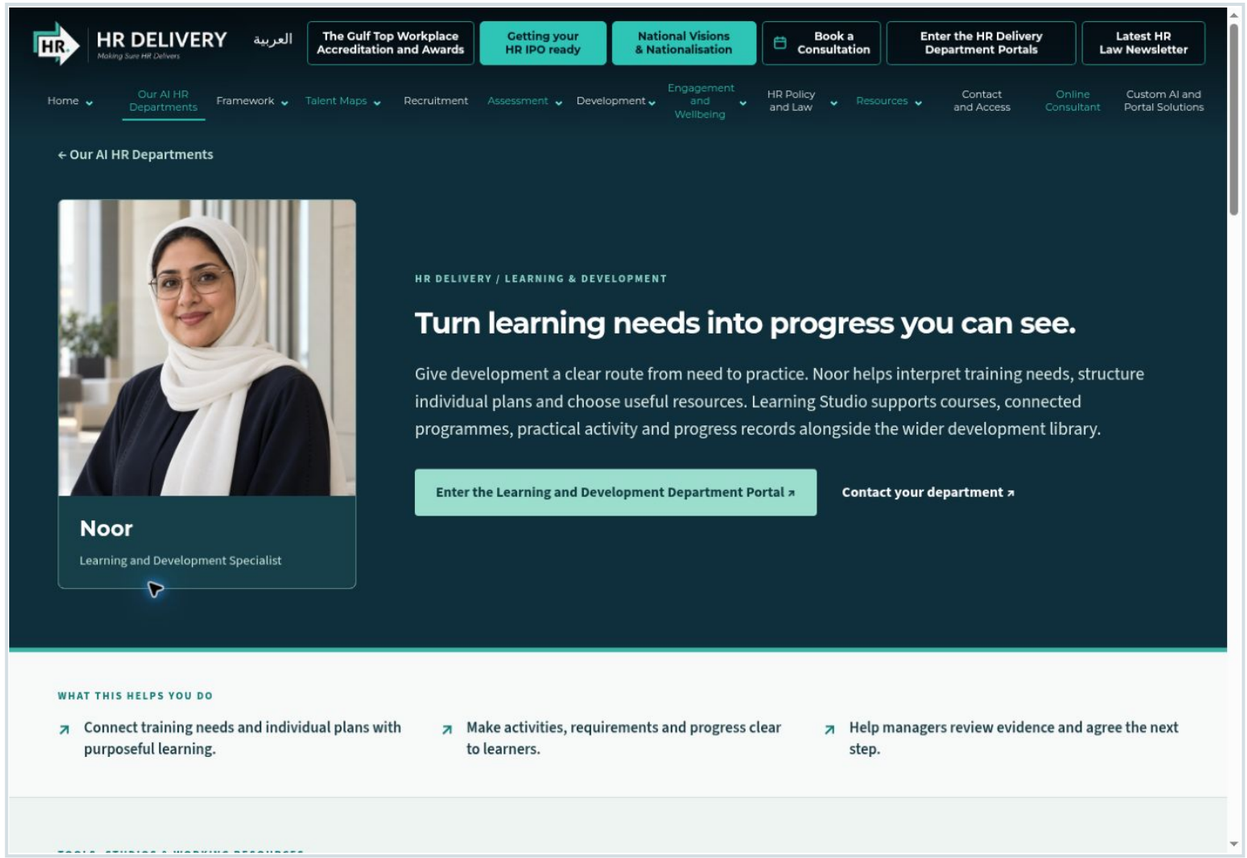
CHECK The analysis addresses a specific improvement decision.

02 Open the evaluation workspace

Use the Evaluation & Improvement Studio route available to your role. Identify the course or programme version and cohort being reviewed.

CHECK The evaluation has a clear scope and evidence base.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

ADMINISTER PEOPLE AND ASSESS WORK / STEPS 3–4 OF 5

OPEN SOURCE

Review evaluation and agree an improvement

03 Bring the evidence together

Review feedback, completion patterns, practical assessment and workplace application. Consider participation and implementation differences before attributing an outcome to the learning.

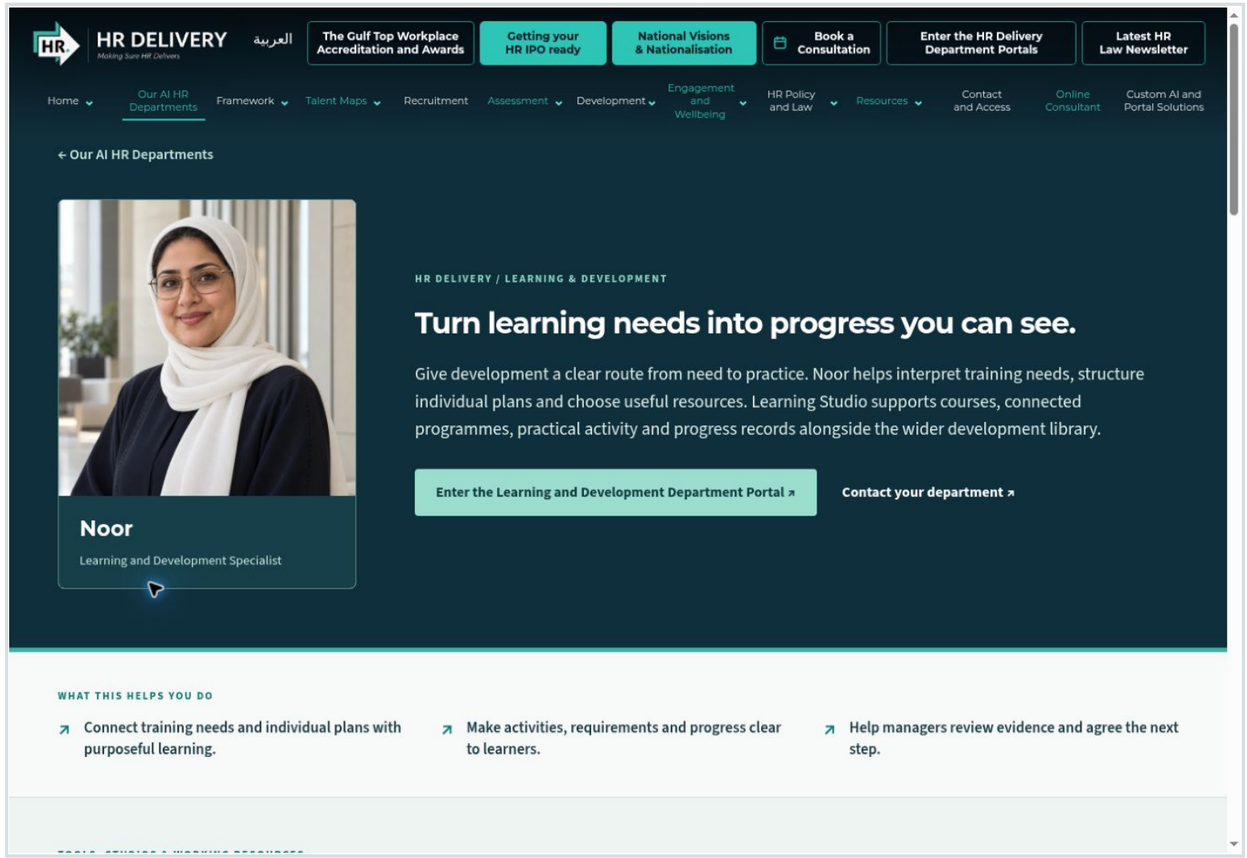
CHECK Findings reflect several relevant sources rather than a single satisfaction score.

04 Prioritise and assign the change

Specify what will improve, who owns the change, the intended date and how it will be checked. Link content changes to the next version review.

CHECK The improvement is actionable and accountable.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

ADMINISTER PEOPLE AND ASSESS WORK / STEPS 5–5 OF 5

OPEN SOURCE

Review evaluation and agree an improvement

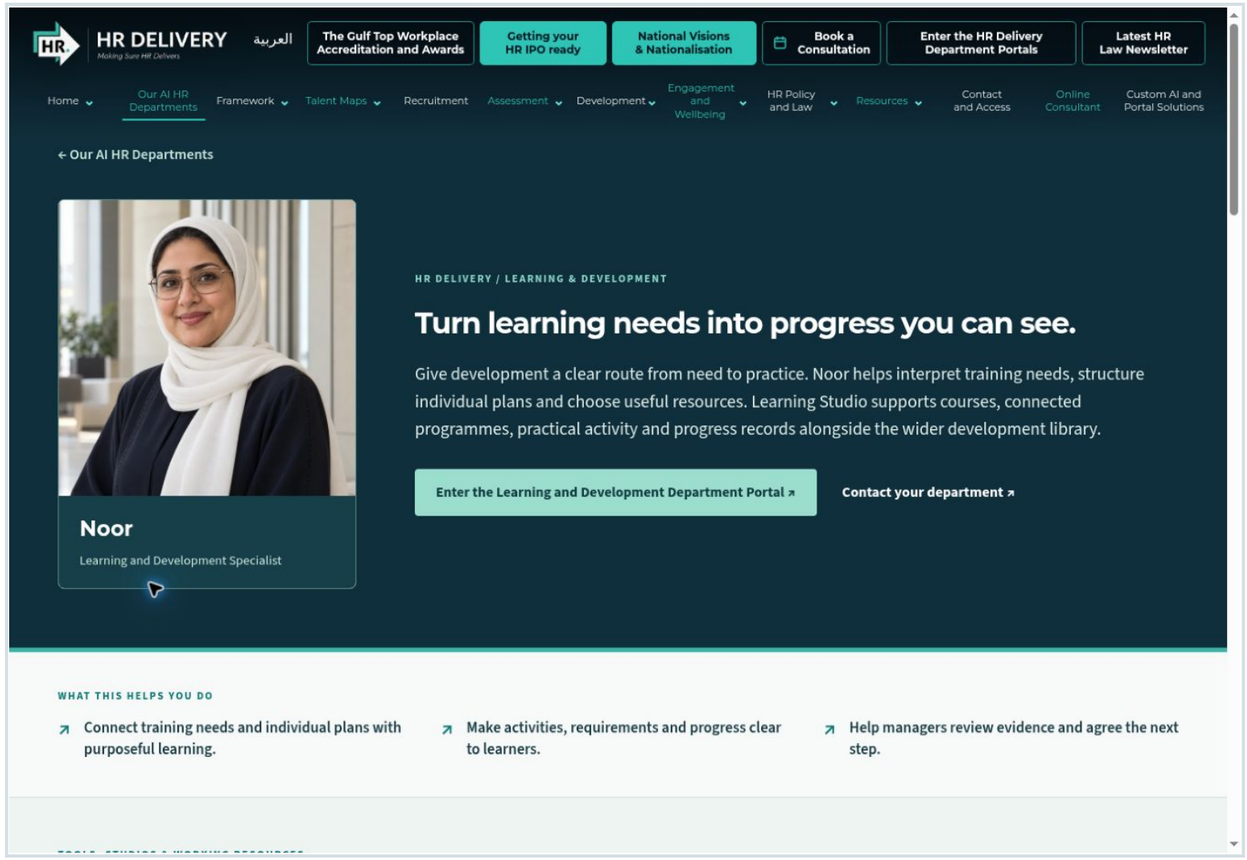
05

Review the effect

At the agreed point, check whether the change improved the intended experience or outcome. Retain unresolved issues and the next decision.

CHECK The evaluation leads to an evidence-based refinement.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

ADMINISTER PEOPLE AND ASSESS WORK / E-03-04

OPEN SOURCE

Read learning insights and resolve exceptions

Use progress information to support learners and programme delivery.

WHO USES THIS Learning lead and authorised manager

BEFORE YOU BEGIN

- Relevant reporting access
- Defined programme, cohort and period

WHAT YOU WILL HAVE

- Scoped progress report
- Resolved learning exceptions

CHECK BEFORE YOU FINISH

- Check whether an item is awaiting assessment rather than incomplete.
- Report only within the scope of the user's authorised role.

The expected option is missing.	Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

05 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

Protected LMS workflow. Public descriptions and the supplied inventory establish the intended process; detailed administration controls were not inspected.

ADMINISTER PEOPLE AND ASSESS WORK / STEPS 1–2 OF 5

OPEN SOURCE

Read learning insights and resolve exceptions

01 Set the reporting scope

Open the insights route available to your role. Identify organisation, cohort, course or programme version and period before interpreting a total.

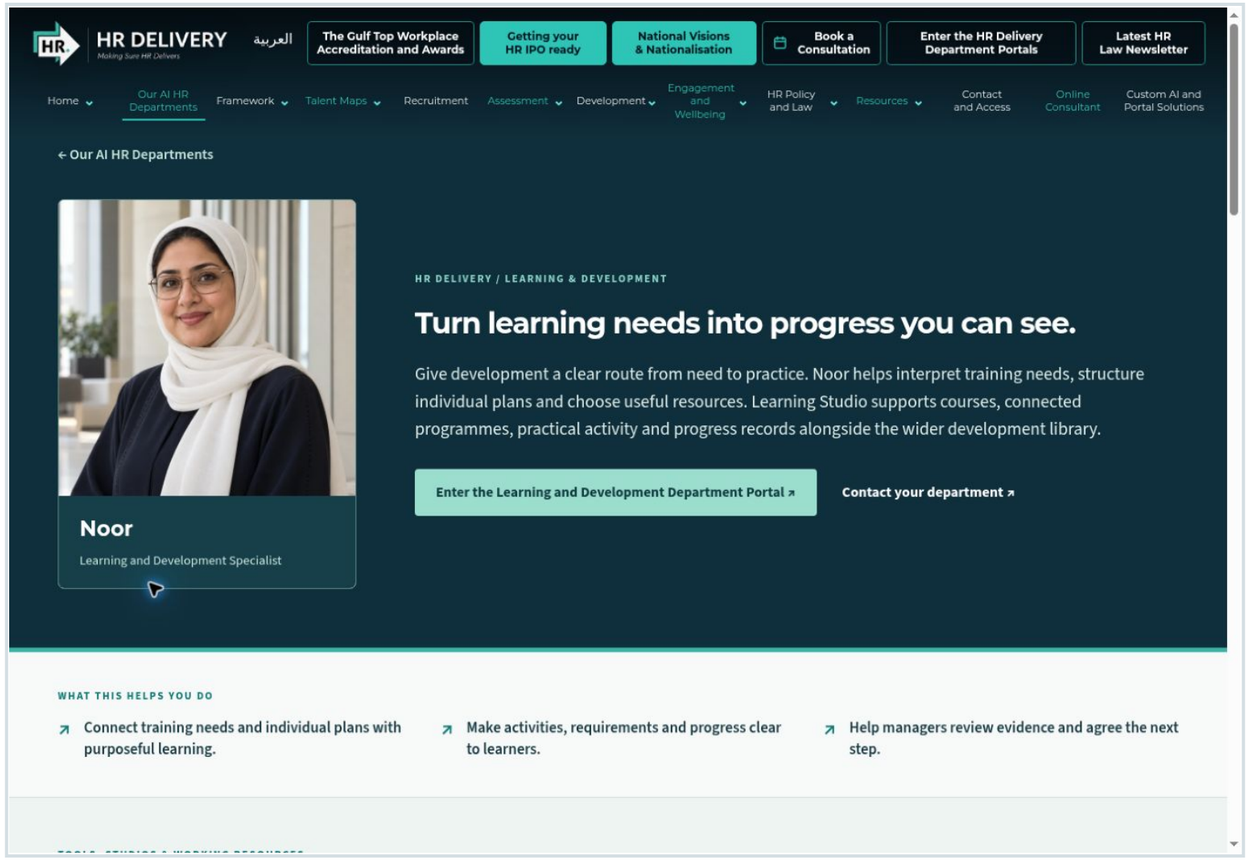
CHECK The report population is understood.

02 Separate the states

Distinguish assigned, started, overdue, awaiting assessment and completed learning where the workspace exposes these states. Read the definitions used by the report.

CHECK Follow-up addresses the actual stage of the learner journey.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

ADMINISTER PEOPLE AND ASSESS WORK / STEPS 3–4 OF 5

OPEN SOURCE

Read learning insights and resolve exceptions

03 Investigate the cause

For an exception, check access, timetable, missing evidence, review backlog or a genuine learning difficulty. Avoid assuming that inactivity means unwillingness.

