HR DELIVERY
Making Sure HR Delivers

THE CLIENT BROCHURE SERIES

Learning and Development

Turn development priorities into purposeful learning and practice

Connect role requirements with relevant learning, workplace practice and considered review. Explore programmes, competency resources and Learning Studio, then agree the route that fits your people and development purpose.



EXPLORE. PLAN. PUT IT TO WORK.

Website resources · specialist support · portal tools
Practical examples and client journeys

START WITH YOUR PRIORITY

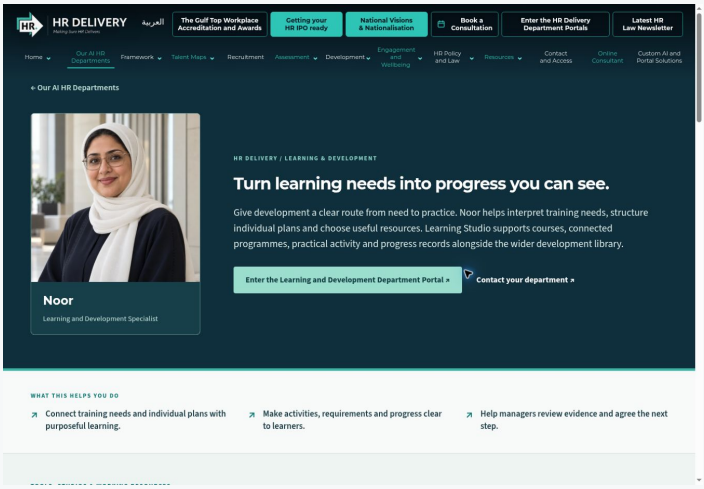
Begin with what people need to do in their work

A development request often arrives as a request for a course. The more useful starting question is what people need to understand, practise or do differently in their role. Clarifying that question helps you choose suitable resources, set realistic expectations and make room for the work that follows the learning activity.

HR Delivery connects development planning, programmes, workshops, competency manuals and Learning Studio. The offer supports learners, managers and learning teams through activities, practical work, review and learning records. You can begin with public programme information or a development plan, then discuss the portal journey and service arrangements with Lama. Together, the resources help make the purpose, participation and evidence of learning easier to explain.

WHO THIS GUIDE IS FOR

- HR and learning teams planning role-relevant development for an organisation
- Managers supporting employees through practice, feedback and review
- Professionals organising their learning, development goals and CPD evidence



WEBSITE SCREEN / Noor department profile

THE QUESTIONS TO BRING

- What must the learner be able to do, and in which work situation?
- Which learning activity and practice opportunity fit that requirement?
- What evidence will help the learner and manager review the next step?

WHAT YOU CAN WORK TOWARDS

- A development priority connected with role requirements
- An appropriate learning route with practical application and review
- A learning record that explains the activities and evidence considered

A GUIDE TO YOUR GUIDE

Find the support you need

Explore the service, understand the tools and arrive at a focused conversation with HR Delivery.

01 / GET TO KNOW THE SERVICE

Introduction 002

Foreword from Dr Phillip 004

Meet Lama: your first point of contact 005

About HR Delivery and our five pledges 006

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Your specialist support 010

The portal: tools, studios and workspaces 021

03 / BRING IT INTO YOUR ORGANISATION

Two practical client journeys 088

Service arrangements and useful links 091

Your next conversation with HR Delivery 092

USE THE PDF AS A WORKING GUIDE

The contents and page-foot links are clickable. PDF bookmarks give direct access to every tool, studio, resource and client example.

A PERSPECTIVE ON LEARNING AND DEVELOPMENT

Foreword from Dr Phillip Welsh

PROPOSED WORDING FOR DR PHILLIP'S REVIEW

> *"Development has a clearer direction when the learning activity, workplace practice and review conversation share the same purpose."*

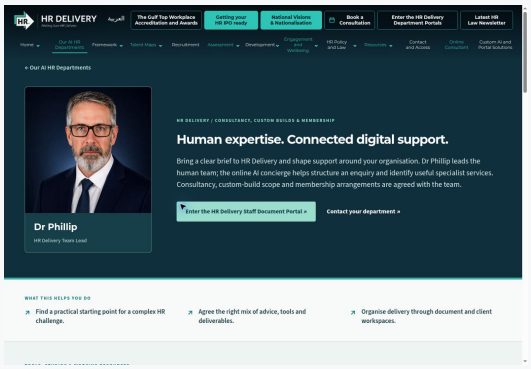
Learning becomes useful when its purpose is clear to the person taking part and to the manager supporting them. That purpose may involve a new responsibility, a specific technical requirement or a behaviour that needs more deliberate practice. We encourage clients to begin with the work itself, then select the learning and support that can help people approach it more thoughtfully.

Our learning offer brings together public resources, competency workshops and manuals, development planning and the Learning Studio workspace. A course can organise reading, reflection, media, knowledge checks and practical assignments. A programme can connect stages and requirements over time. Manager conversations and considered feedback help learners examine how these activities relate to their work, while review and publication processes support a clear, explainable learning experience.

This brochure invites you to consider the whole journey: preparation, participation, application and review. Lama can help frame the service enquiry and confirm access arrangements. For CPD, the workspace can retain goals, evidence and accepted-hour history; external professional requirements remain a separate consideration. The aim is to help you choose a purposeful next step and understand the evidence that accompanies it.

DR PHILLIP WELSH

Human team lead, HR Delivery



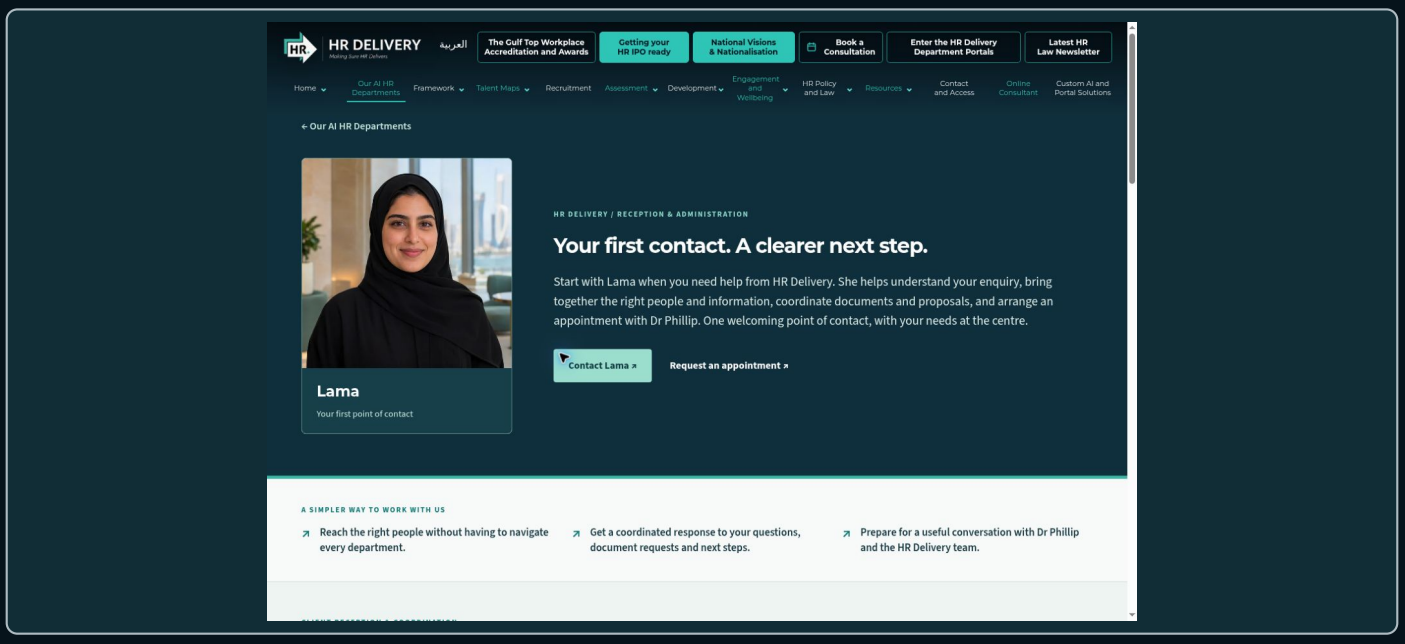
WEBSITE SCREEN / Dr Phillip Welsh: HR Delivery's human team lead.

YOUR FIRST POINT OF CONTACT

Meet Lama

Bring your business question. We will help you find the right next step.

Lama helps turn an initial learning enquiry into a usable brief. Describe the audience, their roles and the work requirement you want to address. Bring existing resources or programme ideas where helpful. Lama can coordinate the next discussion, clarify service and portal access arrangements, and confirm the enabled communication channels before you commit participants or prepare a detailed delivery schedule.



WEBSITE SCREEN / Lama's public reception and administration service route.

A USEFUL FIRST BRIEF

- The audience, roles and approximate participant numbers
- The work task or capability requirement prompting the enquiry
- Existing materials, relevant permissions and any programme expectations
- Preferred timing, practice opportunities and manager support available

HOW LAMA HELPS

- Connect the brief with an appropriate learning or development route
- Clarify delivery, access and preparation questions for the engagement
- Arrange the next conversation and confirm enabled digital contact channels

Bring one clear development question first. Lama can help organise the discussion, identify the information still needed and agree a practical next step with you.

ABOUT HR DELIVERY

Expertise that turns people priorities into useful work

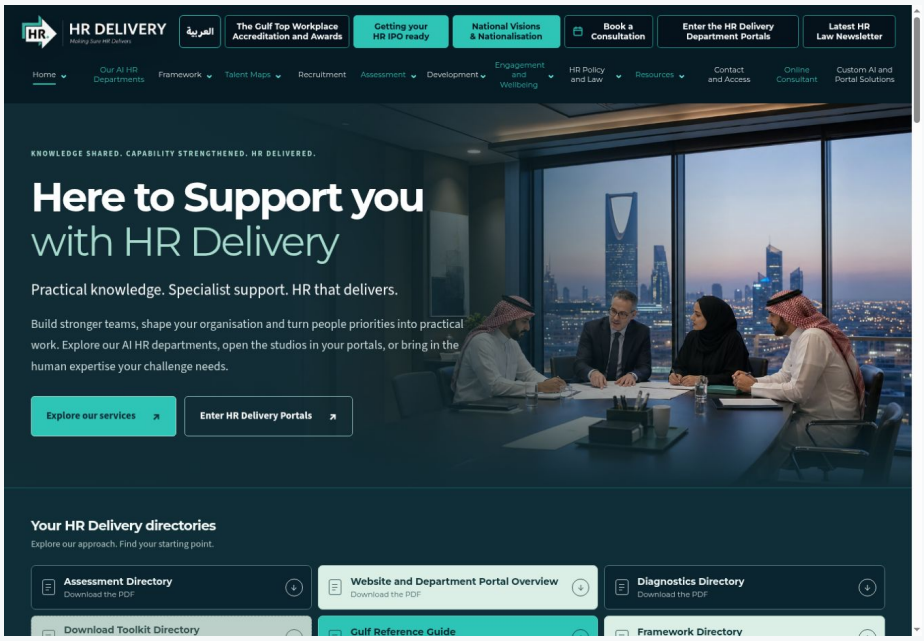
A multidisciplinary HR service led by Dr Phillip Welsh, connecting professional advice, practical resources and hands-on support.

OUR MISSION

Help organisations develop their people, strengthen HR capability and put plans into practice through expert advice, useful tools and direct delivery support.

OUR VISION

Organisations with the leadership, capability and culture to help people thrive and sustain their success.



WEBSITE SCREEN / HR Delivery: the public service directory and department routes.

THE WAY WE WORK

Your organisational context comes first. HR Delivery draws together psychometrics, organisation development, learning and development, project delivery and HR practice. Advice and resources are adapted to the assignment, its people and its operating environment.

OUR VALUES

Expertise · generosity · accountability · adaptability · respect for local context

OUR COMMITMENT TO YOU

Five pledges.
One working relationship.

What these commitments mean when you work with HR Delivery.

01 Deep expertise

Bring relevant professional knowledge to your question and combine evidence with considered judgement.

02 Always helping

Offer useful resources and a level of support that fits the challenge you are trying to resolve.