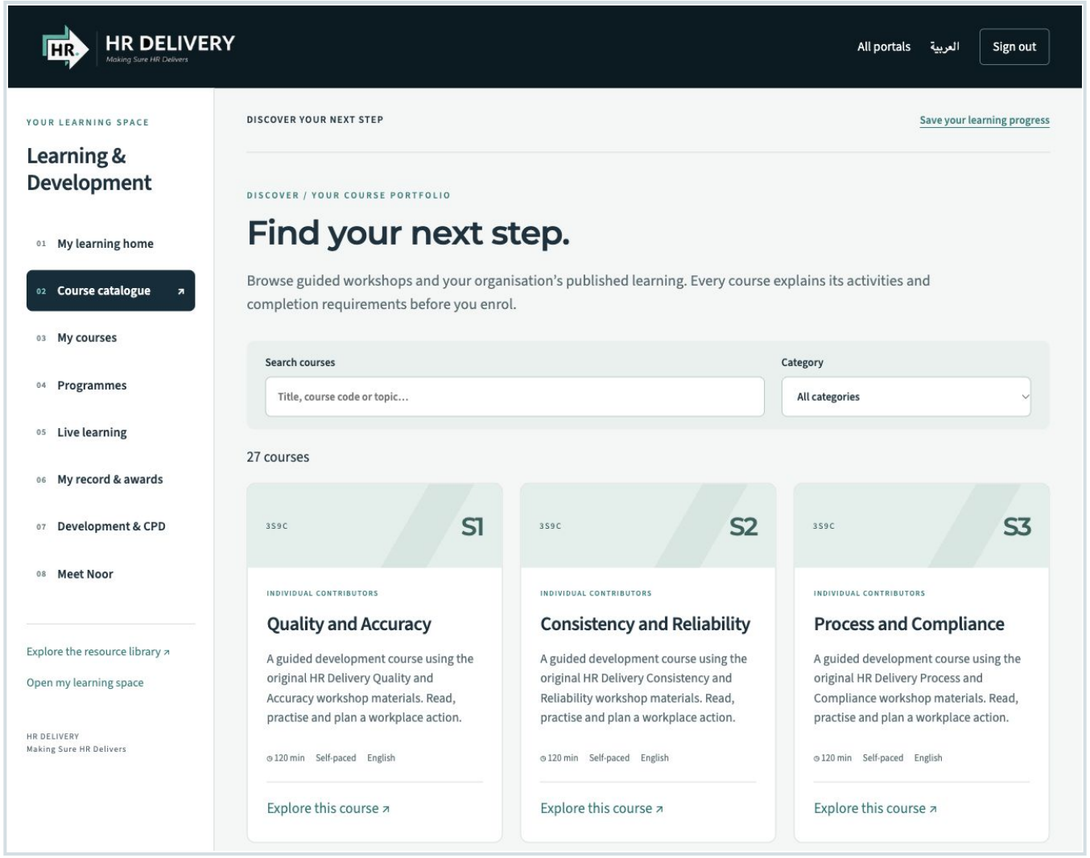
CHECK The proposed support matches the barrier.

04 Agree and record the response

Coordinate support, review or an authorised deadline change with the accountable owner. Keep records limited to the purpose of the learning process.

CHECK The learner knows the next required action.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

ADMINISTER PEOPLE AND ASSESS WORK / STEPS 5–5 OF 5

OPEN SOURCE

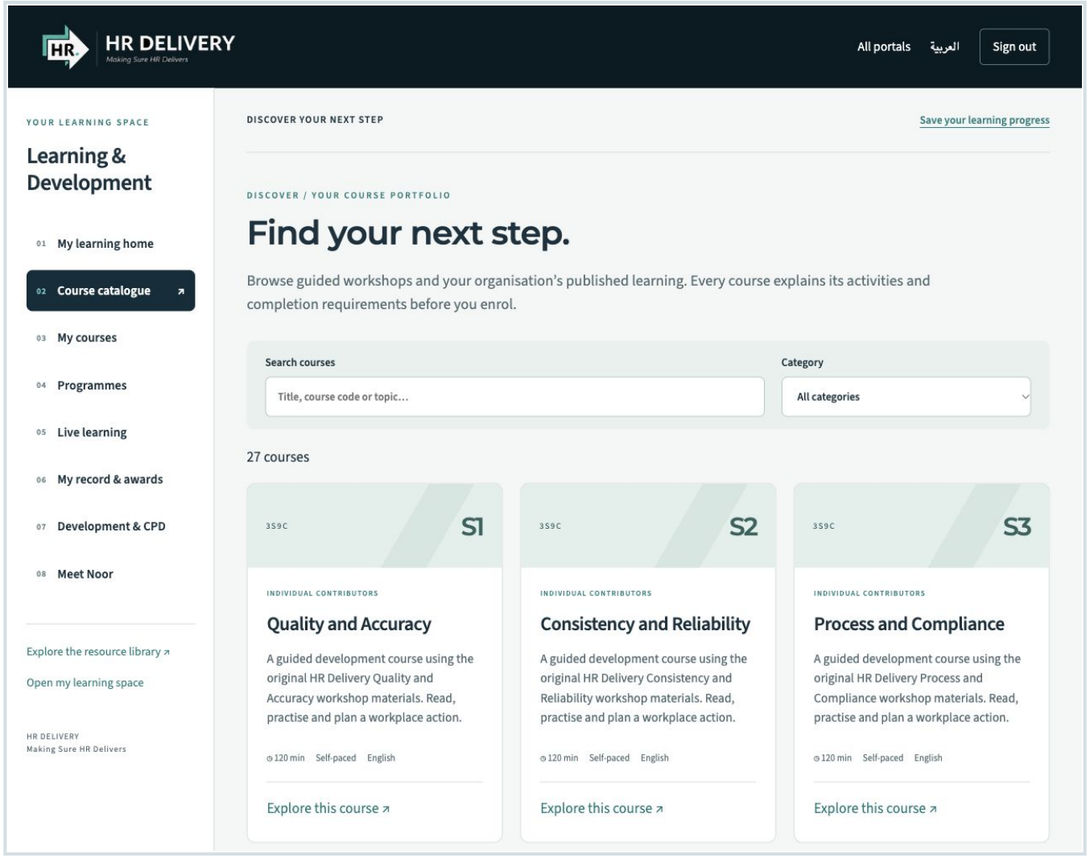
Read learning insights and resolve exceptions

05 Check the result and export carefully

Review whether the exception is resolved. If exporting, verify the scope, fields and intended recipients before sharing learner-level information.

CHECK The report remains accurate and appropriate for its audience.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

04 Development, CPD and learning records

Keep evidence of progress and recognition understandable.

02 PRACTICAL TASKS

Prepare the inputs / Follow the screen sequence / Check the result

DEVELOPMENT, CPD AND LEARNING RECORDS / E-04-01

OPEN SOURCE

Manage development goals and CPD evidence

Connect learning activities with a practical goal and reviewed development record.

WHO USES THIS Learner and manager or CPD reviewer

BEFORE YOU BEGIN

- Development priority
- Evidence of relevant learning or application

WHAT YOU WILL HAVE

- Development plan
- CPD evidence and reviewed-hour record

CHECK BEFORE YOU FINISH

- Requested hours and accepted hours are different states.
- A check-in examines application, not only attendance.

The expected option is missing.	Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

05 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

Protected LMS workflow. Public descriptions and the supplied inventory establish the intended process; detailed administration controls were not inspected.

DEVELOPMENT, CPD AND LEARNING RECORDS / STEPS 1–2 OF 5

OPEN SOURCE

Manage development goals and CPD evidence

01 Open the development route

Select 'Development & CPD' from the learner navigation. Identify the development or CPD goal you need to work on.

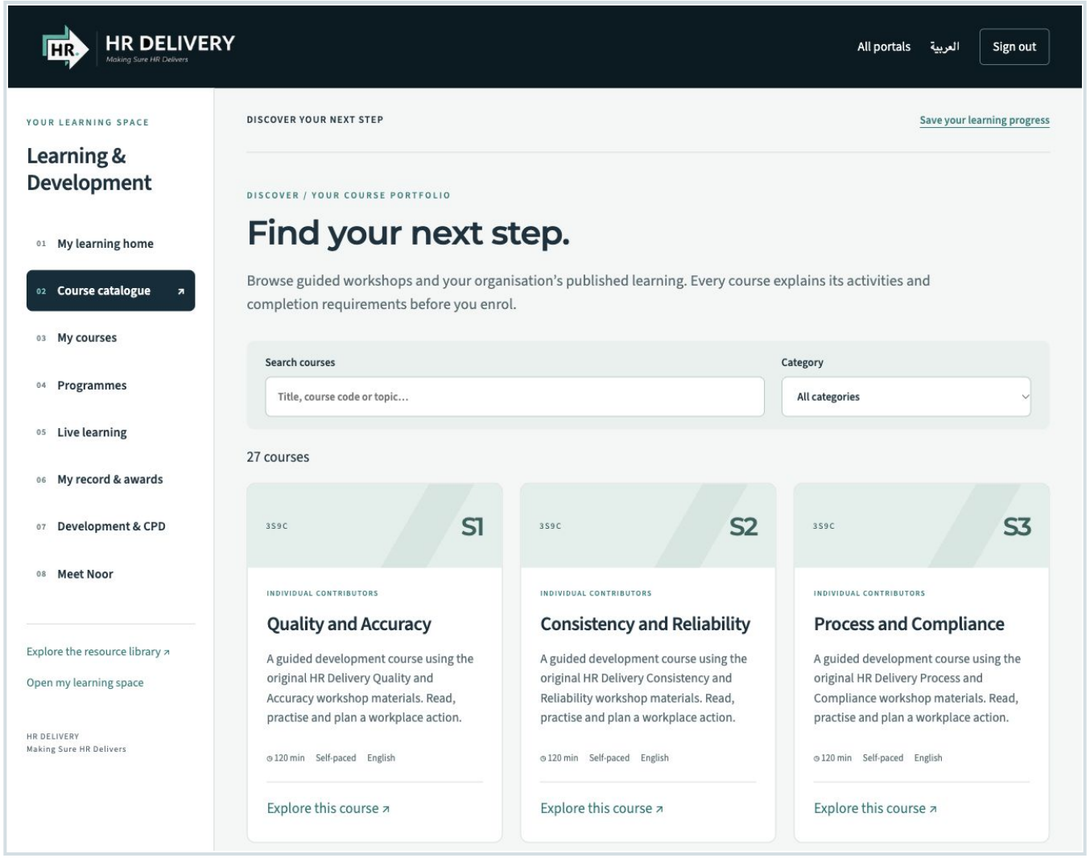
CHECK The activity is connected to a purposeful goal.

02 Make the goal practical

State what you want to do better, where you will apply it and what evidence will show progress. Agree support and a review date with your manager.

CHECK The goal can be reviewed using work evidence.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

DEVELOPMENT, CPD AND LEARNING RECORDS / STEPS 3–4 OF 5

OPEN SOURCE

Manage development goals and CPD evidence

03 Record learning and application

Use the available evidence controls to record the activity, date, relevant output and requested hours where applicable. Distinguish time spent from capability demonstrated.

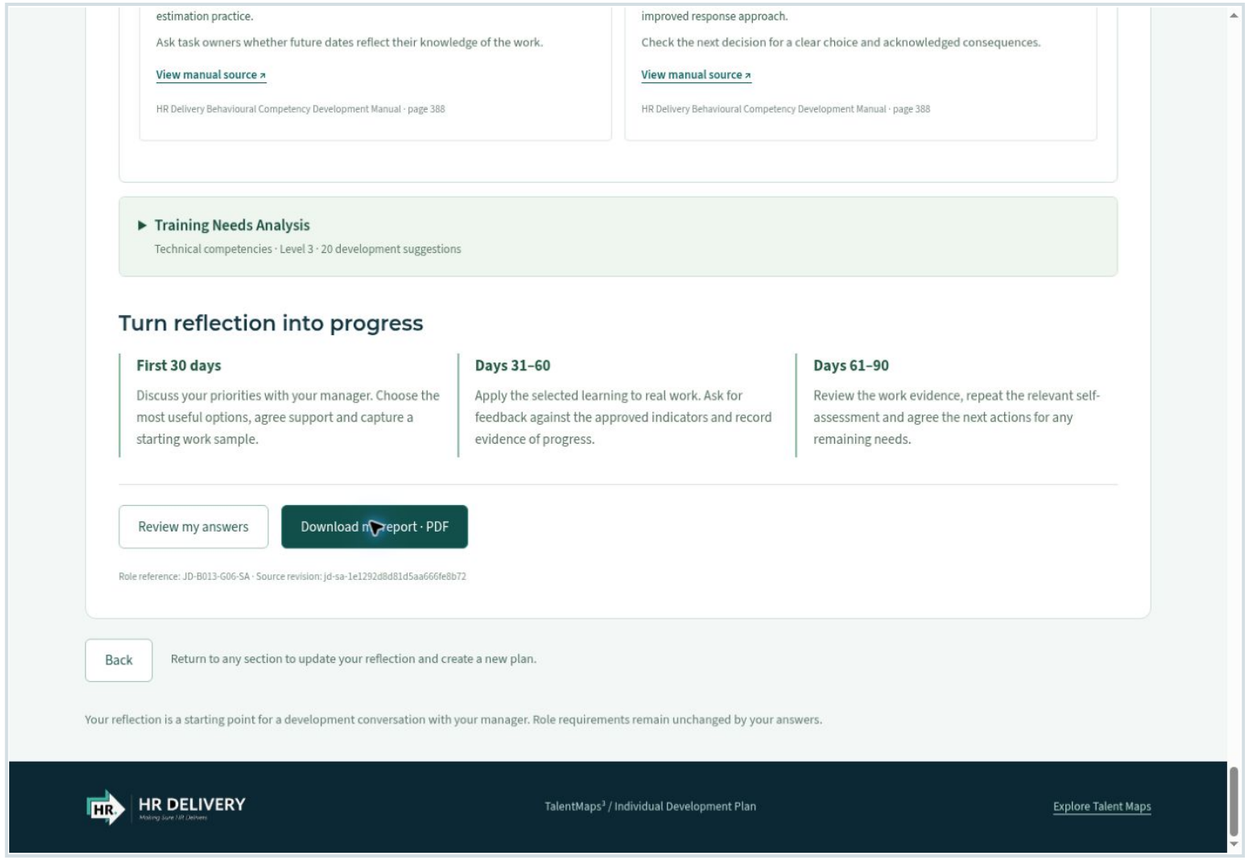
CHECK The record explains both the activity and its relevance.

04 Complete the review

Submit through the designated CPD review process where required. Check the decision and accepted-hour history rather than assuming requested hours have been approved.

CHECK Accepted and pending evidence are distinguishable.

CURRENT LIVE SCREEN



Public IDP result showing the 30/60/90-day review sequence; this is not the private CPD screen.

DEVELOPMENT, CPD AND LEARNING RECORDS / STEPS 5–5 OF 5

OPEN SOURCE

Manage development goals and CPD evidence

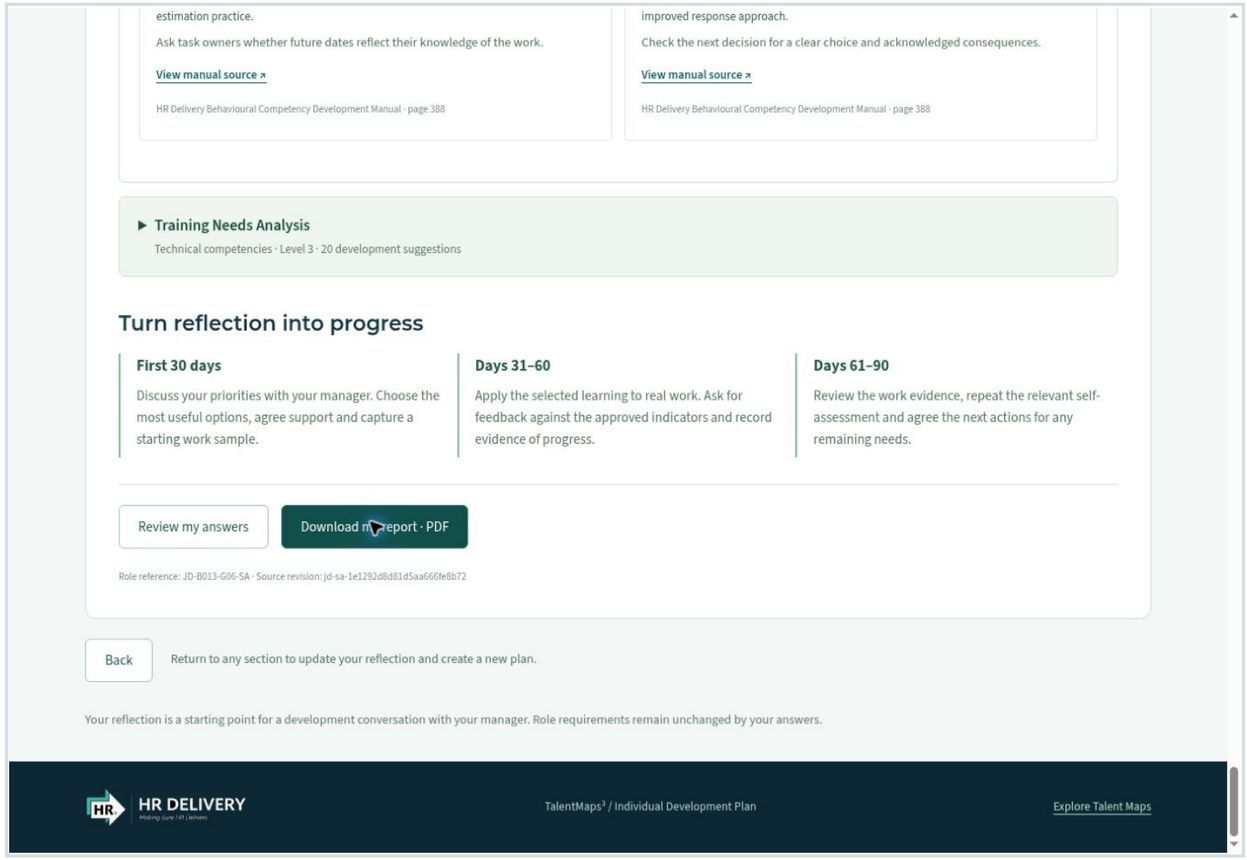
05

Hold the manager check-in

Review what changed, what remains difficult and the next workplace experiment. Update the development plan accordingly.

CHECK The next action follows the evidence of progress.

CURRENT LIVE SCREEN



Public IDP result showing the 30/60/90-day review sequence; this is not the private CPD screen.

DEVELOPMENT, CPD AND LEARNING RECORDS / E-04-02

OPEN SOURCE

Check achievements, certificates and learning records

Verify the evidence behind a completion or recognition output.

WHO USES THIS Learner and authorised administrator

BEFORE YOU BEGIN

- Completed learning requirements
- Course or programme identity and version

WHAT YOU WILL HAVE

- Learning record
- Achievement or certificate where earned
- Export and verification receipt where enabled

CHECK BEFORE YOU FINISH

- Recognition is based on completed requirements.
- Names, dates and version are checked before sharing.

The expected option is missing.	Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

05 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

Protected LMS workflow. Public descriptions and the supplied inventory establish the intended process; detailed administration controls were not inspected.

DEVELOPMENT, CPD AND LEARNING RECORDS / STEPS 1–2 OF 5

OPEN SOURCE

Check achievements, certificates and learning records

01 Open the record route

Select 'My record & awards'. Identify the course or programme and inspect the completion or achievement record available to you.

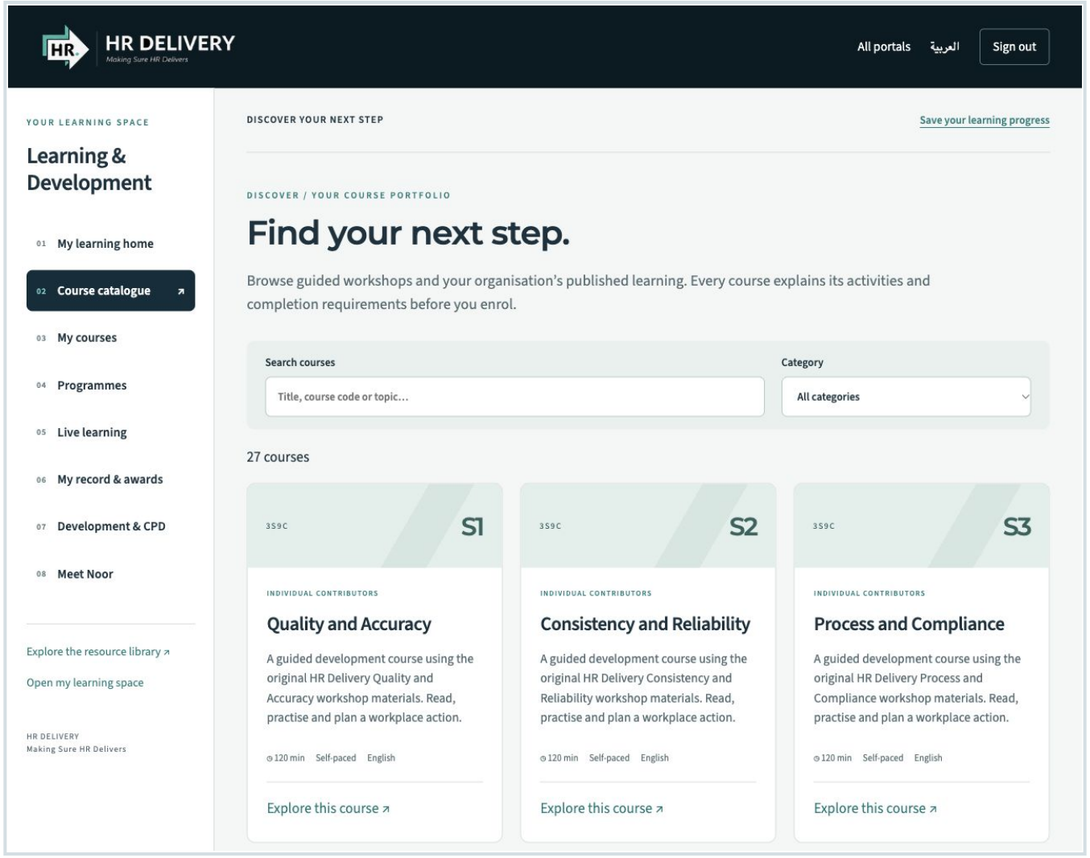
CHECK The record refers to the intended learning activity.

02 Check the basis of completion

Compare completed activities, practical review, attendance and any accepted credit with the published requirements. Report a discrepancy with the relevant identifiers.

CHECK The record accurately describes the requirements met.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

DEVELOPMENT, CPD AND LEARNING RECORDS / STEPS 3–4 OF 5

OPEN SOURCE

Check achievements, certificates and learning records

03 Review recognition output

Where a certificate is available, check name, programme title, completion date and any certificate identifier before using it externally.

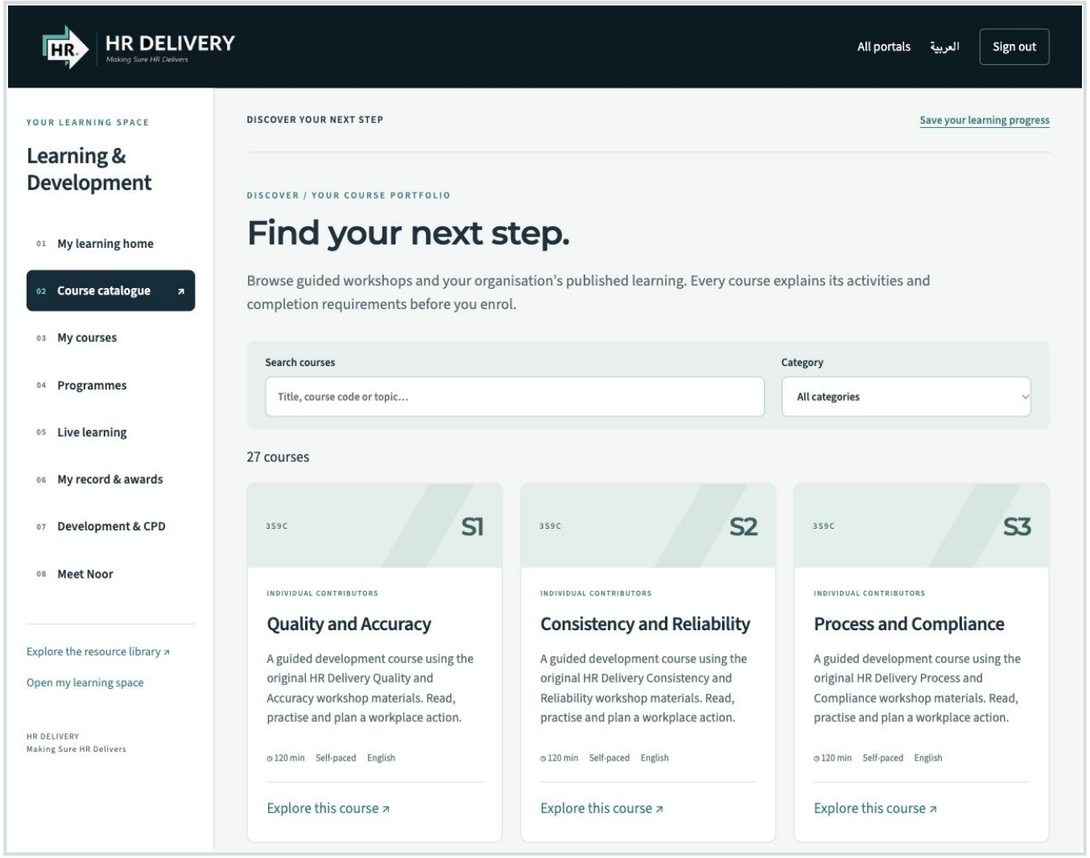
CHECK The certificate matches the underlying record.

04 Export and retain the record

Use the available learning-record export and verification-receipt controls. Open the output and retain the receipt with the record if provided.

CHECK The portable output is complete and traceable.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

DEVELOPMENT, CPD AND LEARNING RECORDS / STEPS 5–5 OF 5

OPEN SOURCE

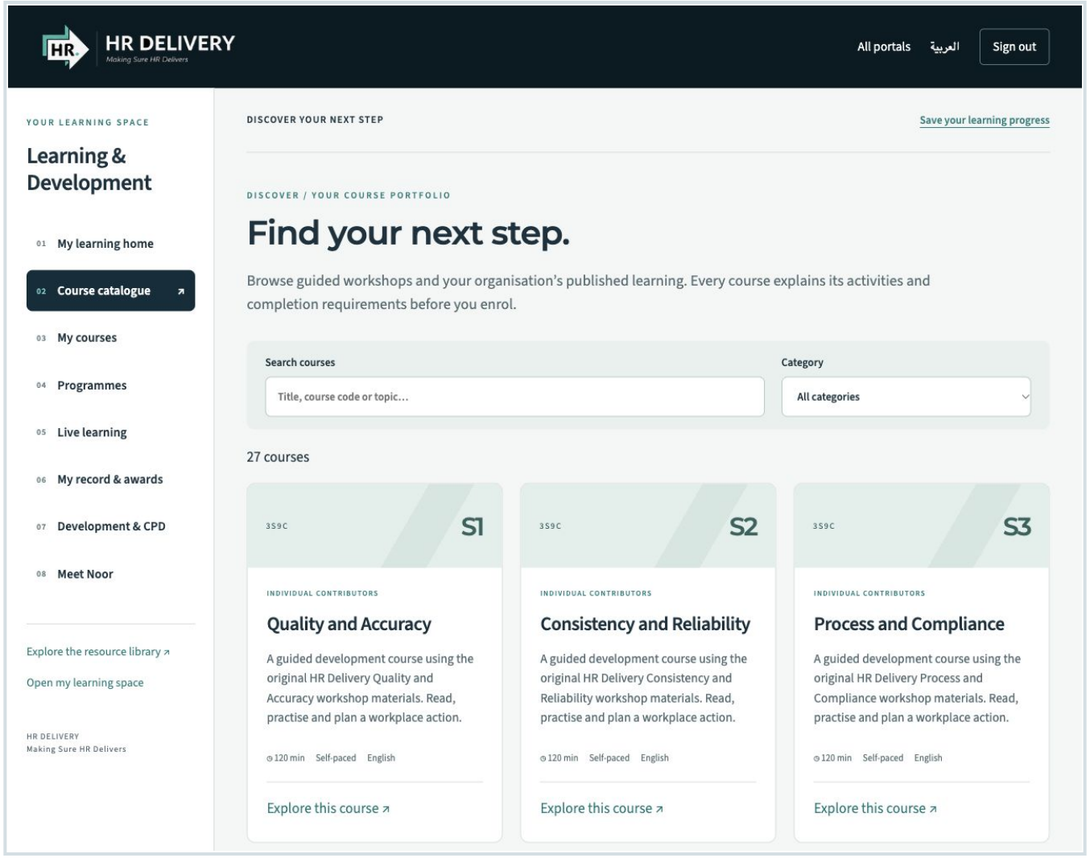
Check achievements, certificates and learning records

05 Verify before relying on an external copy

Use the verification method described by the issued receipt. Ask the administrator when the status or issuer cannot be confirmed.

CHECK The claim is checked against its issuing record.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

05 Use the resource library and competency materials

Find the right material and connect it with a development need.

04 PRACTICAL TASKS

Prepare the inputs / Follow the screen sequence / Check the result

USE THE RESOURCE LIBRARY AND COMPETENCY MATERIALS / E-05-01

OPEN SOURCE

Find a resource in the wider library

Choose a resource by purpose rather than collecting material without a use.

WHO USES THIS Learner, coach or learning designer

BEFORE YOU BEGIN

- A competency or practical learning question
- Suitable time and support for application

WHAT YOU WILL HAVE

- Selected resource and application action

CHECK BEFORE YOU FINISH

- 909 indexed entries is not the same as 909 interactive courses.
- Use the actual current library count rather than a brochure count for administration.

The expected option is missing.

Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

05 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

The supplied inventory states 909 entries across 13 collections. That private index was not independently counted.

USE THE RESOURCE LIBRARY AND COMPETENCY MATERIALS / STEPS 1–2 OF 5

OPEN SOURCE

Find a resource in the wider library

01 Open the resource route

The catalogue demonstration shows 'Explore the resource library ↗'. Use this route for the wider collections rather than assuming every entry is an LMS course.

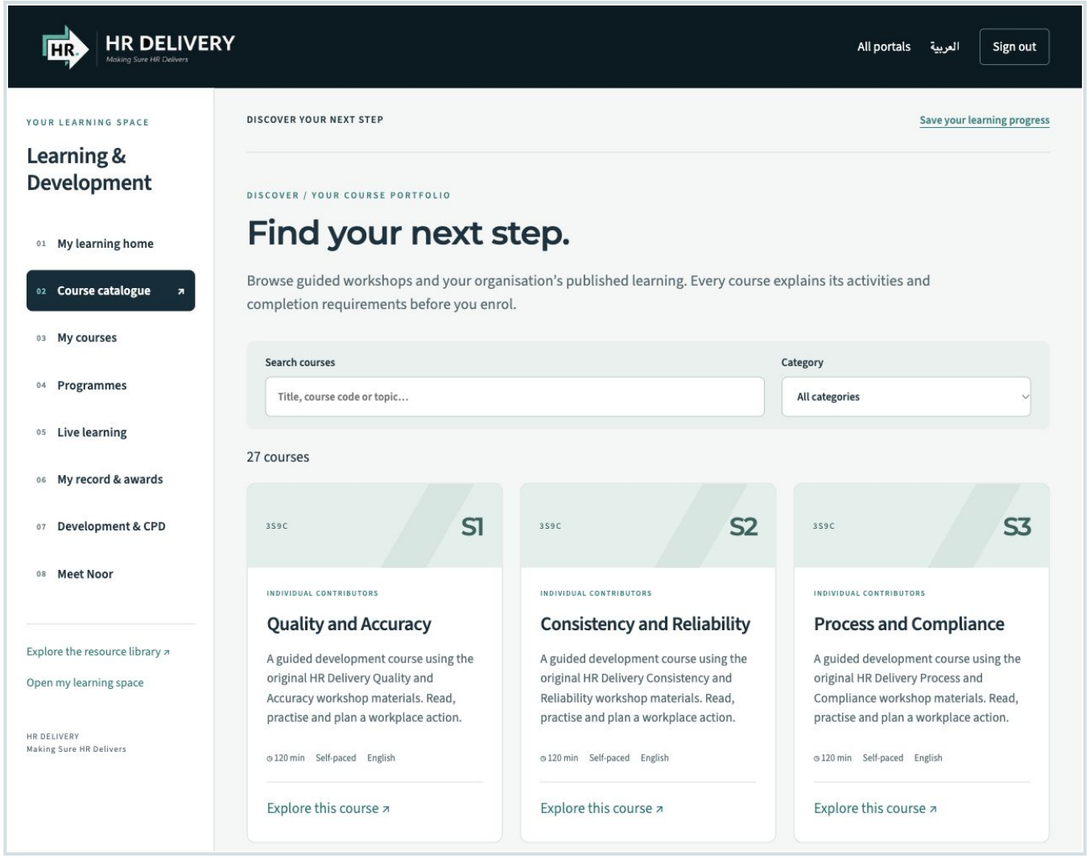
CHECK You can distinguish course activity from reference material.