03 Delivery guaranteed

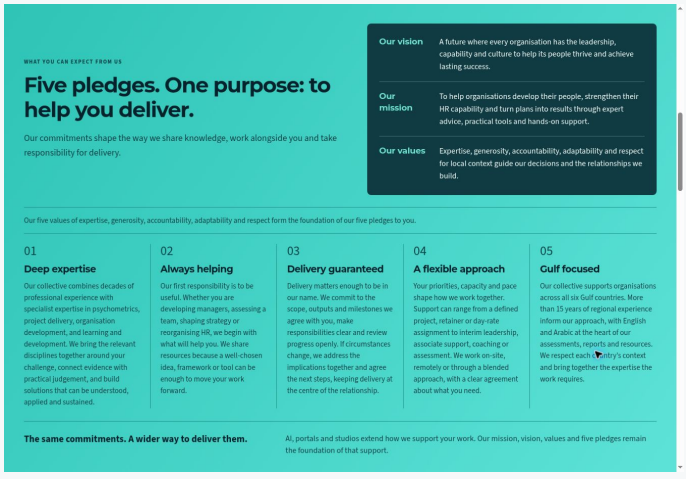
Agree the work, outputs, responsibilities and review points, with clear communication about progress.

04 A flexible approach

Shape the delivery arrangement around your requirements, whether advisory, project based, ongoing, remote or in person.

05 Gulf focused

Take account of the six Gulf countries, the local organisational context and the language needs of the assignment.



WHAT YOU CAN EXPECT FROM US

Five pledges. One purpose: to help you deliver.

Our commitments shape the way we share knowledge, work alongside you and take responsibility for delivery.

Our vision A future where every organisation has the leadership, capability and culture to help its people thrive and achieve lasting success.

Our mission To help organisations develop their people, strengthen their HR capability and turn plans into results through expert advice, practical tools and hands-on support.

Our values Expertise, generosity, accountability, adaptability and respect for local context guide our decisions and the relationships we build.

Our five values of expertise, generosity, accountability, adaptability and respect form the foundation of our five pledges to you.

01 **Deep expertise**
Our collective combines decades of professional experience with specialist expertise in psychometrics, project delivery, organisation development, and learning and development. We bring the relevant disciplines together around your challenge, connect evidence with practical judgement, and build solutions that can be understood, applied and sustained.

02 **Always helping**
Our first responsibility is to be useful. Whether you are developing managers, assessing a team, shaping strategy or reorganising HR, we begin with what will help you. We share resources because a well-chosen idea, framework or tool can be enough to move your work forward.

03 **Delivery guaranteed**
Delivery matters enough to be in our name. We commit to the scope, outputs and milestones we agree with you, make responsibilities clear and review progress openly. If circumstances change, we address the implications together and agree the next steps, keeping delivery at the centre of the relationship.

04 **A flexible approach**
Your priorities, capacity and pace shape how we work together. Support can range from a defined project, retainer or day-rate assignment to interim leadership, associate support, coaching or assessment. We work on-site, remotely or through a blended approach, with a clear agreement about what you need.

05 **Gulf focused**
Our collective supports organisations across all six Gulf countries. More than 15 years of regional experience inform our approach, with English and Arabic at the heart of our assessments, reports and resources. We respect each country's context and bring together the expertise the work requires.

The same commitments. A wider way to deliver them.

AI, portals and studios extend how we support your work. Our mission, vision, values and five pledges remain the foundation of that support.

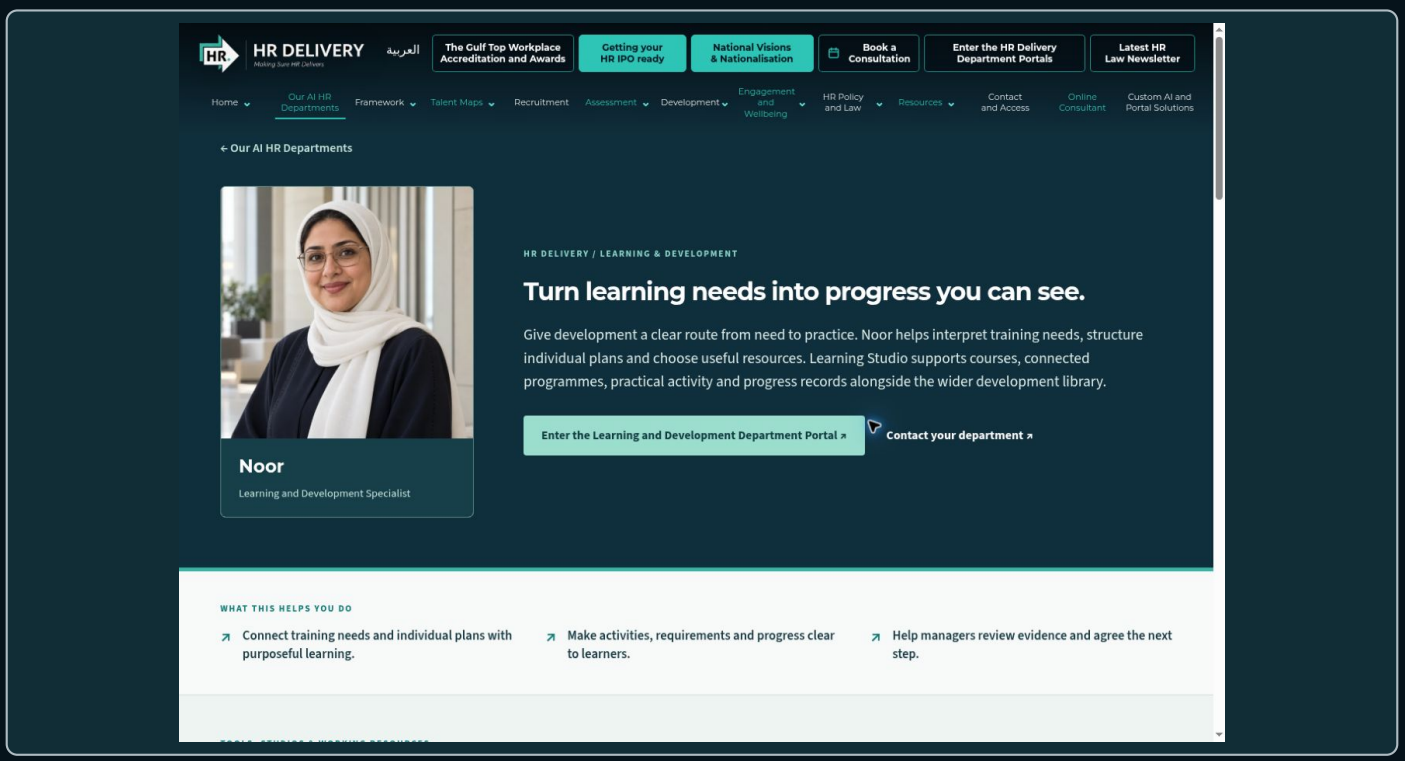
WEBSITE SCREEN / HR Delivery's published mission, vision, values and five pledges.

E / LEARNING AND DEVELOPMENT

01

Explore the website resources

Find development pathways, competency resources and practical material for people and teams.

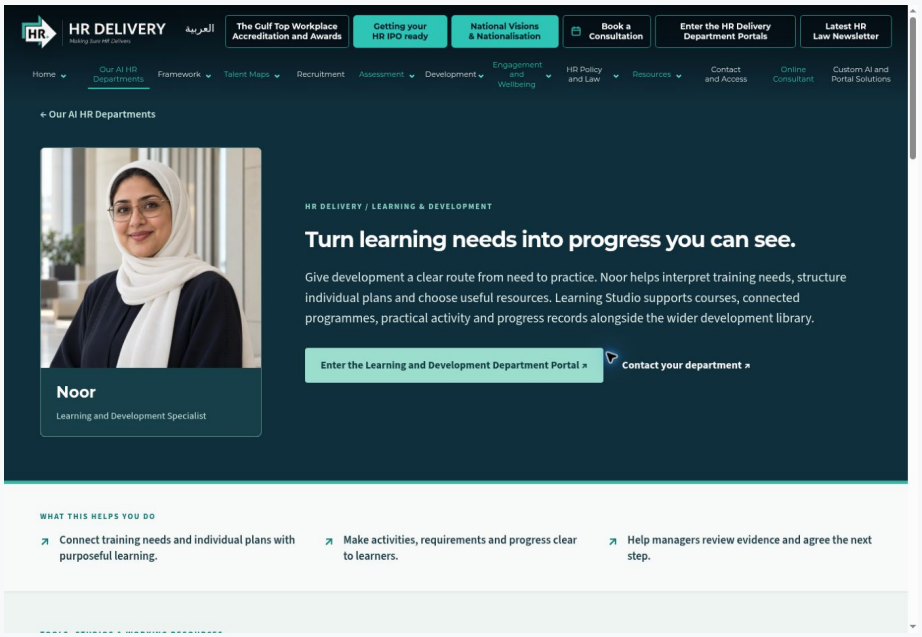


WEBSITE SCREEN / Noor department profile

WEBSITE / ORIENTATION

Explore the learning offer before choosing a route

The website introduces programmes, workshops, development resources and Noor's specialist area. Public competency previews help you examine an agenda or manual before discussing fuller materials. The public IDP Creator offers a structured starting plan, which you should download before leaving the session. Use these routes to clarify the audience, development purpose and preparation questions, then ask Lama about the appropriate service, resource access and portal arrangements for your organisation.



WEBSITE SCREEN / Noor department profile

HOW TO EXPLORE

1. **Start with the need.** Describe the role, capability requirement and work situation that would make development useful.
2. **Explore suitable resources.** Compare programme information, competency previews and development-planning routes against the intended audience.
3. **Agree the next discussion.** Take your shortlist to Lama and clarify delivery, materials, access and practical follow-up.

ILLUSTRATIVE CLIENT USE

Illustrative example: an HR team preparing new supervisors reviews a competency workshop preview and a development manual. It brings the relevant role requirements, proposed audience and a real delegation task to Lama, then discusses the learning route, preparation and manager review before arranging participation together.

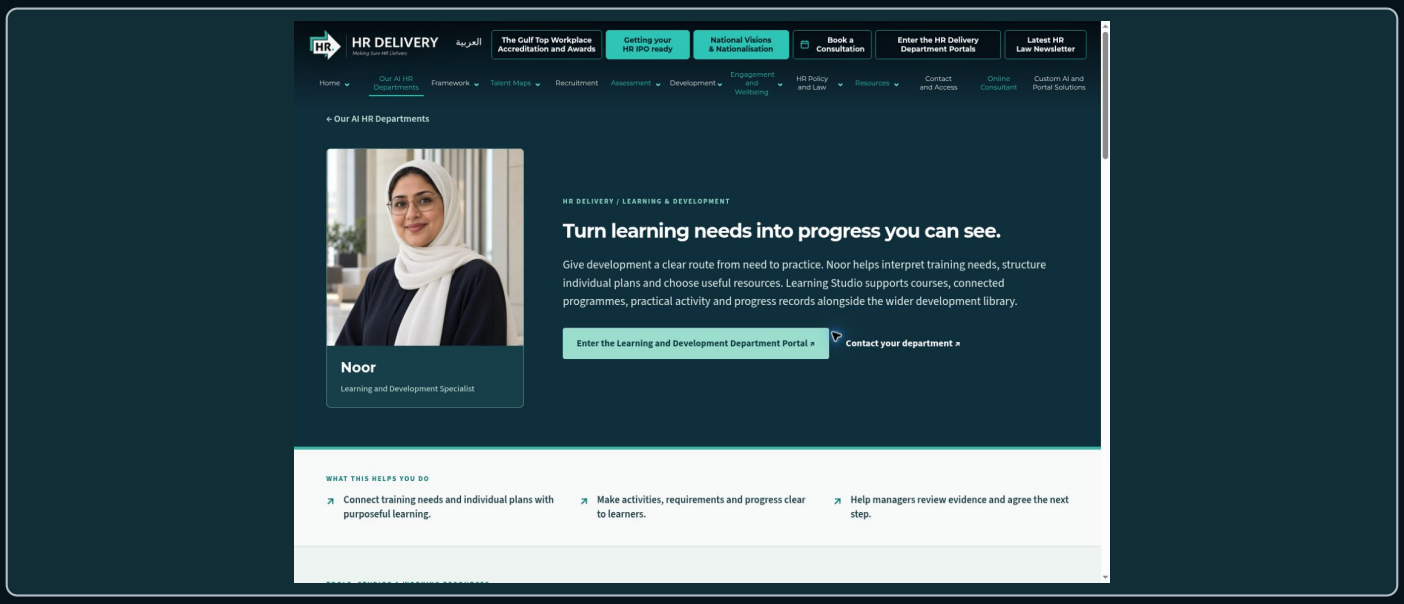
SPECIALIST SUPPORT

Meet Noor

Use the specialist area to prepare a focused question and connect it with the service you need.