02 Choose a relevant collection

Use the library collections to narrow the topic: pathways, competencies, workshops, manuals, coaching, consultancy, diagnostic practice, articles, books or reference guides.

CHECK The search is focused on an appropriate type of resource.

PUBLISHED DEMONSTRATION



Official Learning Studio demonstration: learner navigation, search, category filter and course cards.

USE THE RESOURCE LIBRARY AND COMPETENCY MATERIALS / STEPS 3–4 OF 5

OPEN SOURCE

Find a resource in the wider library

03 Read the resource details

Check title, purpose, language, edition and any access or rights information. Use the preview or reader supplied for that resource.

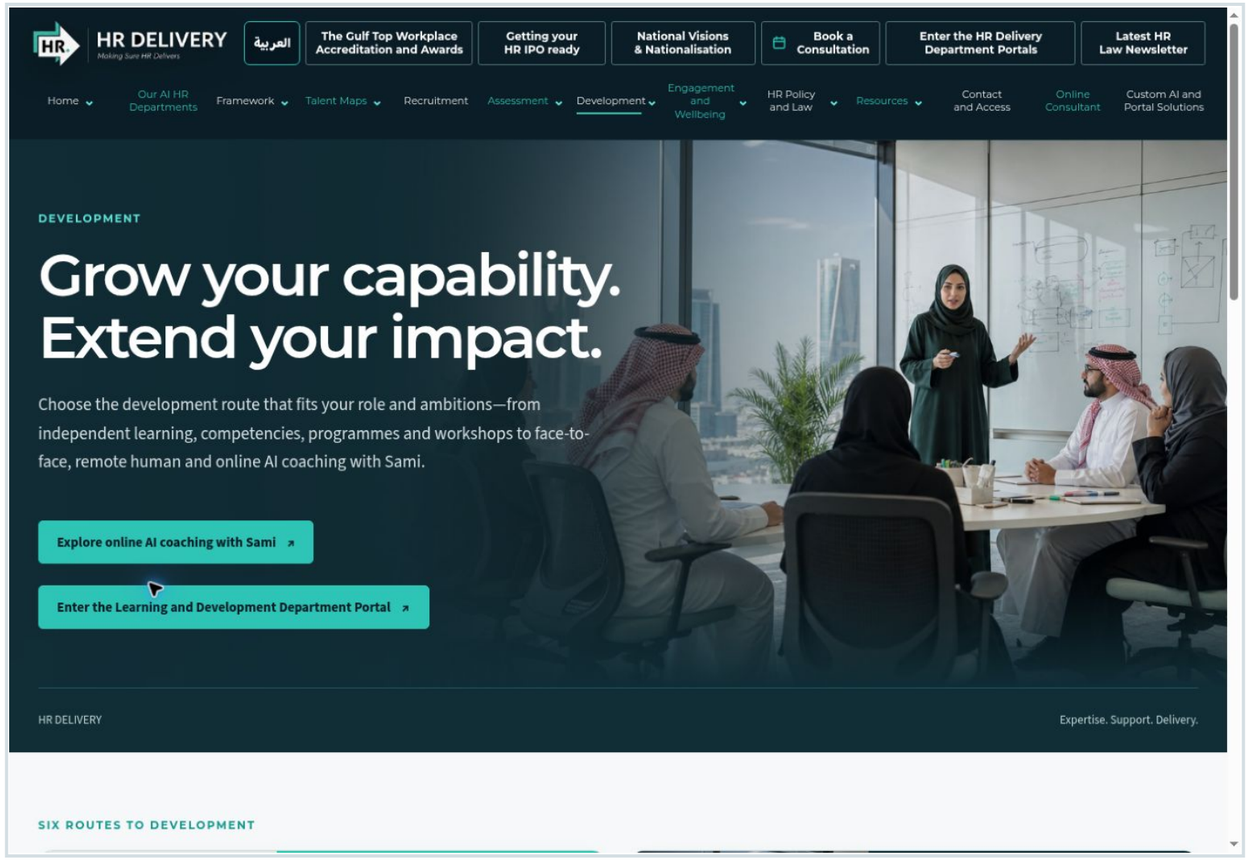
CHECK You can judge its fit before committing time.

04 Turn the resource into an action

Choose a relevant section and identify how it will help you practise a skill or complete a learning requirement. Record a review point.

CHECK The resource supports a practical development action.

PRIOR REVIEWED SCREEN



Previously reviewed public development-resource routes.

USE THE RESOURCE LIBRARY AND COMPETENCY MATERIALS / STEPS 5–5 OF 5

OPEN SOURCE

Find a resource in the wider library

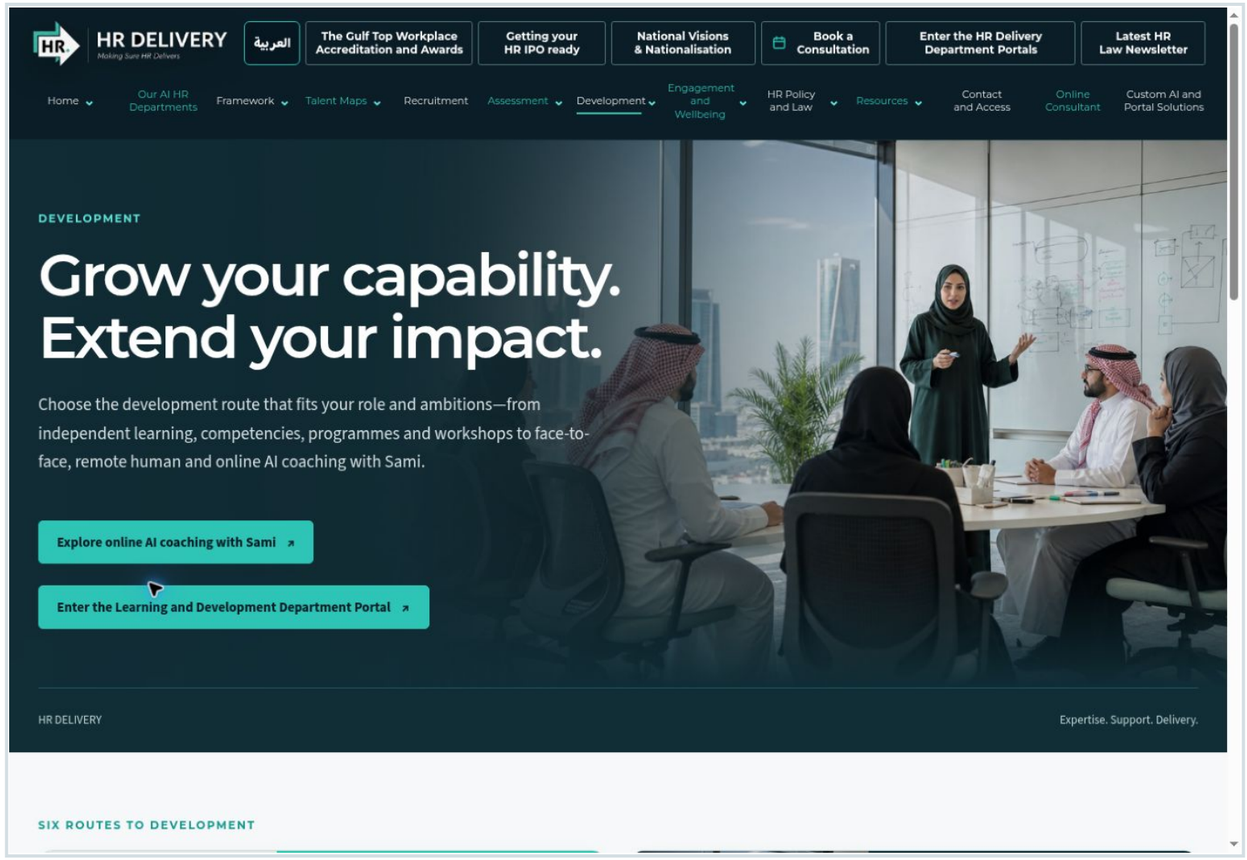
05

Use the appropriate learning record

If the resource forms part of a course, follow that course's completion instructions. If used for CPD, record evidence through the relevant review process.

CHECK The resource is not mistaken for automatically completed learning.

PRIOR REVIEWED SCREEN



Previously reviewed public development-resource routes.

USE THE RESOURCE LIBRARY AND COMPETENCY MATERIALS / E-05-02

OPEN SOURCE

Choose a competency workshop and its supporting manual

Follow the map, domain and competency route to suitable learning material.

WHO USES THIS Learner, facilitator or learning designer

BEFORE YOU BEGIN

- Target role or competency
- Relevant Talent Map

WHAT YOU WILL HAVE

- Selected workshop agenda and slides
- Relevant development manual

CHECK BEFORE YOU FINISH

- Match the competency and level to the learner need.
- Public PDF previews are not the editable workshop pack.

The expected option is missing.

Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

06 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

Workshop navigation and two-document preview route were directly inspected. Editable packs and private manual downloads were not opened.

USE THE RESOURCE LIBRARY AND COMPETENCY MATERIALS / STEPS 1–2 OF 6

OPEN SOURCE

Choose a competency workshop and its supporting manual

01 Open the workshop library

Use the public Competency Workshops route linked from the department page, or the authorised Workshop Studio route for editable materials.

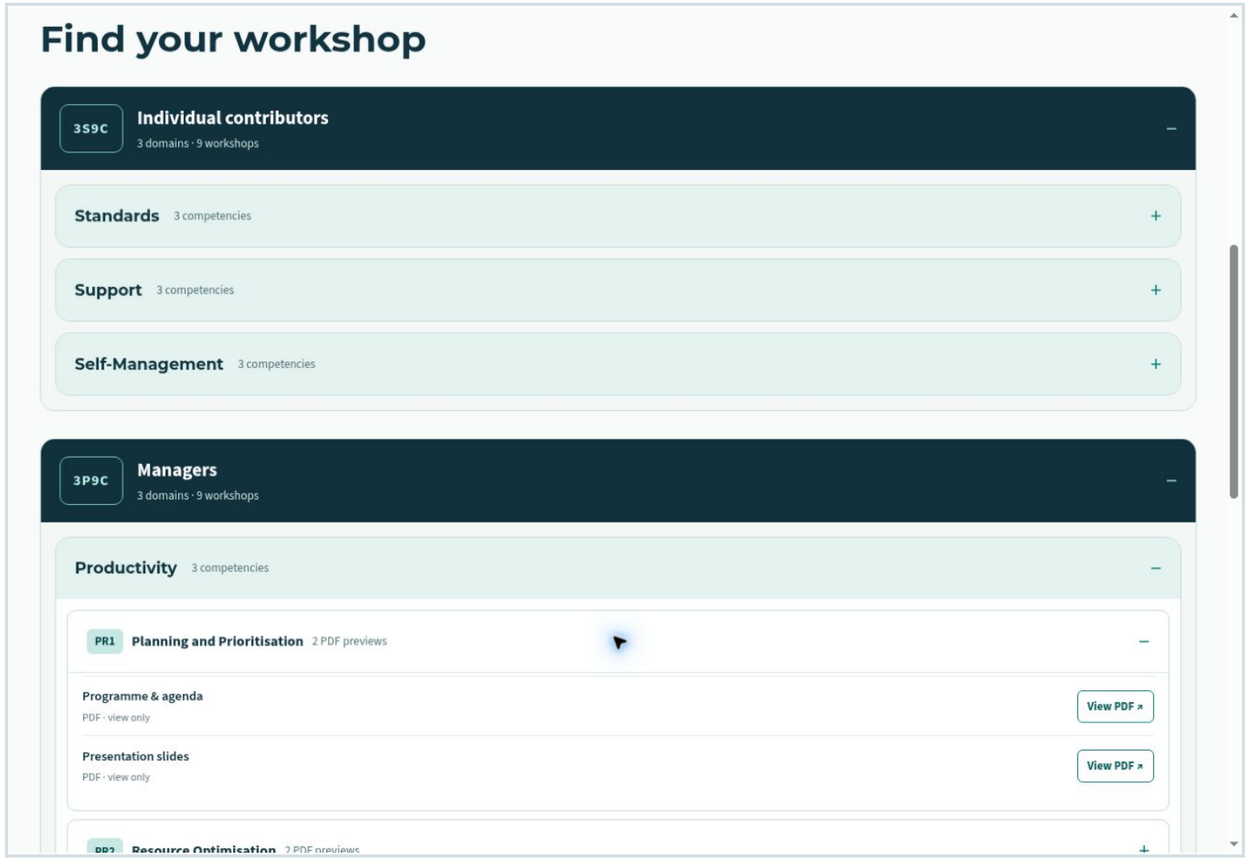
CHECK The library is organised by Talent Map, domain and competency.

02 Select the appropriate map

Open '3S9C Individual contributors', '3P9C Managers' or '3D9C Leaders'. Each map has three domains and nine workshops.

CHECK The domain choices relate to the intended role level.

CURRENT LIVE SCREEN



Current public workshop selection: Managers → Productivity → Planning and Prioritisation.

USE THE RESOURCE LIBRARY AND COMPETENCY MATERIALS / STEPS 3–4 OF 6

OPEN SOURCE

Choose a competency workshop and its supporting manual

03 Open the domain and competency

For example, expand '3P9C Managers', then 'Productivity', then 'PR1 Planning and Prioritisation'.

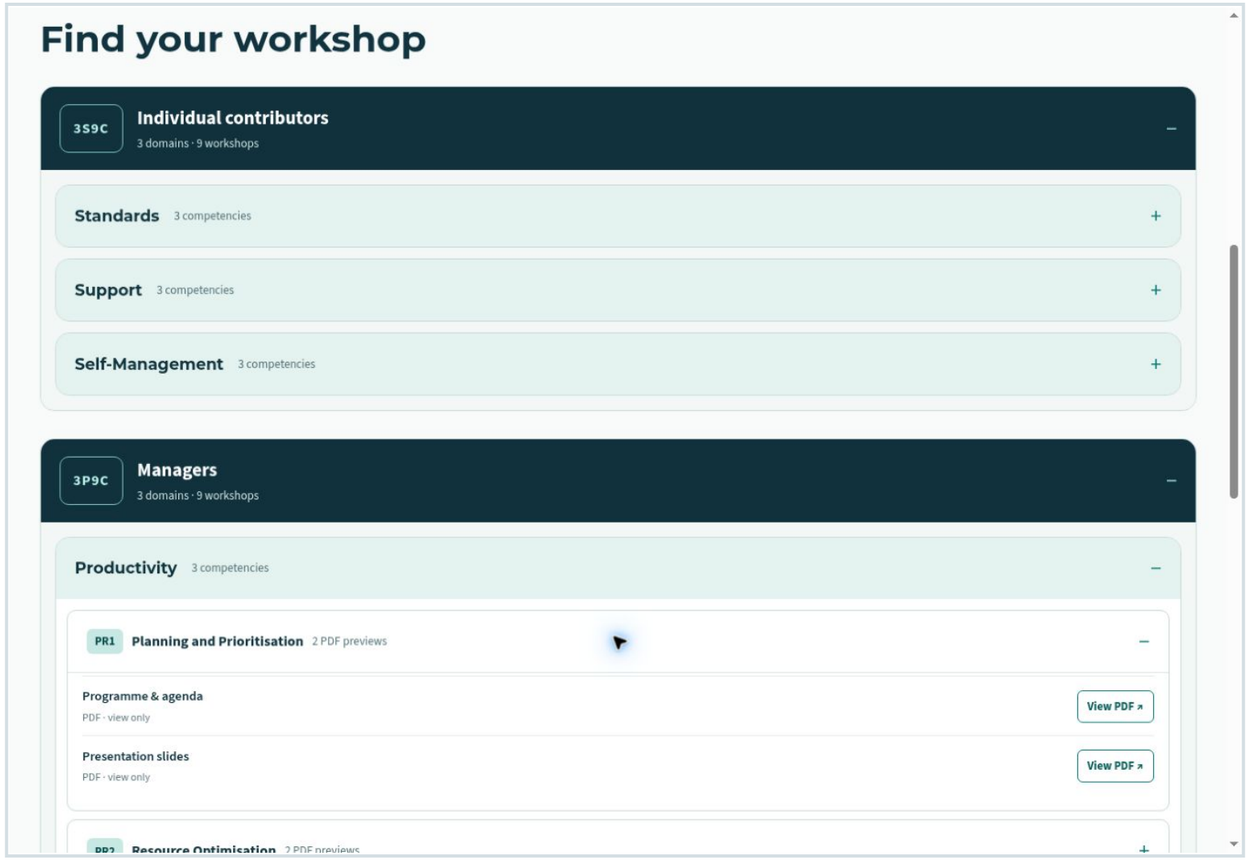
CHECK The competency displays its two public PDF previews.