NOOR / LEARNING AND DEVELOPMENT SPECIALIST PROFILE

- Which development route fits the role requirement and audience?
- How could a workshop, manual or guided course support the chosen priority?
- What workplace task and review would make the learning easier to apply?



WEBSITE SCREEN / Noor department profile

ACCESS IN THREE STEPS

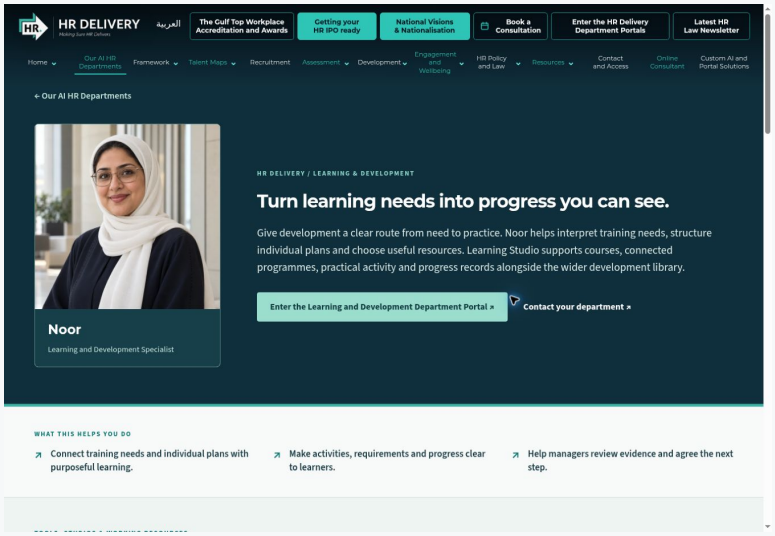
- Explore Noor’s public profile and identify the question you want to discuss
- Give Lama the audience, capability priority and preferred service arrangement
- Confirm workspace access and enabled communication channels during setup

Lama arranges the service enquiry and confirms which digital channels are enabled. Noor’s live specialist AI connection remains pending; the profile and resource routes help prepare the discussion.

E1 · WEBSITE · LEARNING & DEVELOPMENT

Meet Noor

Bring a capability question to the Learning and Development department, then explore a route from role requirements to relevant practice and resources.



WEBSITE SCREEN / Noor department profile

WHAT IT GIVES YOU

Noor's public profile introduces the development offer and routes into learning resources, programmes and the portal. Describe the audience, work challenge and intended application so the discussion can connect an identified need with appropriate development support.

THE CLIENT VALUE

Gives HR and managers a clearer starting brief for discussing development, with the work requirement kept visible throughout resource and programme selection.

YOUR OUTPUTS

- Development audience and purpose
- Relevant programme and resource routes
- Questions for HR Delivery
- An agreed workplace application question for discussion

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: an HR lead uses Noor's profile to prepare a question about developing supervisors who are new to managing others. The enquiry explains the audience, their responsibilities and the desired workplace application, giving Lama a concrete starting point for arranging the relevant discussion. Which capability question would you like the learning discussion to help you resolve?

SERVICE CONTEXT / Live specialist AI connection pending.

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E1 · WEBSITE · LEARNING & DEVELOPMENT

Development programmes and workshops

Explore programmes for individuals, managers, leaders and teams, using the work challenge and audience to guide an initial development conversation.

WHAT IT GIVES YOU

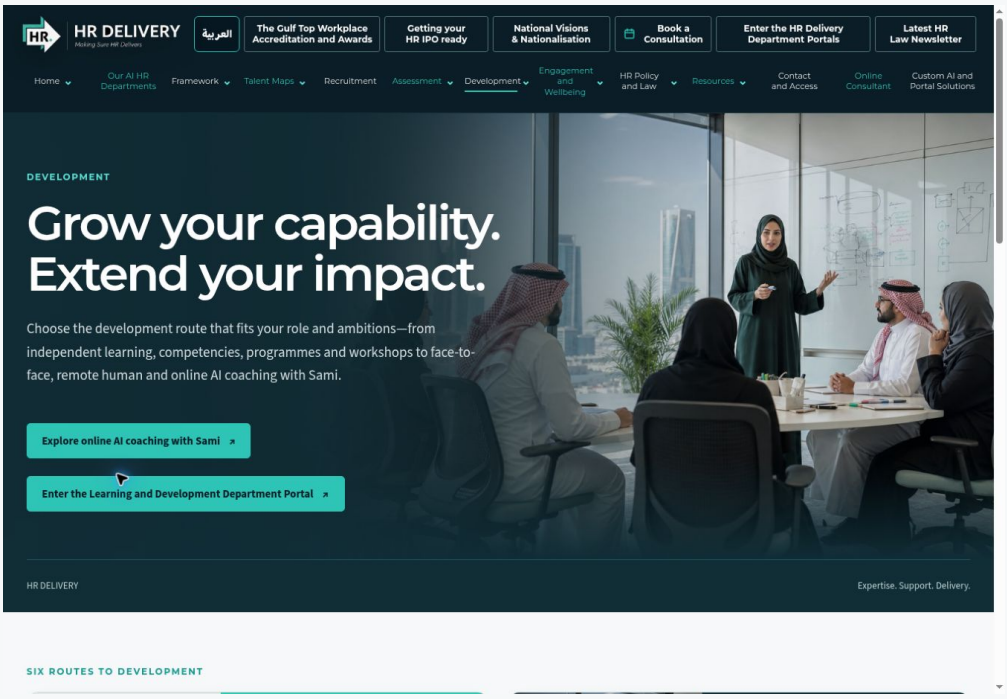
Review programme and workshop routes with their supporting resources. Identify options matching the audience and purpose, then discuss the delivery approach, preparation and follow-up needed for the client's situation.

YOUR OUTPUTS

- A shortlist of relevant programmes
- Audience and delivery questions
- An initial development brief

HOW TO USE IT

1. **Identify the audience.** Describe who will attend and the work they need to improve.
2. **Compare relevant routes.** Review programme and workshop descriptions against that purpose and audience.
3. **Discuss the delivery.** Agree suitable preparation, delivery arrangements and follow-up with HR Delivery.



WEBSITE SCREEN / Public development programme, workshop and resource directory.

WHY THIS HELPS

Helps clients compare development routes and connect the programme choice with the needs of the people who will attend.

IN YOUR ORGANISATION / ILLUSTRATIVE

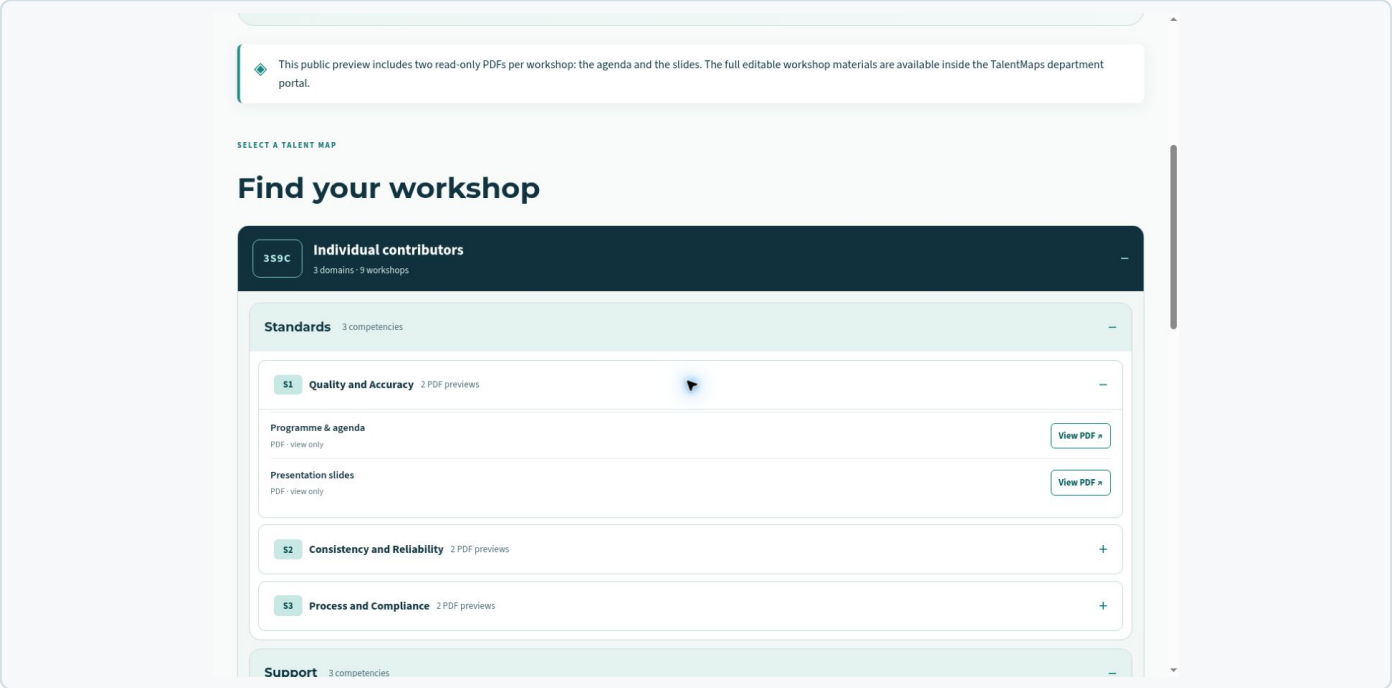
Illustrative example: a client preparing a development calendar compares programme descriptions for team leaders and experienced managers. It shortlists options by audience and purpose, then asks about preparation, delivery and follow-up before deciding which route belongs in the organisation's proposed learning plan. Which programme description best matches the audience's actual responsibilities and development purpose?

SOURCE: HR.DELIVERY / DEVELOPMENT

E1 · WEBSITE · LEARNING & DEVELOPMENT

Preview the 27 competency workshops

Preview how a TalentMaps competency becomes a workshop conversation before choosing the materials and delivery support the organisation needs.



WEBSITE SCREEN / Live competency workshop explorer, with agenda and slide previews.

WHAT IT GIVES YOU

Explore 27 workshops across three maps and nine domains. Select a competency to view programme, agenda and slide previews, then discuss audience fit, facilitation needs and the fuller material required.

YOUR OUTPUTS

- A selected competency workshop
- Agenda and slide previews
- Facilitation questions for planning

HOW TO USE IT

1. **Choose the map.** Select the contributor, manager or leader context appropriate to the audience.
2. **Inspect the preview.** Review the competency focus, workshop agenda and available sample slides.
3. **Plan the session.** Identify participants, workplace examples and the support required for delivery.

WHY THIS HELPS

Lets clients assess the workshop focus before planning delivery or requesting fuller facilitator and participant resources for their audience.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a facilitator examines a competency workshop's programme, agenda and slide previews before proposing it for a supervisor group. The preview helps them identify relevant examples and questions for the fuller materials discussion, including how participants could apply the competency after the session. What would you need to adapt or clarify before facilitating this workshop for your audience?

SOURCE: HR.DELIVERY / COMPETENCY WORKSHOPS

E1 · WEBSITE · LEARNING & DEVELOPMENT

Preview the 27 development manuals

Explore competency reading and activities through public manual previews, then select material that can support an agreed development objective.

WHAT IT GIVES YOU

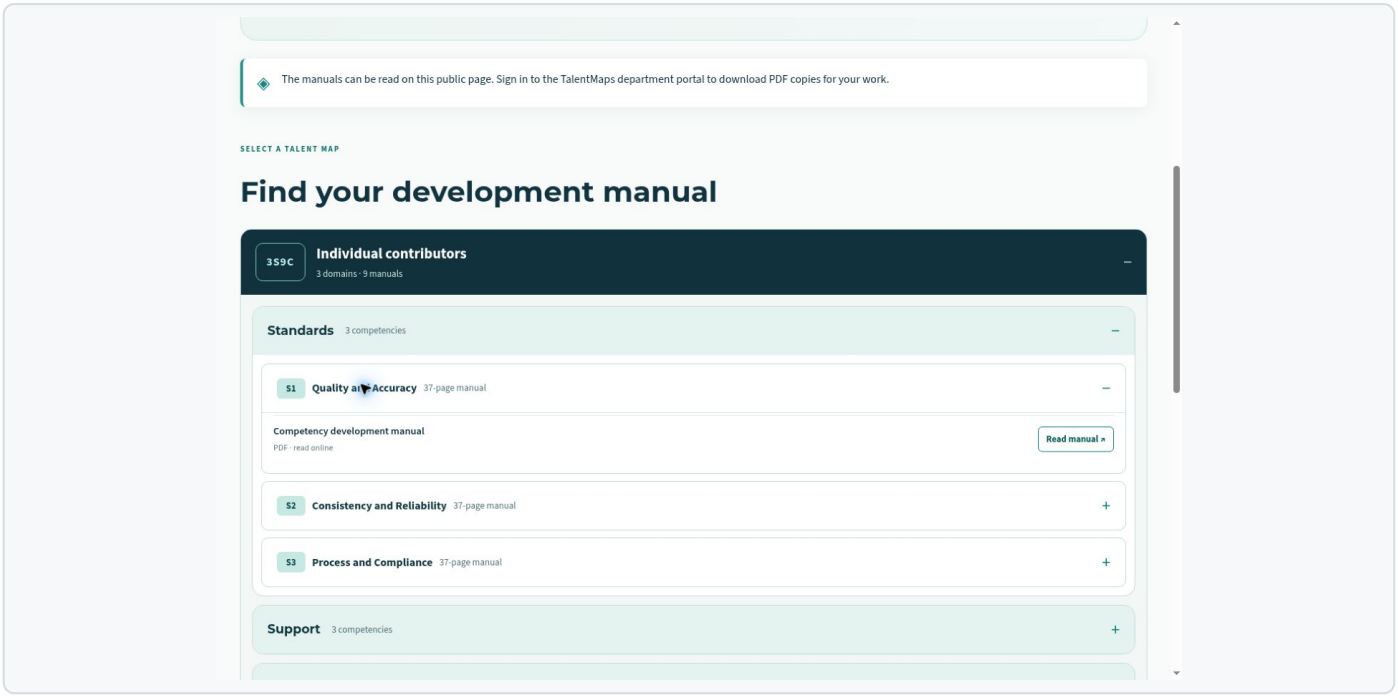
Explore 27 manuals across three maps and nine domains. Select a competency and use public reading to assess the material, then connect a useful activity with an individual development objective.

YOUR OUTPUTS

- A relevant competency manual
- Public reading and activity preview
- An idea for workplace practice

HOW TO USE IT

1. **Select the competency.** Start with the capability that matters for the current development objective.
2. **Review the material.** Inspect the public manual preview for relevant ideas and activities.
3. **Choose an application.** Agree one work situation where the learner can practise the ideas.



WEBSITE SCREEN / Live development-manual explorer and competency reading routes.

WHY THIS HELPS

Gives learners and managers a focused resource choice and a practical activity to discuss in an existing development plan.

IN YOUR ORGANISATION / ILLUSTRATIVE

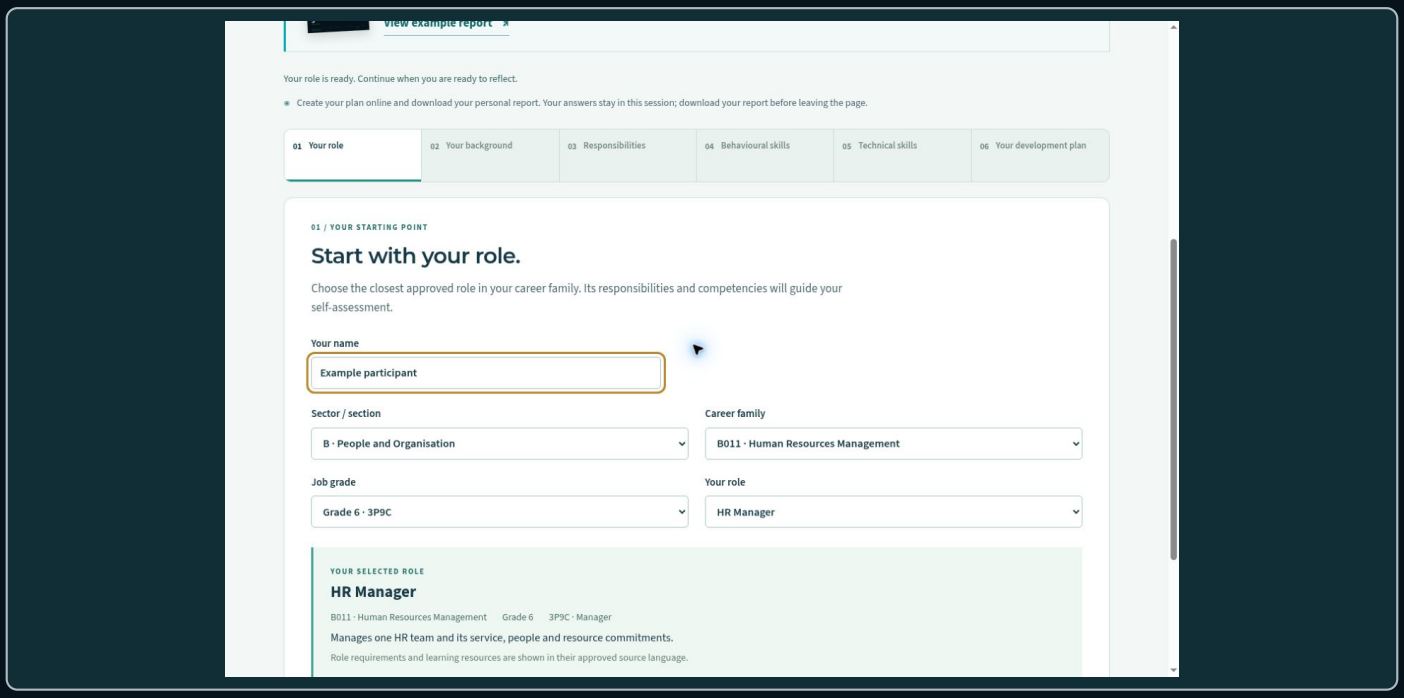
Illustrative example: an employee exploring a development priority reads a public competency manual preview and identifies an activity relevant to a current responsibility. They bring that activity to their manager to discuss suitability, practice opportunities and access to the fuller resource if needed. Which activity in the preview could support a specific objective in your development plan?

SOURCE: HR.DELIVERY / DEVELOPMENT MANUALS

E1 · WEBSITE · LEARNING & DEVELOPMENT

Create an individual development plan

Turn role requirements and personal background into a structured development plan with practical priorities, suggested resources and staged guidance.



WEBSITE SCREEN / Public IDP Creator role-selection step.

WHAT IT GIVES YOU

The public six-step creator covers role, background, responsibilities, behavioural skills and technical skills before generating the plan. It links suggestions to manuals and 30, 60 and 90-day guidance; download the output before leaving the session.

YOUR OUTPUTS

- A personalised development plan
- Manual-linked development suggestions
- A downloadable PDF

HOW TO USE IT

1. **Describe the role.** Select the role and add the relevant background and responsibilities.
2. **Review the requirements.** Work through the behavioural and technical skills relevant to that role.
3. **Retain the plan.** Review the generated priorities and download the plan for discussion.

WHY THIS HELPS

Gives the employee and manager a concrete starting document for agreeing development priorities, workplace practice and useful review conversations.

IN YOUR ORGANISATION / ILLUSTRATIVE

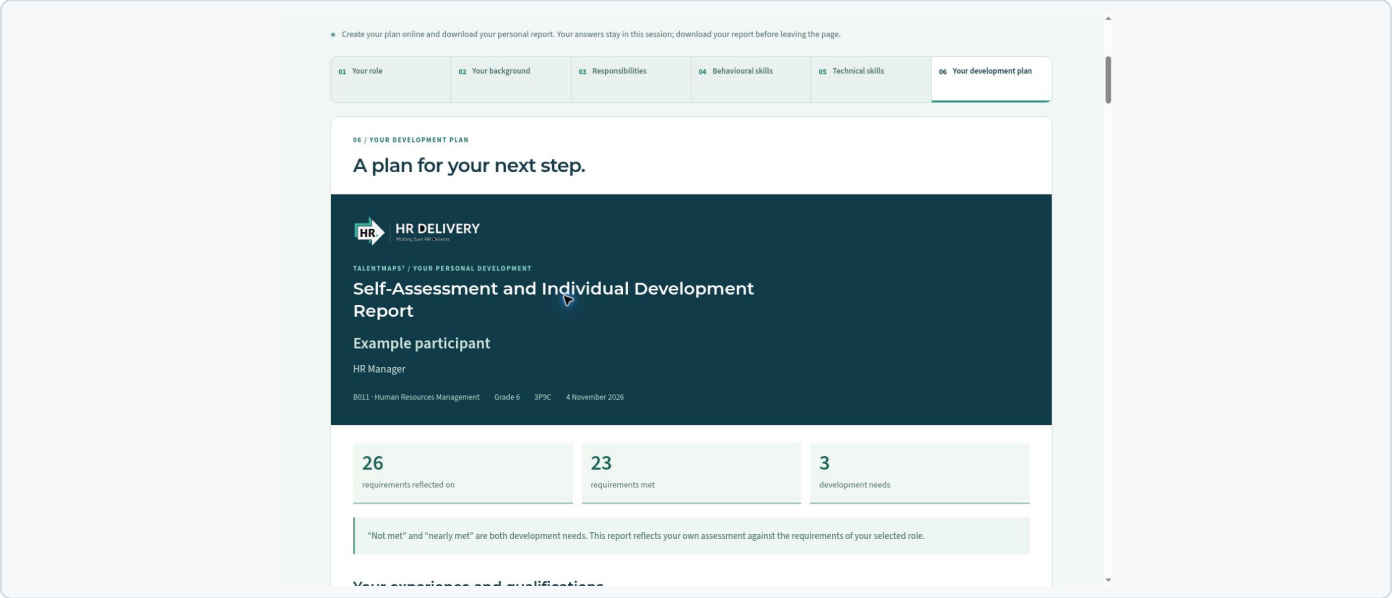
Illustrative example: a newly appointed manager completes the creator using their role, responsibilities and development priorities. They download the resulting plan before leaving the session, then review the suggested resources and 30, 60 and 90-day guidance with their manager before selecting workable actions. Which generated suggestion will you keep, adapt or set aside after discussing your role and available practice opportunities?

SOURCE: HR.DELIVERY / IDP CREATOR

E1 · WEBSITE · LEARNING & DEVELOPMENT

From capability need to development route

Start with a capability need, then choose learning and workplace practice that support a development goal.



WEBSITE SCREEN / Generated public IDP for a synthetic Example participant; no real employee data.

WHAT IT GIVES YOU

Use role evidence to clarify priorities through TNA or an IDP, then select workshop, manual or programme support and agree review.

YOUR OUTPUTS

- A defined capability need
- An agreed development route
- A workplace practice task
- A review conversation

HOW TO USE IT

1. **Define the need.** Describe the work requirement and the evidence behind the development priority.
2. **Choose the route.** Compare relevant resources, practice activities and programmes against the identified need.
3. **Agree the application.** Specify a work task where the learner can use the learning.
4. **Review the evidence.** Discuss what changed, what remains difficult and the next development step.

WHY THIS HELPS

Keeps resource choices connected to work and gives learner and manager a shared basis for reviewing development.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a department notices that project handovers are inconsistent and frames the relevant capability requirement. It uses a development discussion to identify suitable workshop or manual support, then agrees a handover practice task and a review conversation to examine what happens in use. What role evidence makes this a development priority, and what opportunity will allow people to practise?