04 Review the two workshop documents

Use 'View PDF ↗' beside 'Programme & agenda' and 'Presentation slides'. Read both before selecting the workshop for delivery.

CHECK The agenda and slides cover the intended development need.

CURRENT LIVE SCREEN



Current public workshop selection: Managers → Productivity → Planning and Prioritisation.

USE THE RESOURCE LIBRARY AND COMPETENCY MATERIALS / STEPS 5–6 OF 6

OPEN SOURCE

Choose a competency workshop and its supporting manual

05 Use the manual alongside practice

Find the corresponding development manual by map, domain and competency. Select practical activity and reflection material suited to the required maturity level.

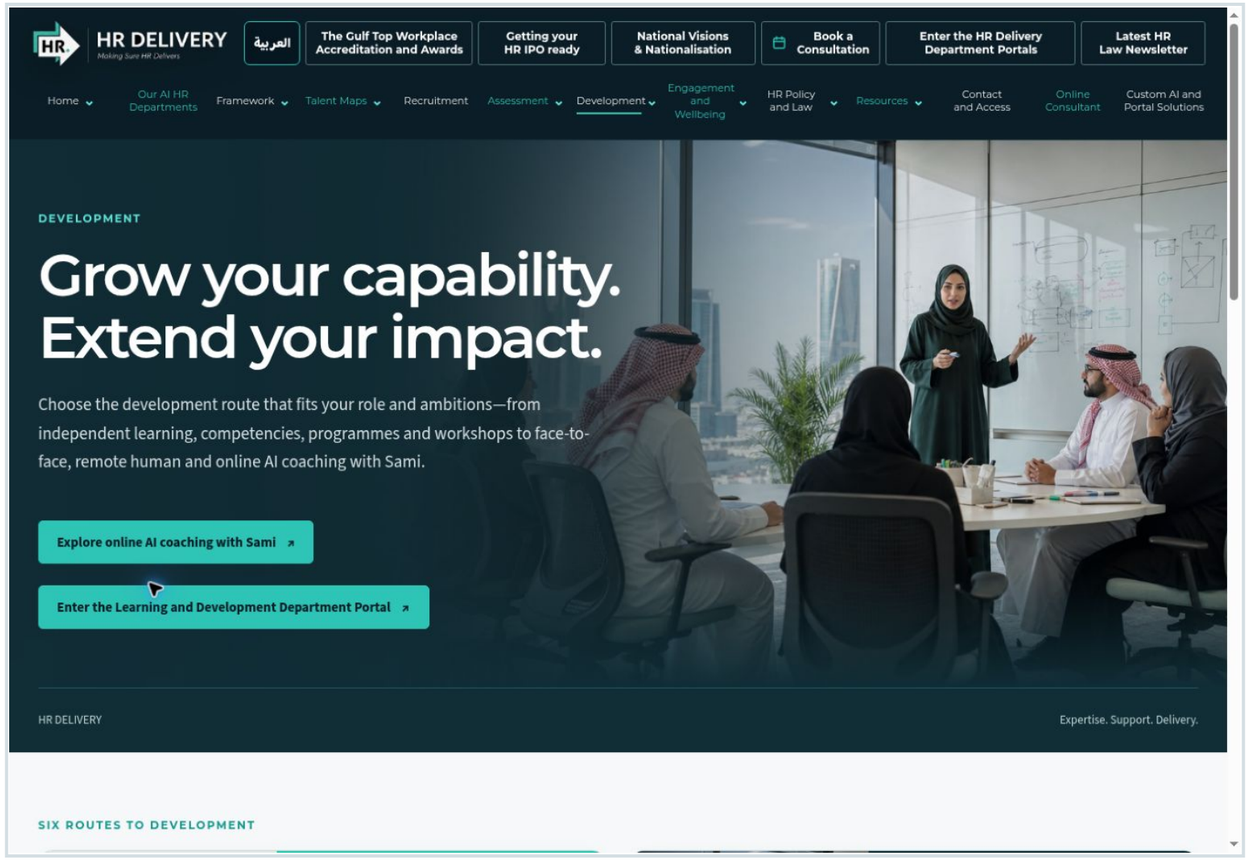
CHECK The workshop has a route into continuing workplace development.

06 Obtain editable materials through authorised access

The public page identifies previews as view-only and links 'Enter Workshop Studio ↗' for full editable materials. Check your entitlement before planning customisation.

CHECK The delivery team has the permitted facilitator and participant materials.

PRIOR REVIEWED SCREEN



Previously reviewed public development-resource routes.

USE THE RESOURCE LIBRARY AND COMPETENCY MATERIALS / E-05-03

OPEN SOURCE

Turn training needs into a learning route

Prioritise a genuine capability gap and choose useful support.

WHO USES THIS Manager or learning lead

BEFORE YOU BEGIN

- Role requirements and work evidence
- A defined performance or capability question

WHAT YOU WILL HAVE

- Prioritised training needs
- Learning and application plan

CHECK BEFORE YOU FINISH

- Do not use training to conceal a process or resource problem.
- Future-role readiness needs evidence beyond course completion.

The expected option is missing.

Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

05 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

Public guidance links were identified. Protected training-needs and succession-plan controls were not inspected.

USE THE RESOURCE LIBRARY AND COMPETENCY MATERIALS / STEPS 1–2 OF 5

OPEN SOURCE

Turn training needs into a learning route

01 Start with the work requirement

Use the Training Needs Framework or relevant training-needs tool route. Specify the task, required standard and current evidence before naming a course.

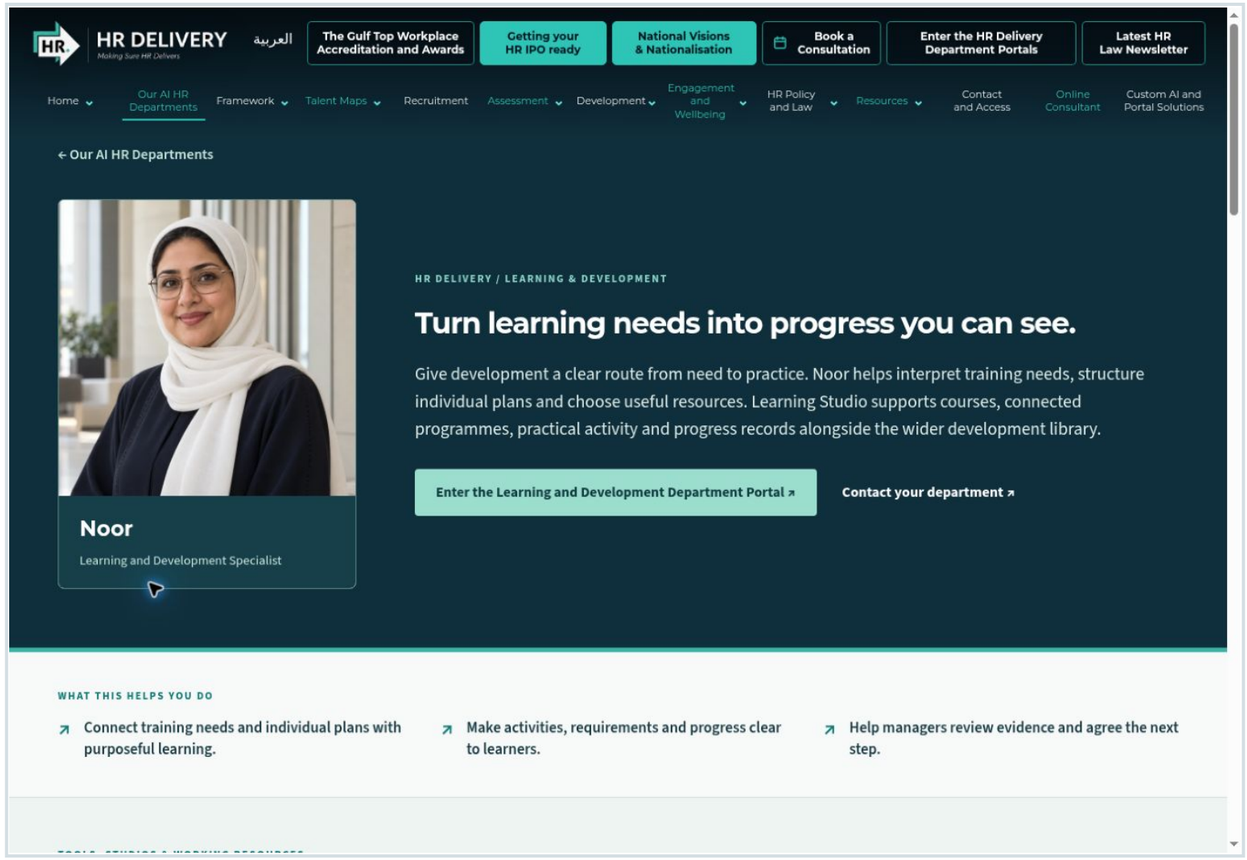
CHECK The gap is described in work terms.

02 Test whether learning is the right response

Consider knowledge and skill alongside resources, process, role clarity and management conditions. Discuss conflicting evidence before deciding on training.

CHECK The proposed learning addresses an actual capability need.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

USE THE RESOURCE LIBRARY AND COMPETENCY MATERIALS / STEPS 3–4 OF 5

OPEN SOURCE

Turn training needs into a learning route

03 Prioritise by practical consequence

Consider the importance of the task, size of the gap and opportunity to practise. Agree an owner and evidence of success for each selected priority.

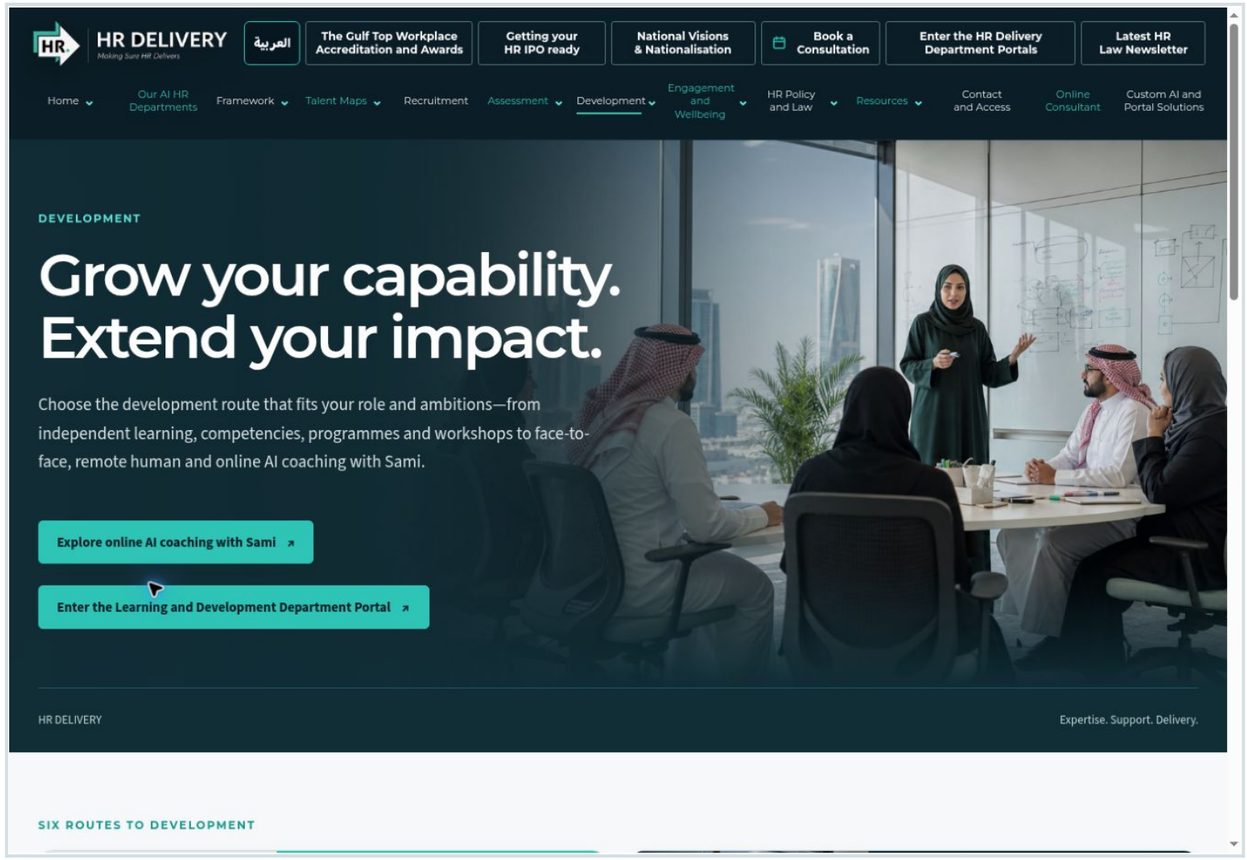
CHECK The plan concentrates effort where improvement matters.

04 Choose the learning route

Combine a relevant course, workshop, manual, assignment, coaching or supervised practice. Include the work conditions needed to apply the learning.

CHECK The route supports both learning and transfer into work.

PRIOR REVIEWED SCREEN



Previously reviewed public development-resource routes.