SOURCE: HR.DELIVERY / IDP CREATOR

E1 · WEBSITE · LEARNING & DEVELOPMENT

A development brief a manager can use

Prepare a concise development brief that tells the learner, manager and provider what matters, where it will be applied and how it will be reviewed.

WHAT IT GIVES YOU

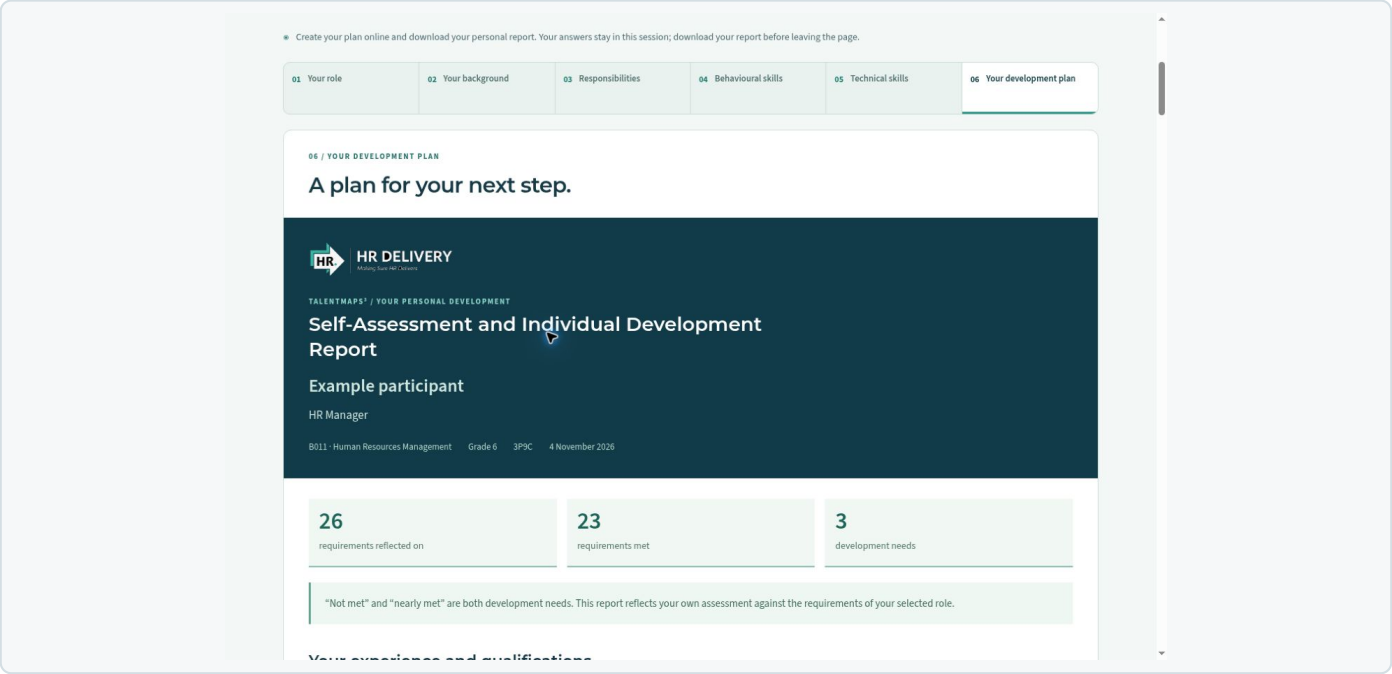
Record the role context, capability priority and practical work example. Add the proposed resource or programme, the learner's opportunity to practise and an agreed review point, using the IDP output as a starting document where appropriate.

THE CLIENT VALUE

Makes the development conversation more specific and helps the manager provide a suitable practice opportunity and useful feedback after the learning activity.

YOUR OUTPUTS

- Role and capability context
- Selected learning and practice activity
- Evidence of application to discuss
- Manager review point



WEBSITE SCREEN / Generated public IDP for a synthetic Example participant; no real employee data.

IN YOUR ORGANISATION / ILLUSTRATIVE

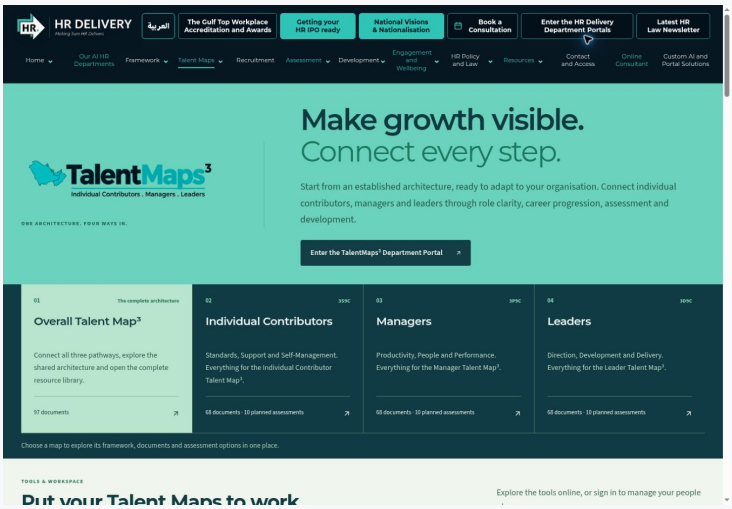
Illustrative example: a manager prepares a brief for an employee learning to chair meetings. It records the role requirement, selected resource, an upcoming meeting to practise with and the evidence they will discuss afterwards, giving both people a shared reference for the development conversation. Could the learner and manager explain the same objective, practice task and review point from this brief?

SOURCE: HR.DELIVERY / IDP CREATOR

E1 · YOUR CLIENT EXPERIENCE

Distinguish gateway programmes from current learning resources

Gateway programme documents are marked Coming soon within the TalentMaps pathway, alongside substantial workshop and competency-development resources.



WEBSITE SCREEN / Live Talent Maps architecture overview; gateway document availability was identified in its resource listings.

WHAT IT GIVES YOU

Select current workshops, manuals and learning resources appropriate to the development need. If a gateway programme is required, agree its purpose, intended participants, document availability and relationship to the wider development journey before committing to that route.

THE CLIENT VALUE

Your learning plan can make use of existing material while treating forthcoming programme documents as a separate dependency.

YOUR OUTPUTS

- A current learning-resource selection
- A scoped gateway requirement
- Clear participant and programme expectations

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a client interested in a gateway programme explains the intended audience and progression needs to Lama. The discussion confirms current document availability and the proposed programme scope, while identifying existing workshops or manuals that could support the immediate development priority where appropriate. Which gateway materials and programme arrangements need confirmation before you commit participants to that route?

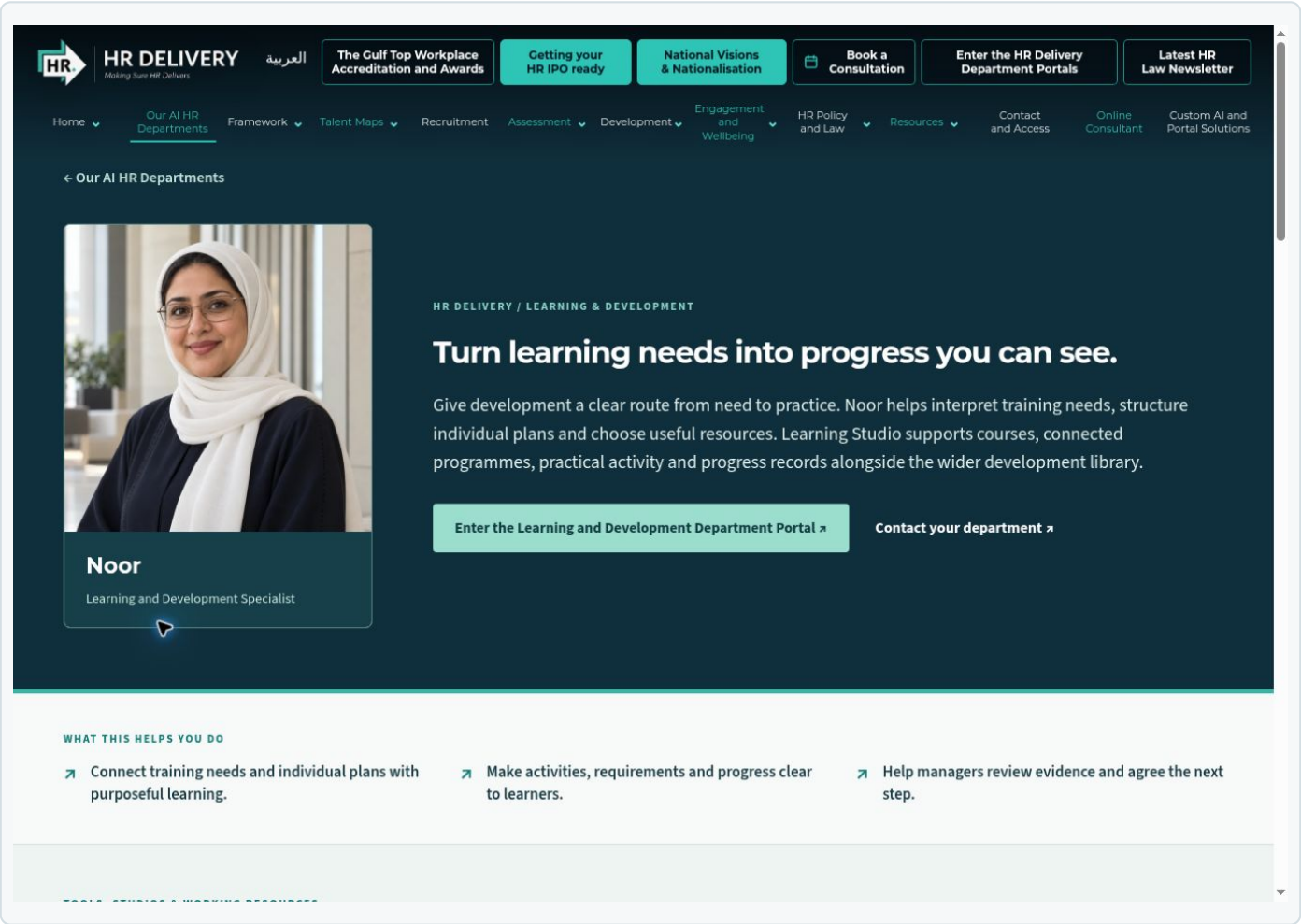
SERVICE CONTEXT / Readiness and scope to confirm for the client engagement.

SOURCE: HR.DELIVERY / TALENT MAP ARCHITECTURE

THE SERVICE ON SCREEN

Development programmes and workshops / screen view

A complete captured view of the related resource, with its original proportions preserved.