USE THE RESOURCE LIBRARY AND COMPETENCY MATERIALS / STEPS 5–5 OF 5

OPEN SOURCE

Turn training needs into a learning route

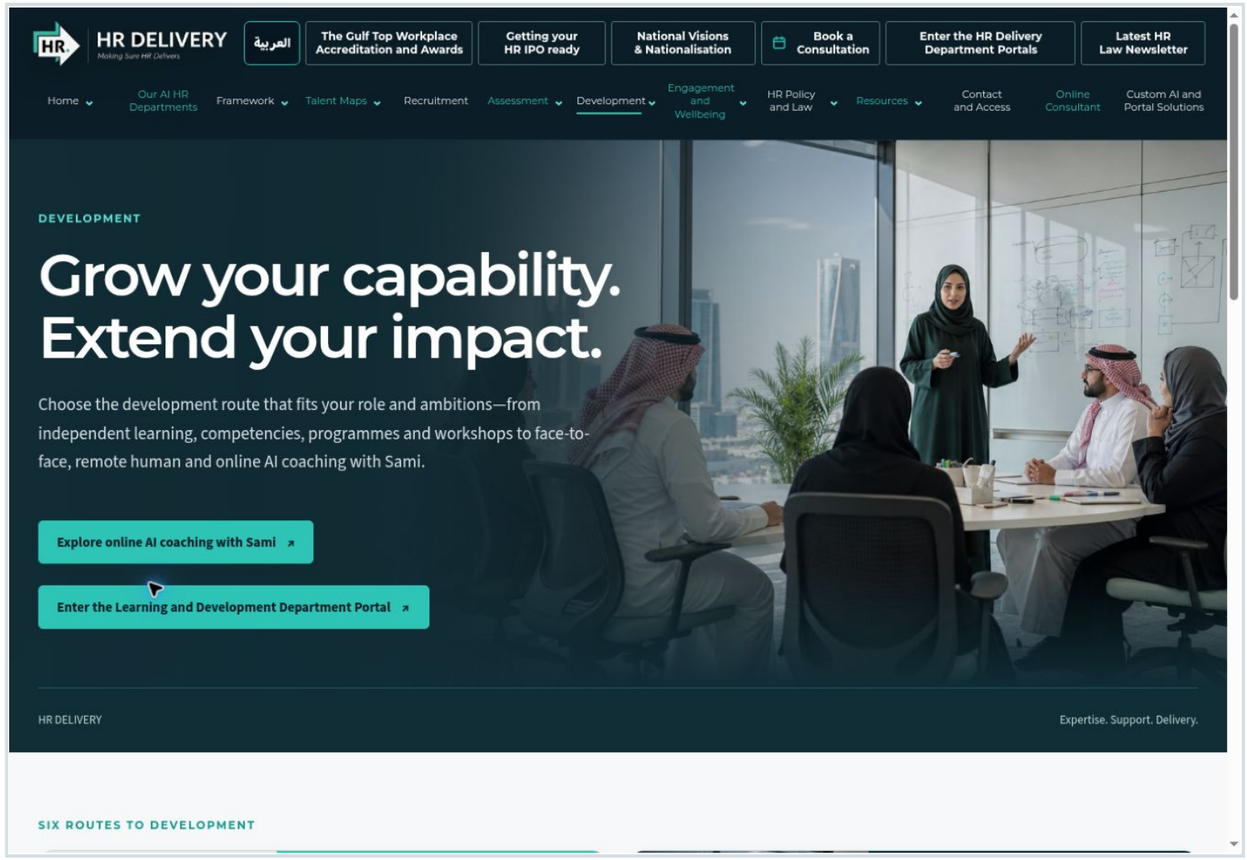
05

Connect with development and succession planning

Where the need relates to future-role readiness, retain separate evidence of current capability and future potential. Review progress through the authorised development or succession process.

CHECK A development plan informs readiness without treating a course as automatic promotion evidence.

PRIOR REVIEWED SCREEN



Previously reviewed public development-resource routes.

USE THE RESOURCE LIBRARY AND COMPETENCY MATERIALS / E-05-04

OPEN SOURCE

Use Noor’s specialist route

Prepare a focused request for learning and development support.

WHO USES THIS Learner, manager or programme owner

BEFORE YOU BEGIN

- A defined need
- Relevant role, audience and intended outcome

WHAT YOU WILL HAVE

- Learning support brief

CHECK BEFORE YOU FINISH

- Do not assume the AI specialist automatically sees private learner records.
- Confirm active channels and access with Lama.

The expected option is missing.	Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

04 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

The specialist introduction and contact route are public. Connected AI interactions were not exercised.

USE THE RESOURCE LIBRARY AND COMPETENCY MATERIALS / STEPS 1–2 OF 4

OPEN SOURCE

Use Noor’s specialist route

01 Open the specialist introduction

Use 'Meet Noor' from the learner navigation or the department page. Read the role description before choosing the support you need.

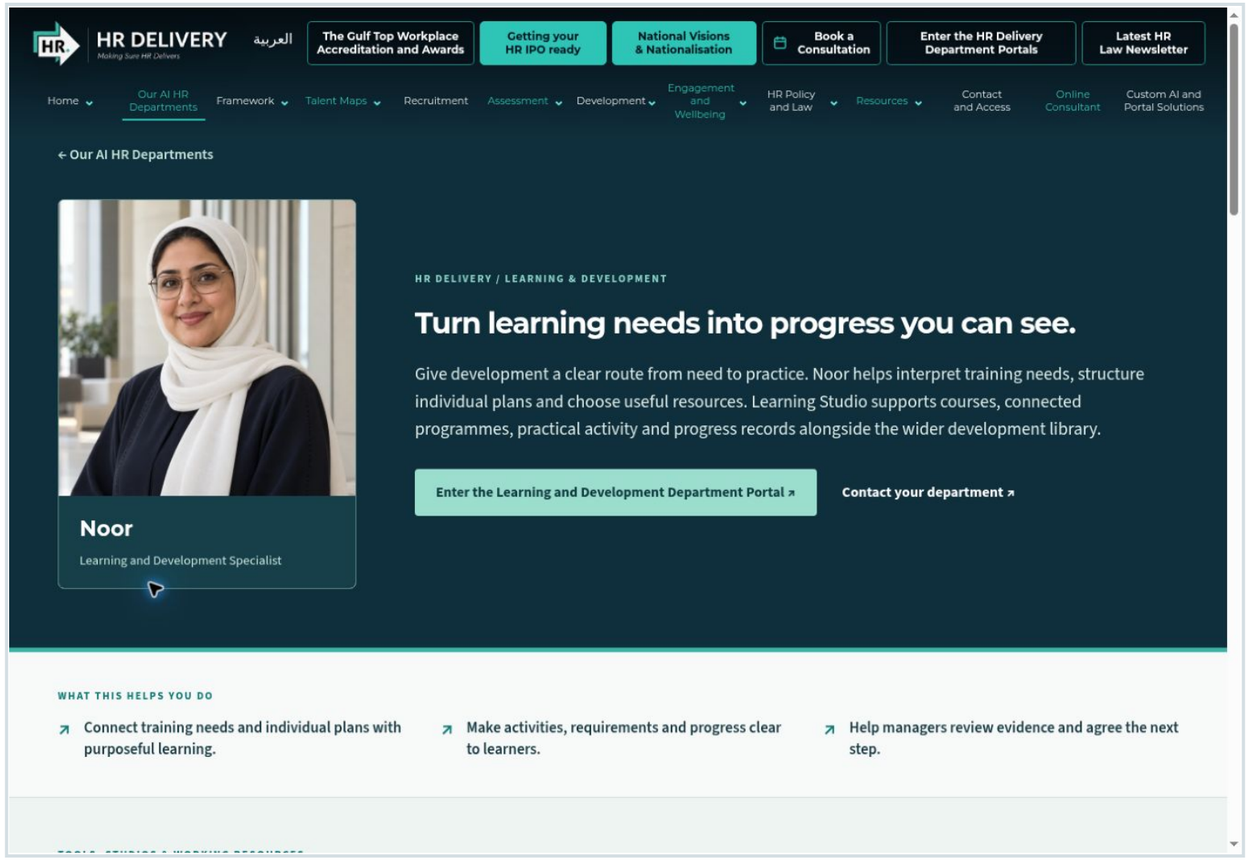
CHECK The request is directed to Learning and Development.

02 Prepare a concise brief

Describe the role, capability gap, learners, existing evidence and desired practical improvement. Explain whether you need a plan, resources or programme structure.

CHECK The specialist team has enough context to route the work.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

USE THE RESOURCE LIBRARY AND COMPETENCY MATERIALS / STEPS 3–4 OF 4

OPEN SOURCE

Use Noor’s specialist route

03 Contact the department through Lama

Use 'Contact your department ↗' or the Lama contact route. Ask which specialist service and access arrangement applies to your organisation.

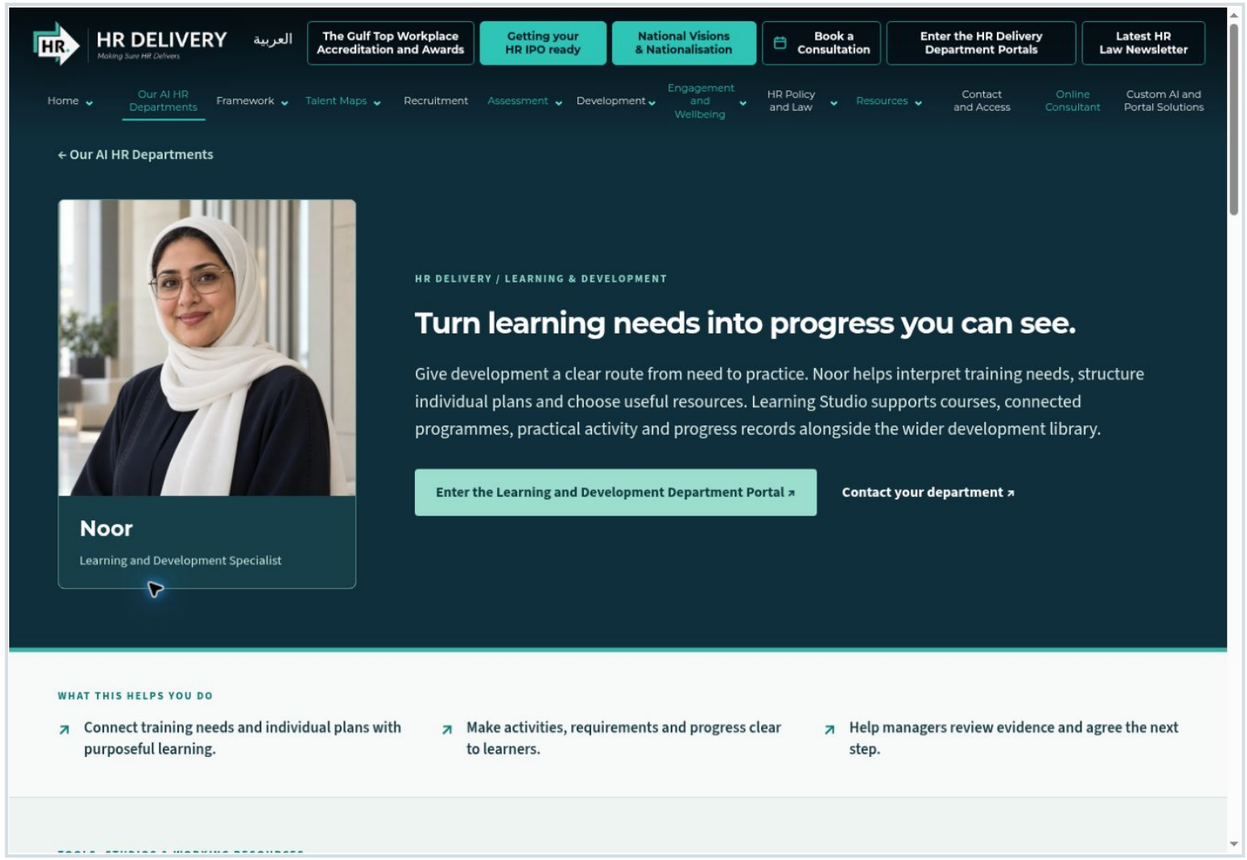
CHECK The request reaches the appropriate reception and department route.

04 Agree the next deliverable

Clarify whether the next step is guidance, a reviewed learning plan, resource selection or a programme discussion. Set a practical review point.

CHECK Support is connected to a clear piece of work.

PRIOR REVIEWED SCREEN



Public Learning & Development service description; not an administration screen.

06

Create an individual development plan

A directly inspected six-stage public walkthrough using synthetic example data.

03 PRACTICAL TASKS

Prepare the inputs / Follow the screen sequence / Check the result

CREATE AN INDIVIDUAL DEVELOPMENT PLAN / E-06-01

OPEN SOURCE

Select your role and background

Load the approved role requirements that will guide your reflection.

WHO USES THIS Individual learner

BEFORE YOU BEGIN

- Your role and grade
- Relevant experience and qualifications

WHAT YOU WILL HAVE

- Loaded role profile
- Background reflection

CHECK BEFORE YOU FINISH

- Use the approved role closest to the actual work.
- Changing the role changes the requirements you are reviewing.

A role or grade choice is unavailable. Complete the preceding sector and career-family fields and allow the catalogue to load. If the approved role remains absent, ask HR Delivery to confirm the intended role.

05 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

This walkthrough uses synthetic data in the public session-based creator; its private Resource Library placement was not verified.

CREATE AN INDIVIDUAL DEVELOPMENT PLAN / STEPS 1–2 OF 5

OPEN SOURCE

Select your role and background

01 Open the IDP Creator

Use the department's Individual Development Plan Creator link. Read the notice: answers stay in the session, so download the report before leaving.

CHECK The six steps run from Your role to Your development plan.

02 Enter the role sequence

Complete 'Your name', then 'Sector / section', 'Career family', 'Job grade' and 'Your role'. Each selection enables the next dependent choice.

CHECK The selected role summary appears when its requirements are ready.

CURRENT LIVE SCREEN



Current public IDP role selection with synthetic Example Learner details.

CREATE AN INDIVIDUAL DEVELOPMENT PLAN / STEPS 3–4 OF 5

OPEN SOURCE

Select your role and background

03 Check the loaded role

Confirm the role title, career family, grade and map. The illustrated example uses B013 Learning and Development, Grade 6, Learning and Development Manager.

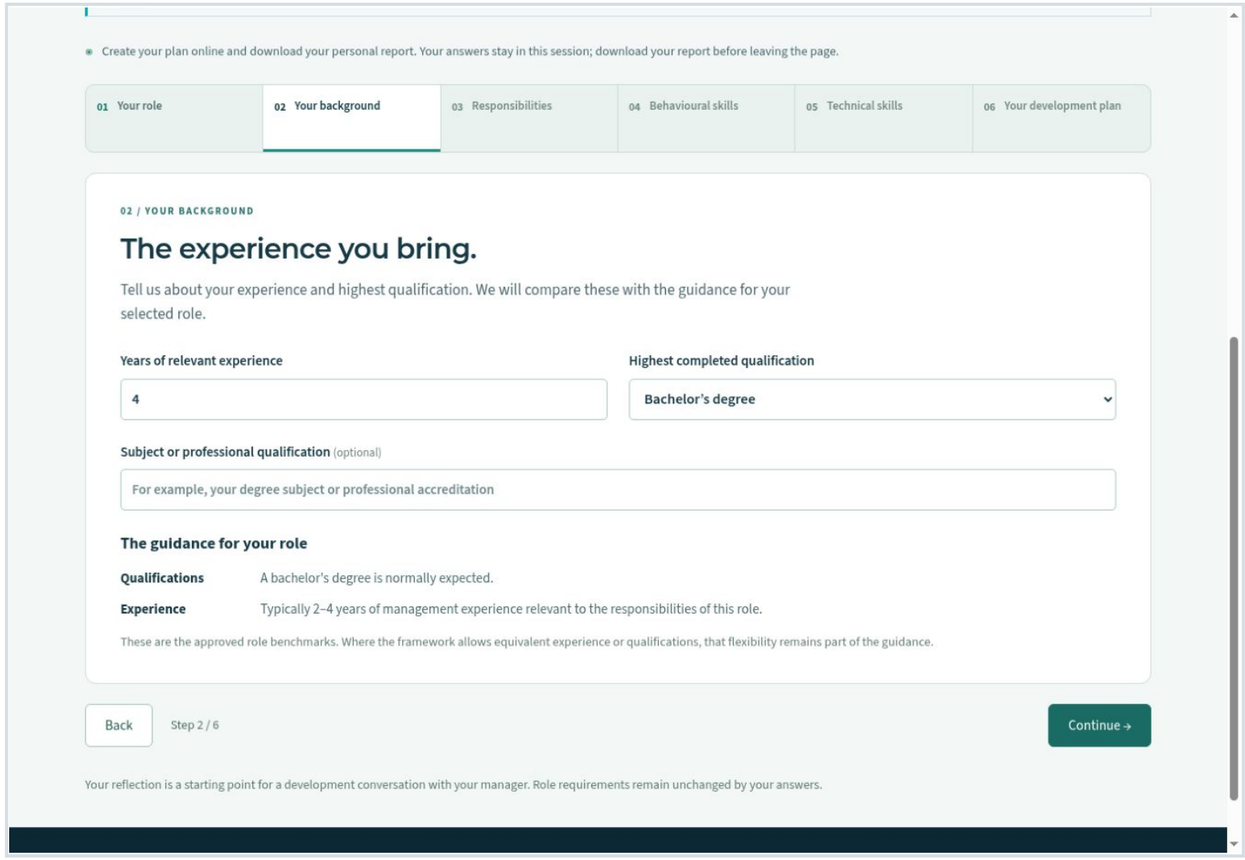
CHECK You are reflecting against the intended approved requirements.

04 Continue to background

Select 'Continue →'. Enter 'Years of relevant experience' and 'Highest completed qualification'; add the optional subject or professional qualification when relevant.