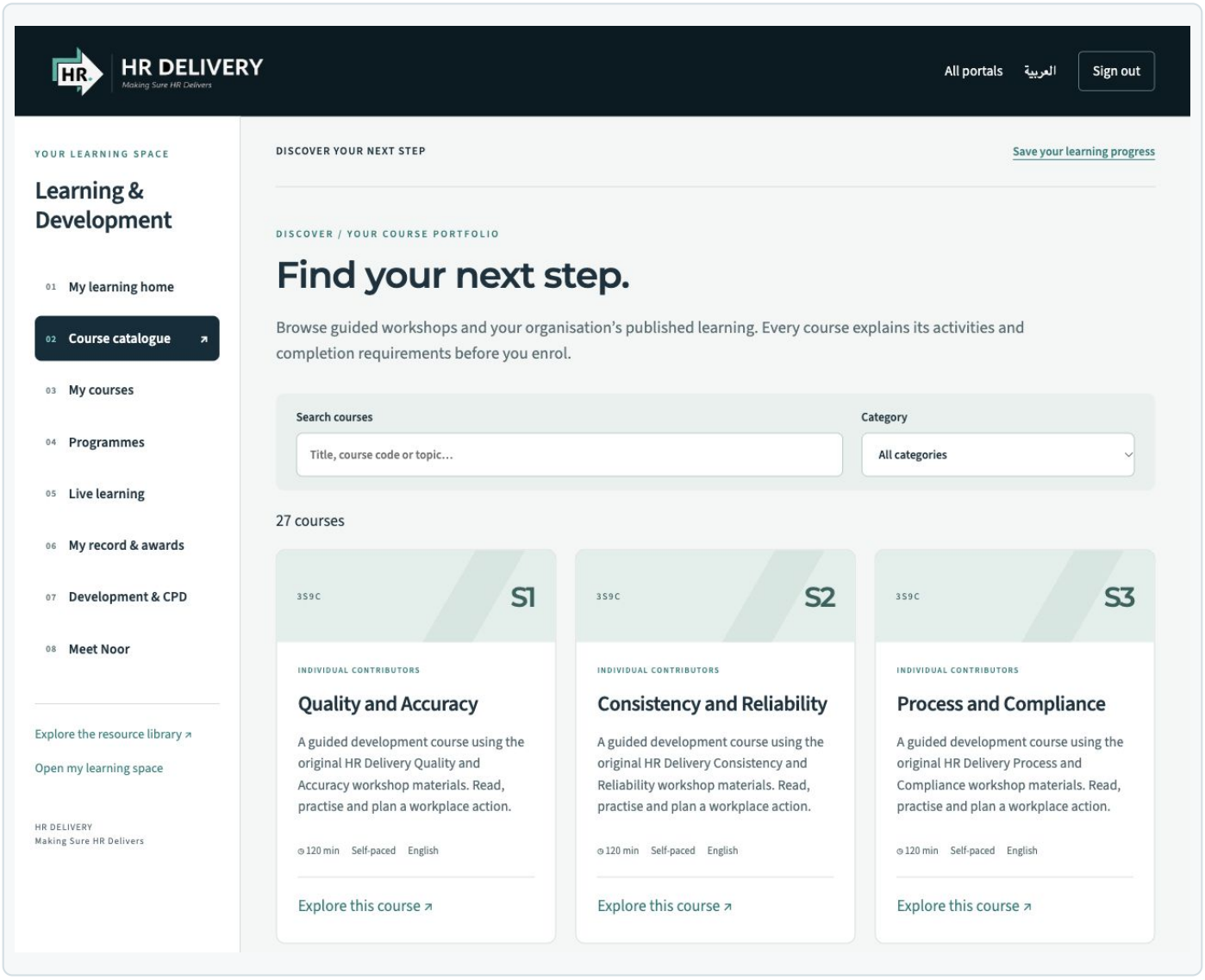


WEBSITE SCREEN / Public Learning and Development department overview.

THE SERVICE ON SCREEN

From capability need to development route / screen view

A complete captured view of the related resource, with its original proportions preserved.



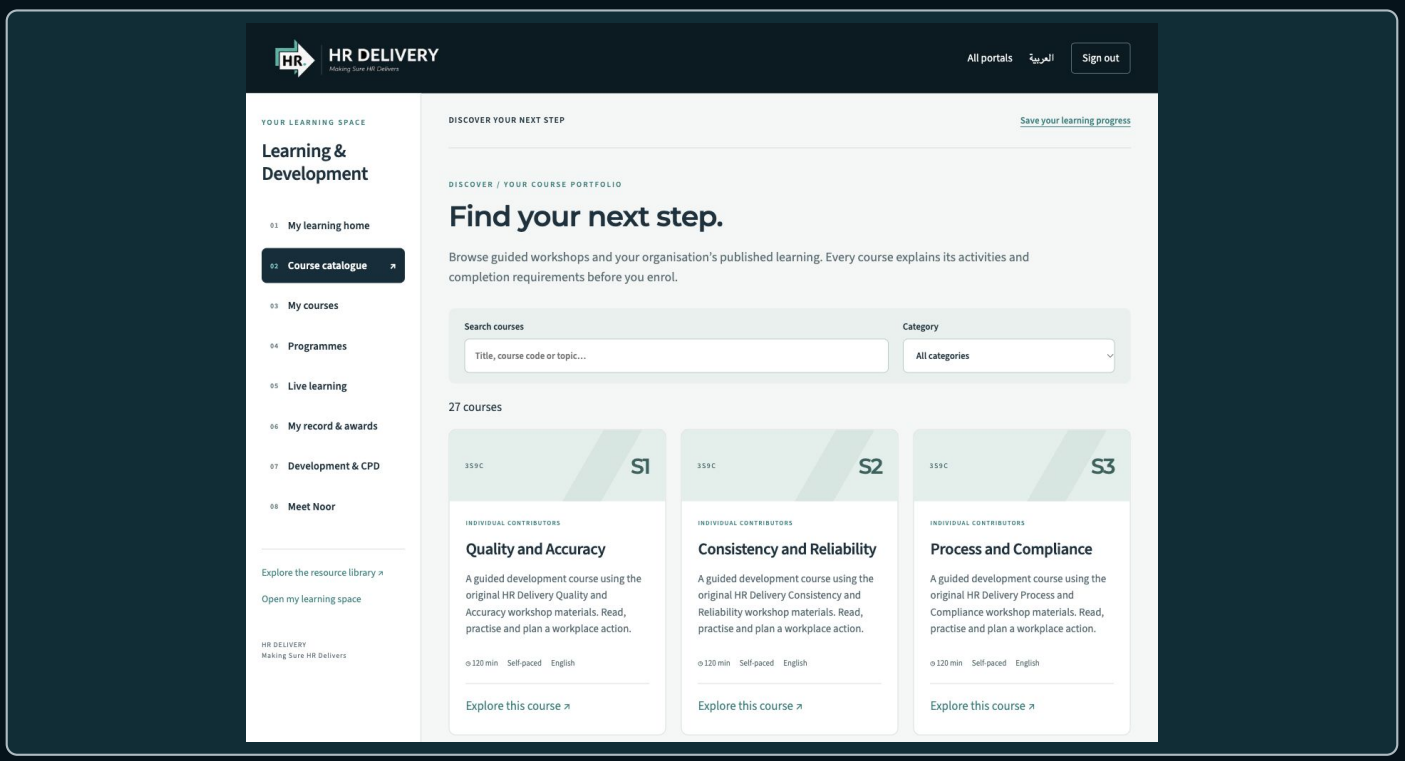
PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

E / LEARNING AND DEVELOPMENT

02

Put the portal to work

Connect courses, programmes, people, reviewed learning evidence and development records.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

PORTAL / THE WORKING SEQUENCE

Give learning a clear journey from assignment to review

Learning Studio brings courses, programmes, resources and learning records into a structured workspace. The learner journey can combine reading, reflection, media, knowledge checks, practical assignments and live participation. Learning teams prepare and review content, organise cohorts and assignments, and follow progress. Review workflows support practical feedback, moderation and CPD evidence. Agree the appropriate roles, requirements and enabled functions during setup, so learners understand what to complete, managers know how to support practice, and records retain useful context.

01

Define the requirement

Connect the role need with a learning goal, participant group and evidence of application.

02

Prepare and assign

Select or develop the course, review content and allocate the published learning route.

03

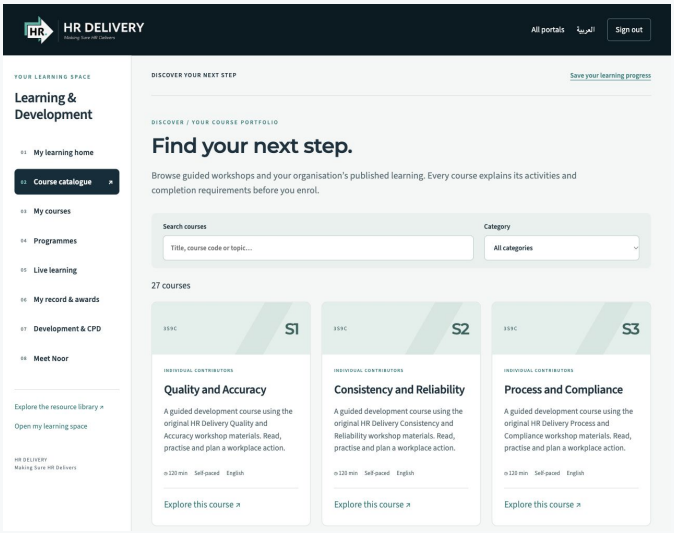
Learn and practise

Complete activities, participate where required and prepare practical evidence for the agreed review.

04

Review and record

Consider submitted work, discuss feedback and retain completion or accepted CPD evidence appropriately.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

BRING TO THE WORKSPACE

- Agreed learning objectives and a defined learner audience
- Relevant content with permission for its intended use
- Practice tasks, review criteria and manager involvement
- Programme requirements, deadlines and record-review responsibilities

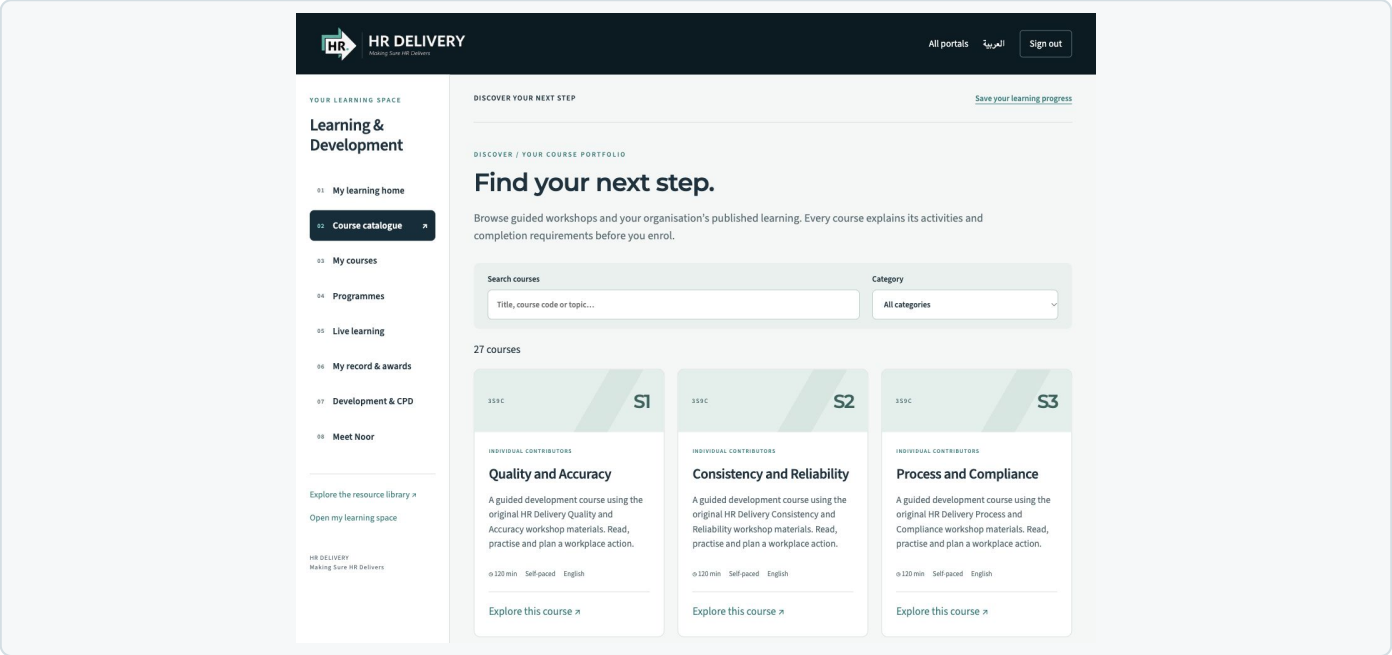
WORK TOWARDS THESE OUTPUTS

- A defined course or programme assignment
- Learning activities and submitted practical evidence
- Review feedback and development follow-up
- Contextual learning records, achievements or CPD review outcomes

E2 · PORTAL · LEARNING & DEVELOPMENT

Learning and Development portal

Organise learning activities, programmes, practical evidence and development records in a workspace for learners, managers and development administrators.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHAT IT GIVES YOU

Learning Studio combines learner navigation with courses, programmes, content, live learning and review workflows. The published catalogue shows 27 courses; the wider inventory includes authoring, assignments, CPD, achievements and reporting.

YOUR OUTPUTS

- Assigned learning and programme journeys
- Practical work and review records
- Learning records and achievements

HOW TO USE IT

1. **Prepare the learning.** Organise suitable courses, programmes, resources and completion requirements for the audience.
2. **Support participation.** Assign learning and explain the activities, evidence and deadlines involved.
3. **Review development.** Use progress, practical work and learning records to plan the next conversation.