CHECK The background page shows the guidance for the selected role.

CURRENT LIVE SCREEN



Current background step with illustrative experience and qualification values.

CREATE AN INDIVIDUAL DEVELOPMENT PLAN / STEPS 5–5 OF 5

OPEN SOURCE

Select your role and background

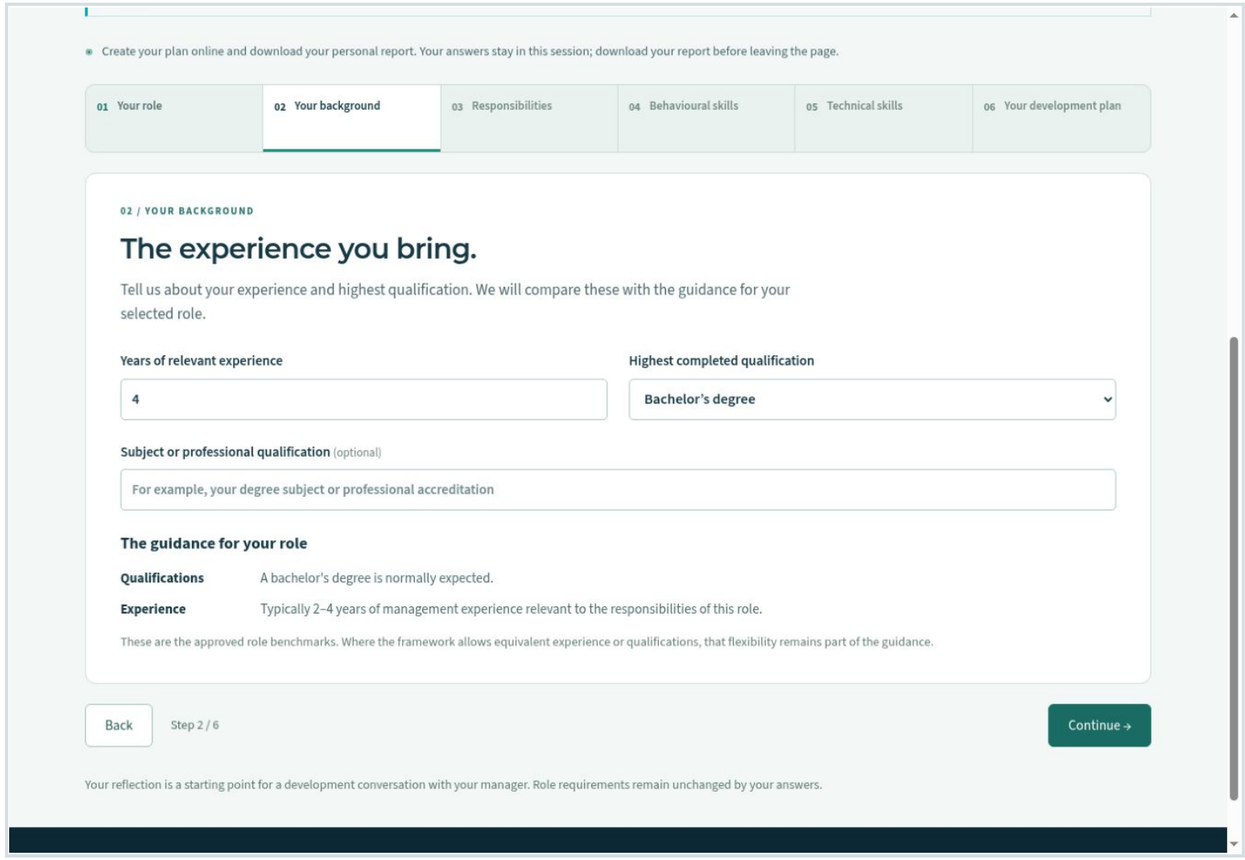
05

Read the guidance before continuing

Check the role’s qualification and experience guidance, including any allowed equivalence. Select Continue when the fields are complete.

CHECK The next stage asks about your responsibilities.

CURRENT LIVE SCREEN



Current background step with illustrative experience and qualification values.

CREATE AN INDIVIDUAL DEVELOPMENT PLAN / E-06-02

OPEN SOURCE

Reflect on responsibilities and competencies

Complete every required reflection using evidence from your work.

WHO USES THIS Individual learner

BEFORE YOU BEGIN

- Loaded approved role
- Examples of your current work and feedback

WHAT YOU WILL HAVE

- Completed self-reflection
- Generated development needs

CHECK BEFORE YOU FINISH

- No answer is preselected.
- A “Nearly met” response remains a development need.
- Self-reflection does not change the approved role requirements.

The expected option is missing.	Check your role and workspace with the administrator. Send Lama the page name and a non-sensitive screenshot; do not send a password.

06 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

CREATE AN INDIVIDUAL DEVELOPMENT PLAN / STEPS 1–2 OF 6

OPEN SOURCE

Reflect on responsibilities and competencies

01 Rate the responsibilities

For each responsibility, choose 'Cannot complete', 'Can nearly complete' or 'Can complete'. The example role contains ten responsibilities.

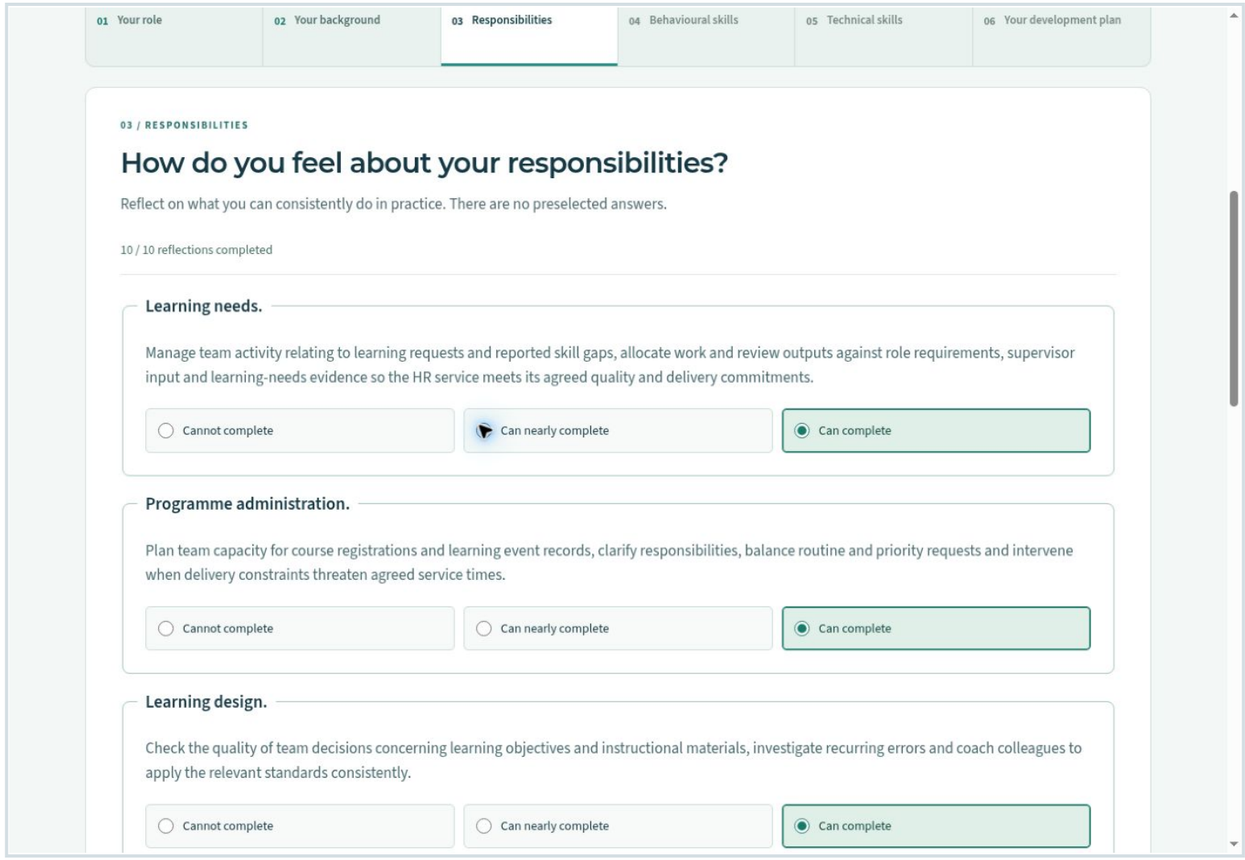
CHECK The completion counter shows how many reflections remain.

02 Use consistent evidence

Choose the option that reflects reliable performance, not a single successful attempt. Complete every item, then select Continue.

CHECK The next step is available after the required reflections are complete.

CURRENT LIVE SCREEN



Current responsibility ratings in the synthetic example.

CREATE AN INDIVIDUAL DEVELOPMENT PLAN / STEPS 3–4 OF 6

OPEN SOURCE

Reflect on responsibilities and competencies

03 Read behavioural requirements

In 'Behavioural skills', read the required level and all indicators. Choose 'Met' only when you consistently demonstrate the required indicators.

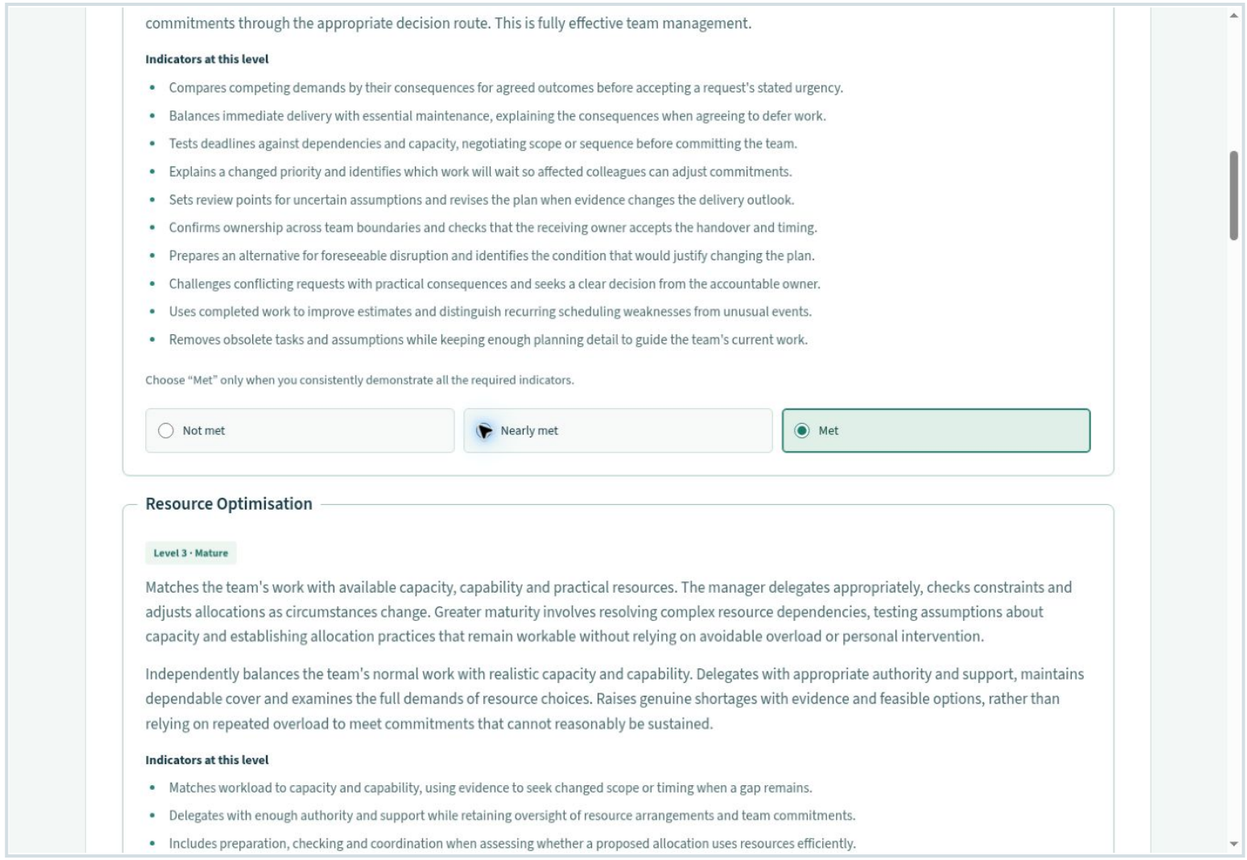
CHECK The selected rating refers to the specified maturity level.

04 Rate each behavioural competency

Choose 'Not met', 'Nearly met' or 'Met' for all items. Both Not met and Nearly met become development needs.

CHECK The behavioural counter reaches the required total.

CURRENT LIVE SCREEN



Current behavioural indicators and rating controls; example values are illustrative.

CREATE AN INDIVIDUAL DEVELOPMENT PLAN / STEPS 5–6 OF 6

OPEN SOURCE

Reflect on responsibilities and competencies

05 Review technical skills

In 'Technical skills', rate the core and additional requirements against the specified level using the same three response options.

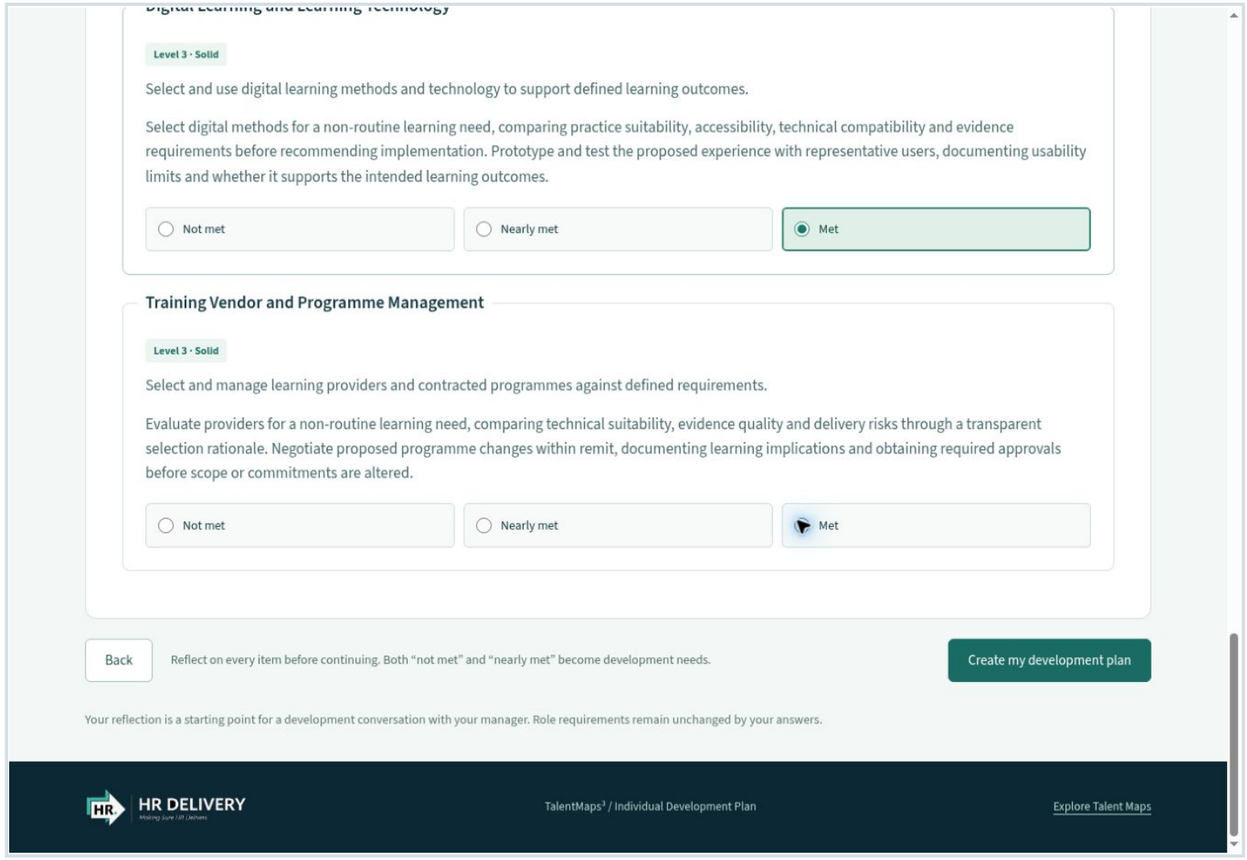
CHECK Every technical competency has an intentional reflection.