WHY THIS HELPS

Gives the organisation a common learning structure and helps learners understand what to complete, practise, submit and discuss next.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a learning team plans a structured journey for a new supervisor cohort. It identifies the appropriate course or programme, participant requirements and review responsibilities, then confirms workspace arrangements so learners understand the activities, practical work and records associated with their agreed development commitment. What should a learner be able to understand about their assignment and next action when entering the portal?

SOURCE: HR.DELIVERY / PORTALS

E2 · PORTAL · CONNECTED TALENTMAPS PLANNING

Training Needs Analysis

Compare current-role requirements with employee evidence to identify development priorities for HR and manager review before choosing learning or support.

WHAT IT GIVES YOU

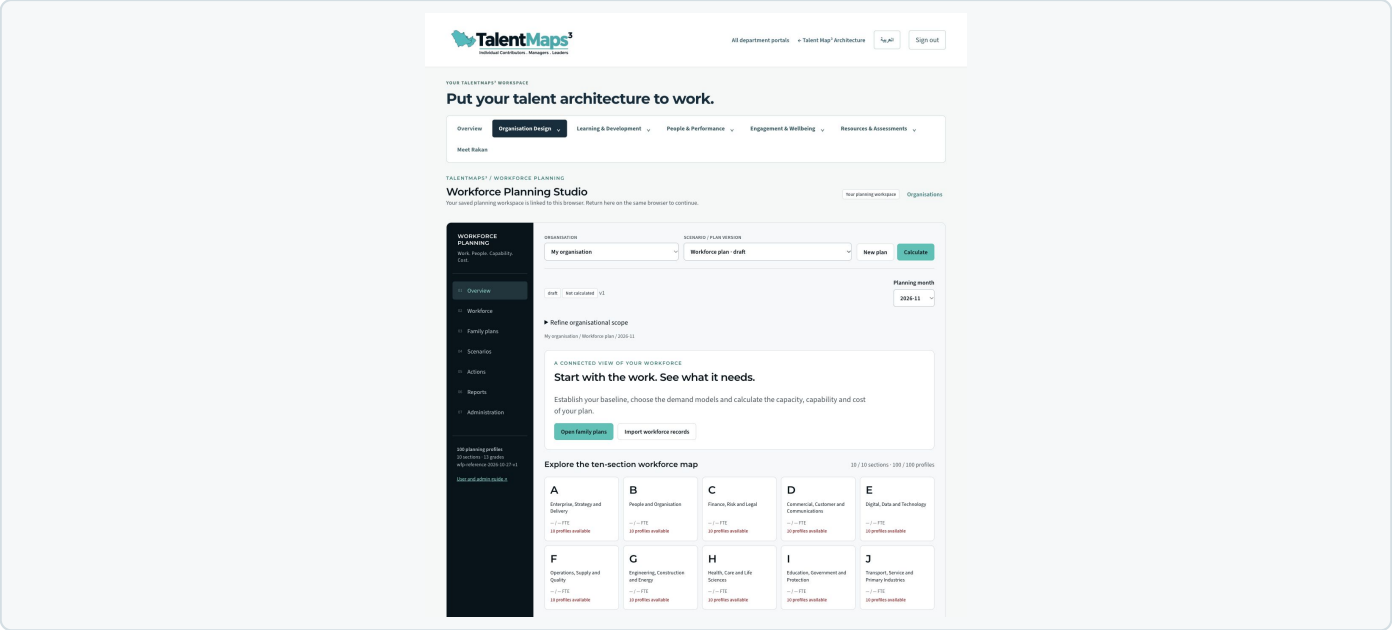
TalentMaps compares qualifications, experience, duties and behavioural and technical requirements for individual or grouped analysis. Higher TNA scores indicate greater development need, rather than stronger performance or readiness for promotion.

YOUR OUTPUTS

- Current-role development priorities
- Individual or grouped needs analysis
- Actions for HR review

HOW TO USE IT

1. **Set the requirement.** Use approved current-role requirements as the basis for the analysis.
2. **Compare the evidence.** Review relevant employee evidence against duties, qualifications and competency expectations.
3. **Agree the action.** Discuss identified needs and choose appropriate development or management support.



PUBLISHED WORKSPACE DEMONSTRATION / Workforce Planning Studio: models and navigation. English interface; isolated demonstration workspace, no client or employee records.

WHY THIS HELPS

Provides a structured development discussion and helps distinguish an evidenced capability need from a general request to attend training.

IN YOUR ORGANISATION / ILLUSTRATIVE

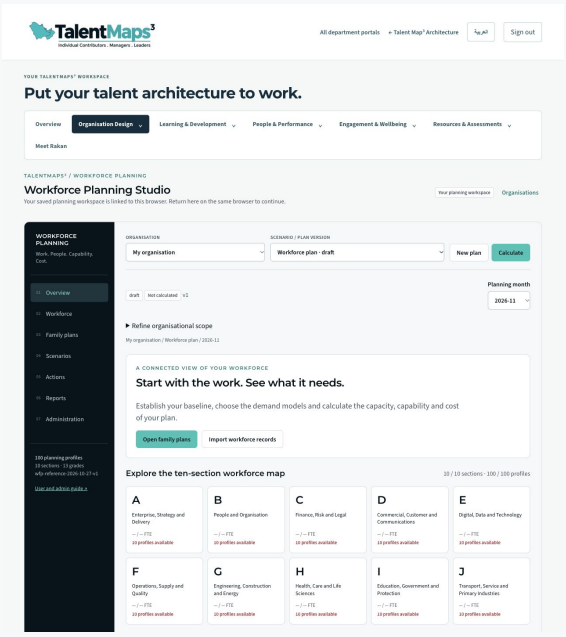
Illustrative example: HR compares the requirements of a current customer-service role with available employee evidence to identify learning priorities. It reviews behavioural and technical needs together and interprets higher TNA scores as greater development need when deciding which support warrants discussion with the relevant manager. Which current-role requirement and supporting evidence justify the development need you are prioritising?

SOURCE: HR.DELIVERY / DEPARTMENT TALENT MAPS

E2 · PORTAL · CONNECTED TALENTMAPS PLANNING

Succession planning

Review coverage of a critical role by separating business importance, vacancy concerns and the development readiness of possible successors.



PUBLISHED WORKSPACE DEMONSTRATION / Workforce Planning Studio: models and navigation. English interface; isolated demonstration workspace, no client or employee records.

WHAT IT GIVES YOU

Start with the critical role and its future requirements. The described tool separates role criticality, concern about incumbent departure and successor readiness, then links development actions with owners and review points for a more explicit planning conversation.

YOUR OUTPUTS

- Critical-role and coverage review
- Successor readiness discussion
- Owned development actions

HOW TO USE IT

1. **Define the role.** Record the critical role and the future requirements it must meet.
2. **Review potential coverage.** Consider successor evidence separately from role importance and vacancy concerns.
3. **Plan development.** Agree actions, owners and review points for the relevant readiness gaps.

WHY THIS HELPS

Clarifies continuity and development discussions without treating a readiness label as a promotion promise or a fixed appointment date.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a business reviews a critical technical role and the capability needed to cover it in future. It separates the role's importance, potential coverage concerns and successor readiness, then agrees development actions and review points without treating the plan as a promised appointment. What evidence and development action would make the readiness discussion more useful at the next review?

SOURCE: HR.DELIVERY / DEPARTMENT TALENT MAPS

E2 · PORTAL · LEARNING & DEVELOPMENT

Competency Workshop Studio: 27 workshops

Prepare a competency workshop with resources intended to support the facilitator, participant discussion and application back in the workplace.

WHAT IT GIVES YOU

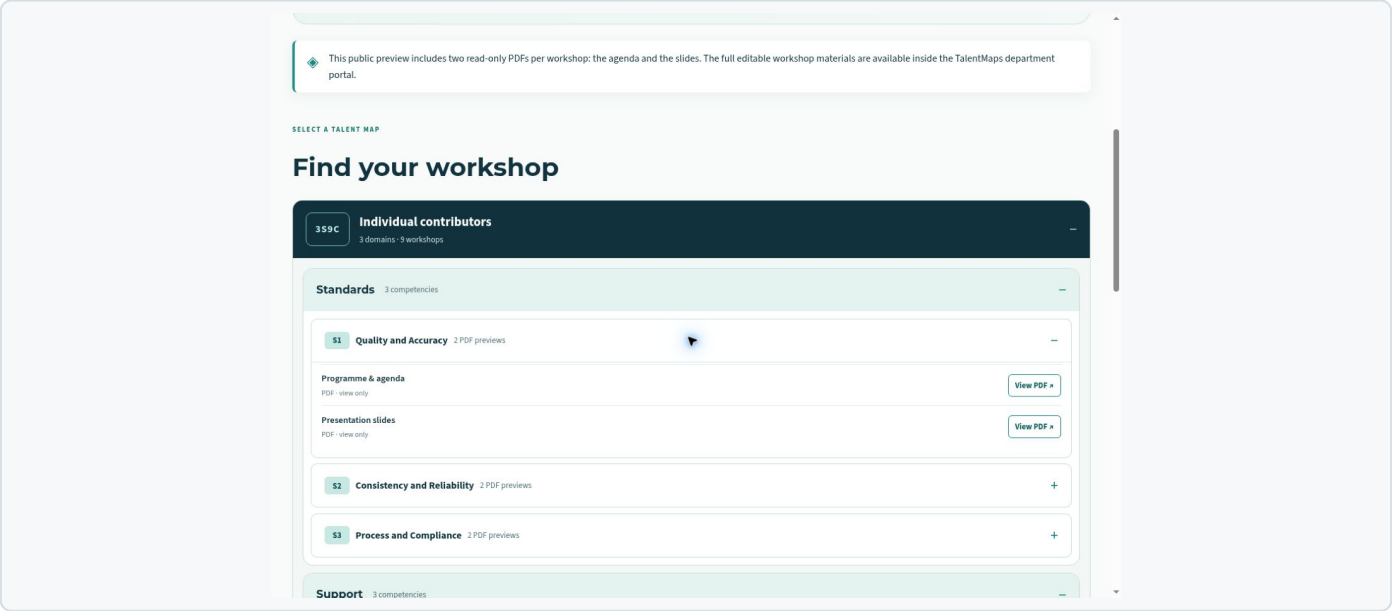
The offer covers 27 competencies across three maps and nine domains. Public previews show agendas and slides; the portal describes editable facilitator and participant materials for preparation around the client's audience.

YOUR OUTPUTS

- A selected competency workshop
- Facilitator and participant materials
- A workplace application discussion

HOW TO USE IT

1. **Select the focus.** Choose the map and competency that match the development need.
2. **Prepare the materials.** Review the fuller workshop resources and adapt relevant examples for participants.
3. **Plan the application.** Agree how participants will use and discuss the competency at work.



RELATED SERVICE VIEW / Public agenda and slide previews supporting the workshop offer.

WHY THIS HELPS

Provides a consistent competency structure for workshops while leaving room to adapt examples and discussion to the client's work.