06 Create the plan

Select 'Create my development plan' once every item is reflected on. Wait for the results and development suggestions to be assembled.

CHECK The Your development plan step displays a self-assessment and individual development report.

CURRENT LIVE SCREEN



Current technical reflection page and Create my development plan control.

CREATE AN INDIVIDUAL DEVELOPMENT PLAN / E-06-03

OPEN SOURCE

Review the plan and retain the report

Turn identified needs into a practical 90-day development conversation.

WHO USES THIS Learner and line manager

BEFORE YOU BEGIN

- Generated development plan
- Time to agree priorities and support

WHAT YOU WILL HAVE

- Self-assessment and individual development report
- Agreed 90-day actions

CHECK BEFORE YOU FINISH

- The report is a starting point for a development conversation, not an independent capability certification.
- Keep the session open until the exported file is verified.

The PDF does not download or is incomplete.	Keep the session open, review the visible report and check browser download handling. Ask HR Delivery for support with the role reference and error; do not assume the report was saved.

06 STEPS / WALKTHROUGH ON THE FOLLOWING PAGES

Plan generation was observed. The PDF download attempt returned a browser download failure; successful PDF export was not verified.

CREATE AN INDIVIDUAL DEVELOPMENT PLAN / STEPS 1–2 OF 6

OPEN SOURCE

Review the plan and retain the report

01 Check the report identity and totals

Review name, role, career family, grade and date. The synthetic example shows 26 requirements, 23 met and 3 development needs.

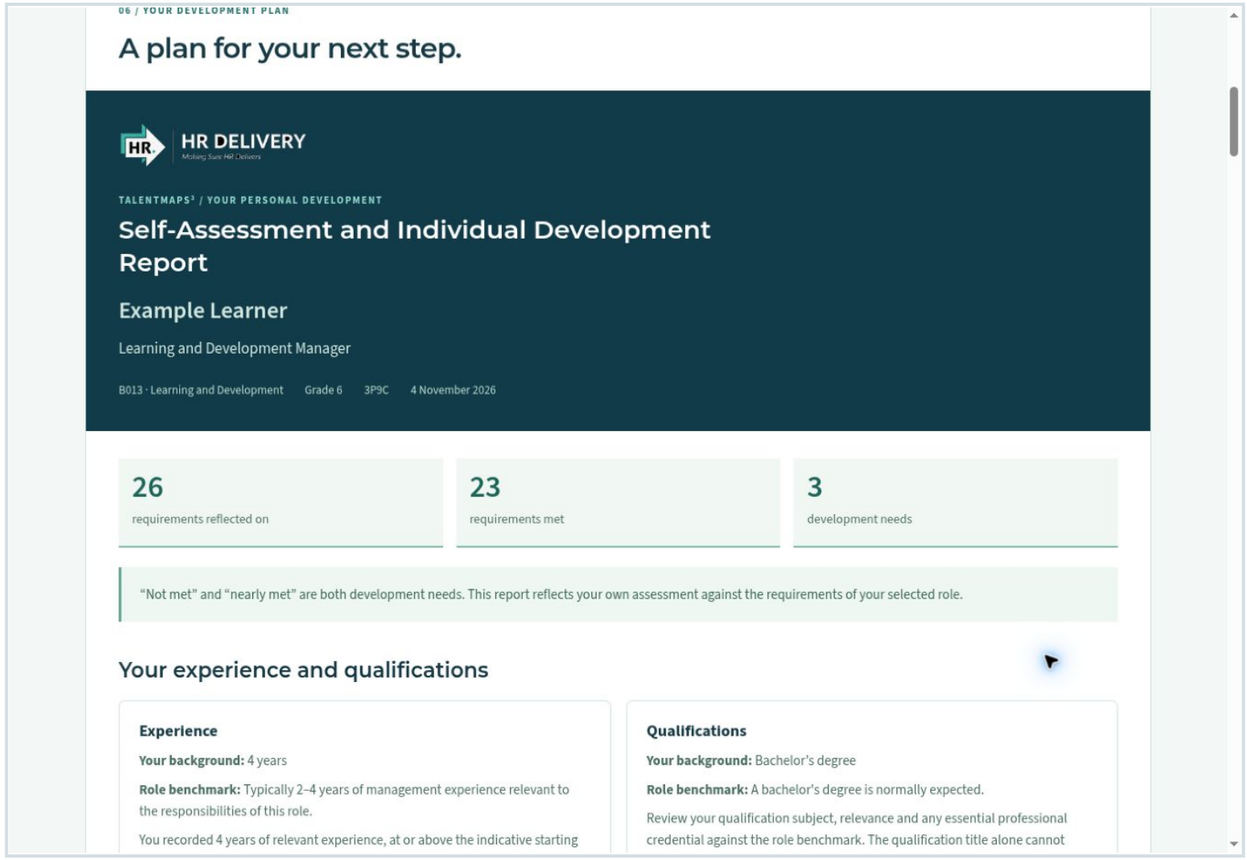
CHECK The report reflects the example inputs rather than a general assessment score.

02 Review each identified need

Read the responsibilities and competencies flagged for development. Expand required behavioural indicators where you need to check the basis of a rating.

CHECK The priority is connected to an approved requirement.

CURRENT LIVE SCREEN



Current generated report summary for synthetic Example Learner.

CREATE AN INDIVIDUAL DEVELOPMENT PLAN / STEPS 3–4 OF 6

OPEN SOURCE

Review the plan and retain the report

03 Inspect the learning suggestions

Open the competency development plan sections. The inspected report gives 20 suggestions per competency need, with resource and manual-source links where available.

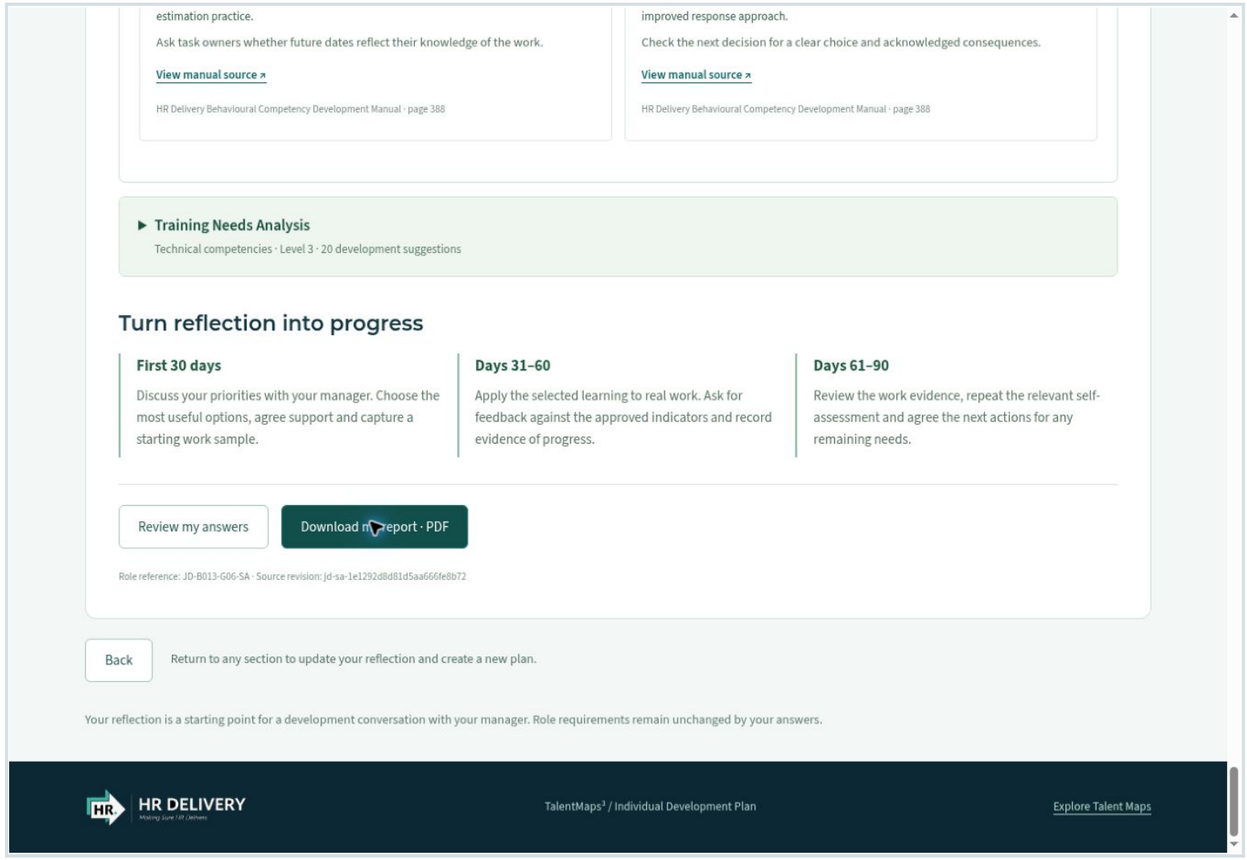
CHECK You can choose useful learning without treating every suggestion as compulsory.

04 Agree a practical review sequence

Use the displayed First 30 days, Days 31–60 and Days 61–90 prompts: agree priorities, practise at work, gather feedback and review progress.

CHECK The plan includes action and evidence beyond reading.

CURRENT LIVE SCREEN



Current 30/60/90-day guidance, review and PDF download controls.

CREATE AN INDIVIDUAL DEVELOPMENT PLAN / STEPS 5–6 OF 6

OPEN SOURCE

Review the plan and retain the report

05 Correct an answer if necessary

Use 'Review my answers' or return to a previous step, update the reflection and create a new plan.

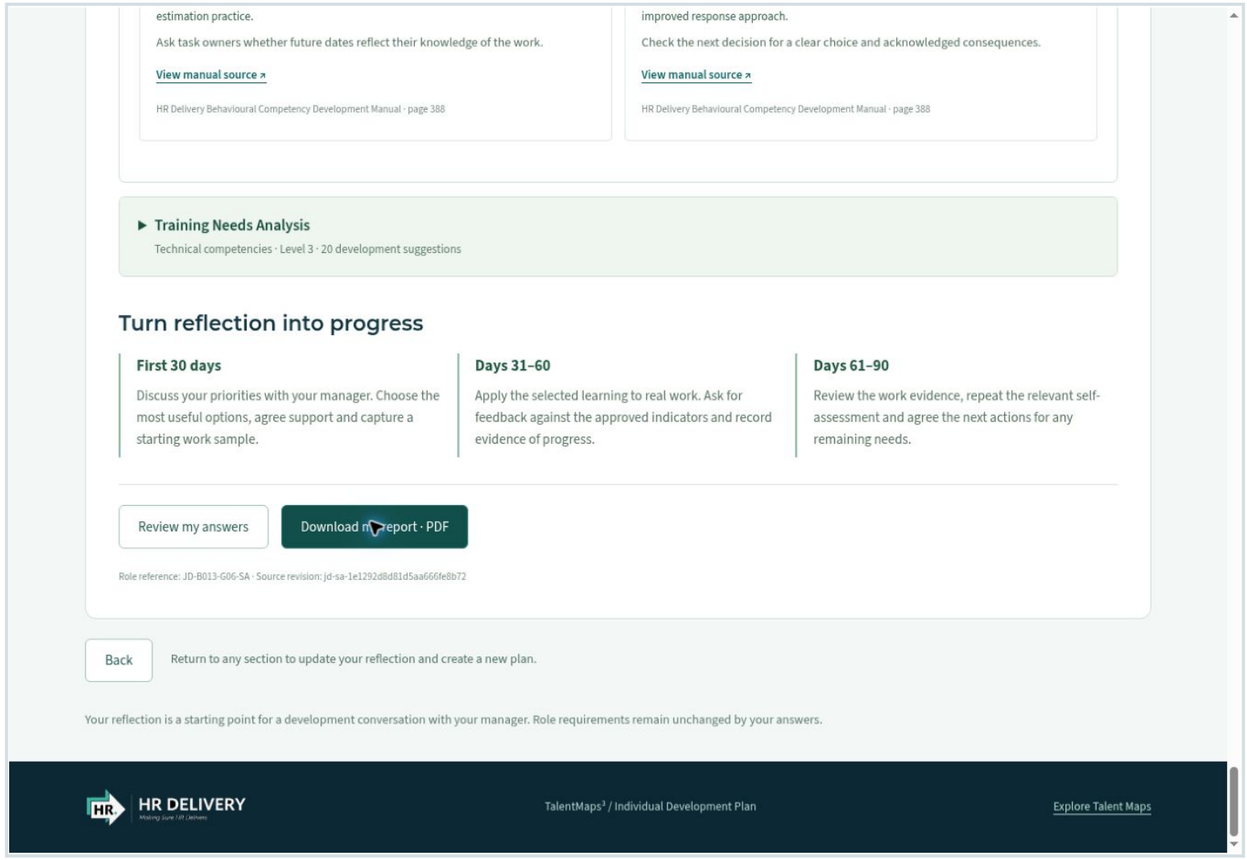
CHECK The resulting report reflects the revised inputs.

06 Download and verify the PDF

Select 'Download my report · PDF'. Open the saved file before leaving the page and confirm it contains the intended role and development sections.

CHECK A complete local PDF is required before you rely on the download.

CURRENT LIVE SCREEN



Current 30/60/90-day guidance, review and PDF download controls.

REFERENCE / 1 OF 1

OPEN SOURCE

Learner navigation

Visible route	Use
My learning home	Find the next learning step.
Course catalogue	Search courses and review their requirements.
My courses	Return to your assigned or enrolled learning.
Programmes	Follow staged learning requirements.
Live learning	Find scheduled learning and attendance activity.
My record & awards	Review completion records and recognition.
Development & CPD	Connect goals, evidence and professional development.
Meet Noor	Find the specialist support route.
Explore the resource library	Use reference materials alongside learning.

REFERENCE / 1 OF 2

OPEN SOURCE

Resource collections

Collection	Typical use
Development pathways and programmes	Structure a longer learning route.
Behavioural and technical competencies	Clarify required capability.
Talent Maps competency workshops	Plan facilitated practice.
Competency development manuals	Choose continuing development activities.
Workshop programmes and brochures	Understand objectives and content.
Coaching and mentoring	Support reflection and application.
Consultancy, change and project delivery	Work through organisational assignments.
Frameworks and diagnostic practice	Structure diagnosis and review.
Articles and short insights	Explore a focused question.
eBooks and professional reading	Develop deeper understanding.

REFERENCE / 2 OF 2

OPEN SOURCE

Resource collections

Collection	Typical use
Gulf countries, research and publications	Find regional and research context.
Toolkits and Top 100 directory	Find practical ideas and resources.
HR Delivery directories and reference guides	Navigate the wider collection.

QUICK REFERENCE

Your final check

- [ ] **01** The learning need is defined in work terms.
- [ ] **02** The learner has the intended course or programme version.
- [ ] **03** Completion rules and deadlines are understood.
- [ ] **04** Practical evidence matches the brief and rubric.
- [ ] **05** Review and feedback states are checked.
- [ ] **06** CPD hours are distinguished from accepted hours.
- [ ] **07** Exports are opened and checked before use.
- [ ] **08** A development plan includes practice, feedback and a review date.

HELP AND SUPPORT

OPEN SOURCE

Continue with HR Delivery

Contact Lama when you need access, a missing resource or help applying the learning & development workflow. Describe the task and the point where you stopped. Include an error message or a screenshot with personal records hidden so the team can route the request accurately.

OPEN LAMA'S RECEPTION

drphillip@hr.delivery

INCLUDE IN YOUR REQUEST

- Your organisation and authorised role
- Portal and task name
- Page URL and exact error message
- A screenshot without passwords or personal records

REFERENCE NOTES

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Guide scope and screen references

- The protected LMS was not entered; private authoring, assessment and administration procedures are source-described and require role-specific confirmation.
- The official catalogue demonstration shows 27 courses. The 909-entry and 13-collection private index remains inventory-supplied.
- Public IDP steps and plan generation were exercised with synthetic data only. Its PDF export control was observed, but the attempted download failed.
- No learner was enrolled, no private media uploaded, no course published and no certificate issued during this review.

Screen key: Current live screen | Published demonstration | Prior reviewed screen