IN YOUR ORGANISATION / ILLUSTRATIVE

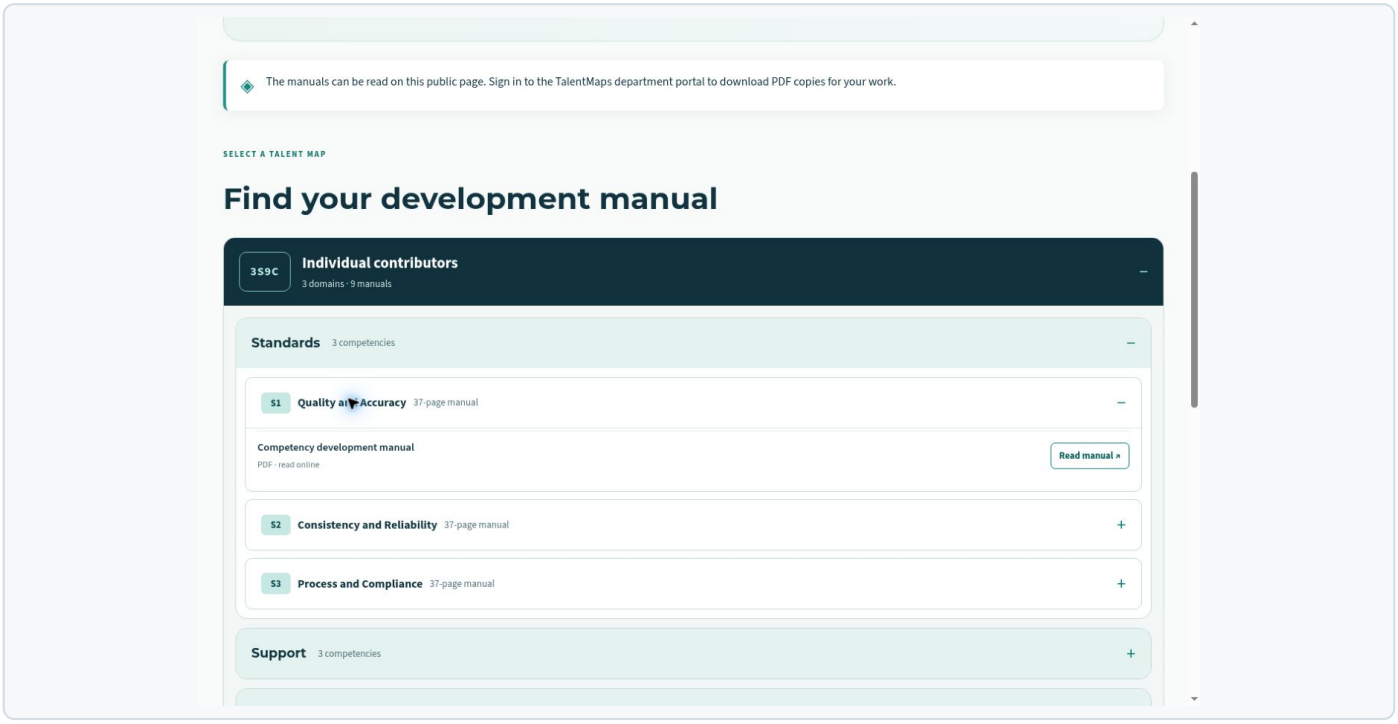
Illustrative example: an internal facilitator selects a manager competency workshop and reviews the materials needed for delivery. They prepare audience-relevant examples, participant activities and an application discussion, confirming access to the fuller editable materials before finalising the session plan and the support required afterwards. Which audience examples and practice activities would make this competency workshop relevant to your organisation?

SOURCE: HR.DELIVERY / COMPETENCY WORKSHOPS

E2 · PORTAL · LEARNING & DEVELOPMENT

Development manuals: 27 competencies

Use a competency manual to extend workshop learning or guide individual practice, with reading and activities linked to a development objective.



RELATED SERVICE VIEW / Public manual explorer supporting the portal resource offer.

WHAT IT GIVES YOU

Explore 27 manuals across three maps and nine domains, with 37-page competency manuals described. Public reading helps selection; portal downloads and complete-map resources support continued use alongside development planning.

YOUR OUTPUTS

- A selected competency manual
- Reading and practice activities
- Resources for an IDP discussion

HOW TO USE IT

1. **Choose the competency.** Match the manual to an agreed development objective or role need.
2. **Work through activities.** Select relevant reading and practice activities for the learner's situation.
3. **Discuss application.** Use practical examples from work to review learning with the manager.

WHY THIS HELPS

Provides continuity between learning events and a focused reference for practice, coaching conversations and subsequent reviews with the manager.

IN YOUR ORGANISATION / ILLUSTRATIVE

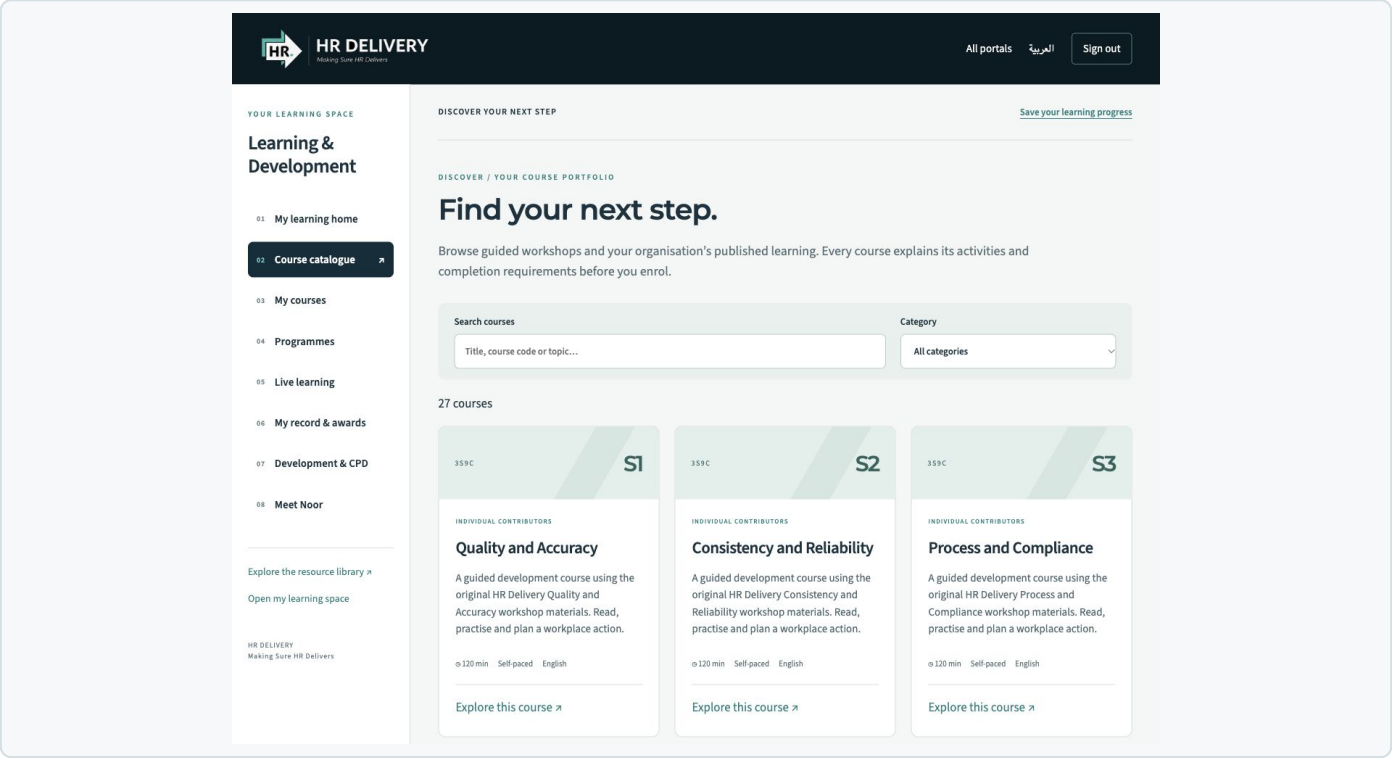
Illustrative example: a learner uses a competency manual between development conversations, selecting a reading section and practice activity linked to their goal. They record what they tried and the questions it raised, so the next discussion considers workplace experience alongside the material they have read. What practical experience will you bring back after working with the selected manual?

SOURCE: HR.DELIVERY / DEVELOPMENT MANUALS

E2 · PORTAL · LEARNING STUDIO LMS

Learning home

Find the starting point for assigned learning, programmes, records and resources, then identify the next development activity that needs attention.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHAT IT GIVES YOU

Use Learning home as the consistent workspace entry. Identify the learning needing attention and open the relevant course, programme or development record before beginning the next activity in your journey.

YOUR OUTPUTS

- A clear learning starting point
- Routes to courses and records

HOW TO USE IT

1. **Orient yourself.** Review the available learning routes and the work needing attention.
2. **Choose the next step.** Open the relevant course, programme or development area for your purpose.
3. **Continue the journey.** Return to the home route when planning the next learning action.

WHY THIS HELPS

Helps learners navigate the workspace and identify a practical next action when returning to development during a working day.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: an employee returns to learning after a busy operational week. They use Learning home to identify the course requiring attention and open the relevant activity, giving the next available learning period a clear purpose within the wider development journey they have agreed. What is the most useful next learning action for you to take from the home workspace?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · LEARNING STUDIO LMS

Course catalogue

Browse the learning offer and review a course's purpose, activities and requirements before choosing or discussing the next development step.

WHAT IT GIVES YOU

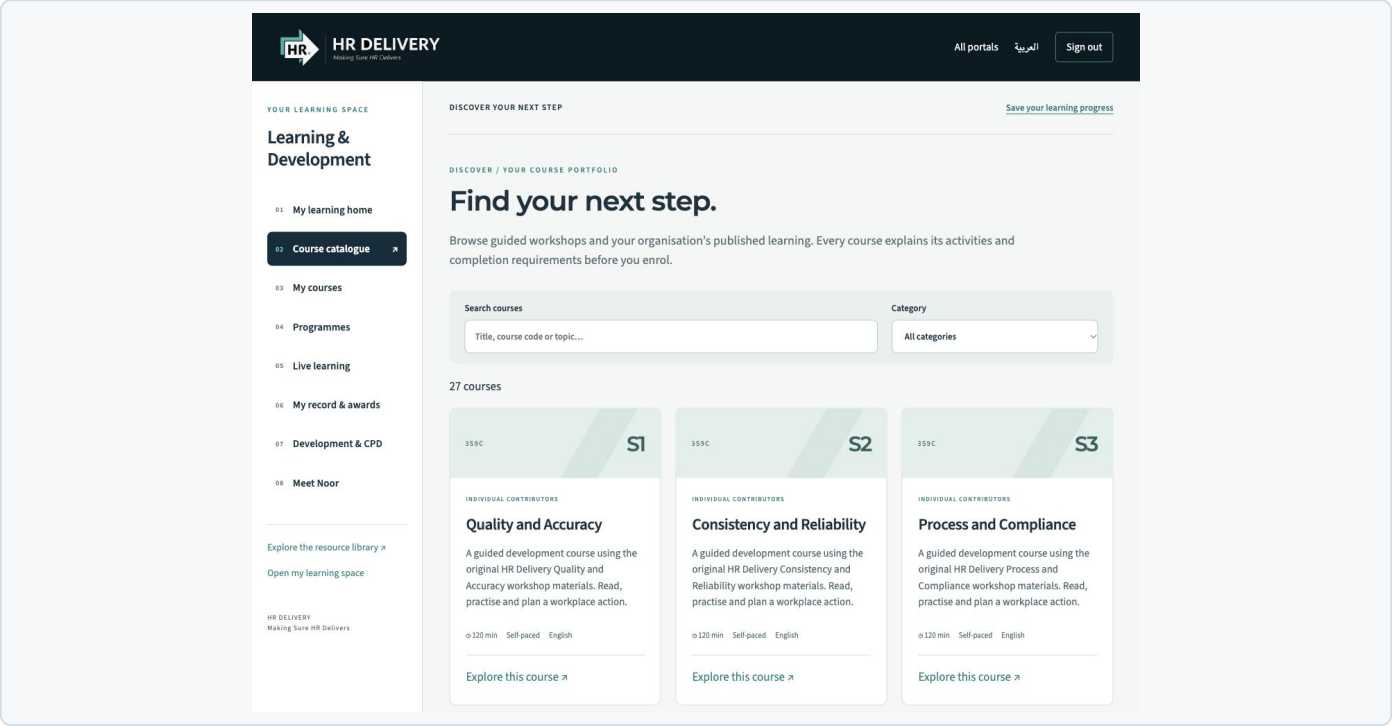
The catalogue presents course choices with search and category routes. Review the learning focus, activities and completion expectations before selecting a course, so the choice is based on the capability need and available time for participation.

YOUR OUTPUTS

- A relevant course selection
- Course purpose and activity expectations

HOW TO USE IT

1. **Start with the need.** Identify the capability or work challenge the course should address.
2. **Review the choices.** Use catalogue information to compare relevant course purposes and activities.
3. **Check the requirements.** Confirm the expected participation and completion requirements before proceeding with learning.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHY THIS HELPS

Supports a deliberate course choice based on the capability need, with clearer expectations about what participation and completion involve.

IN YOUR ORGANISATION / ILLUSTRATIVE

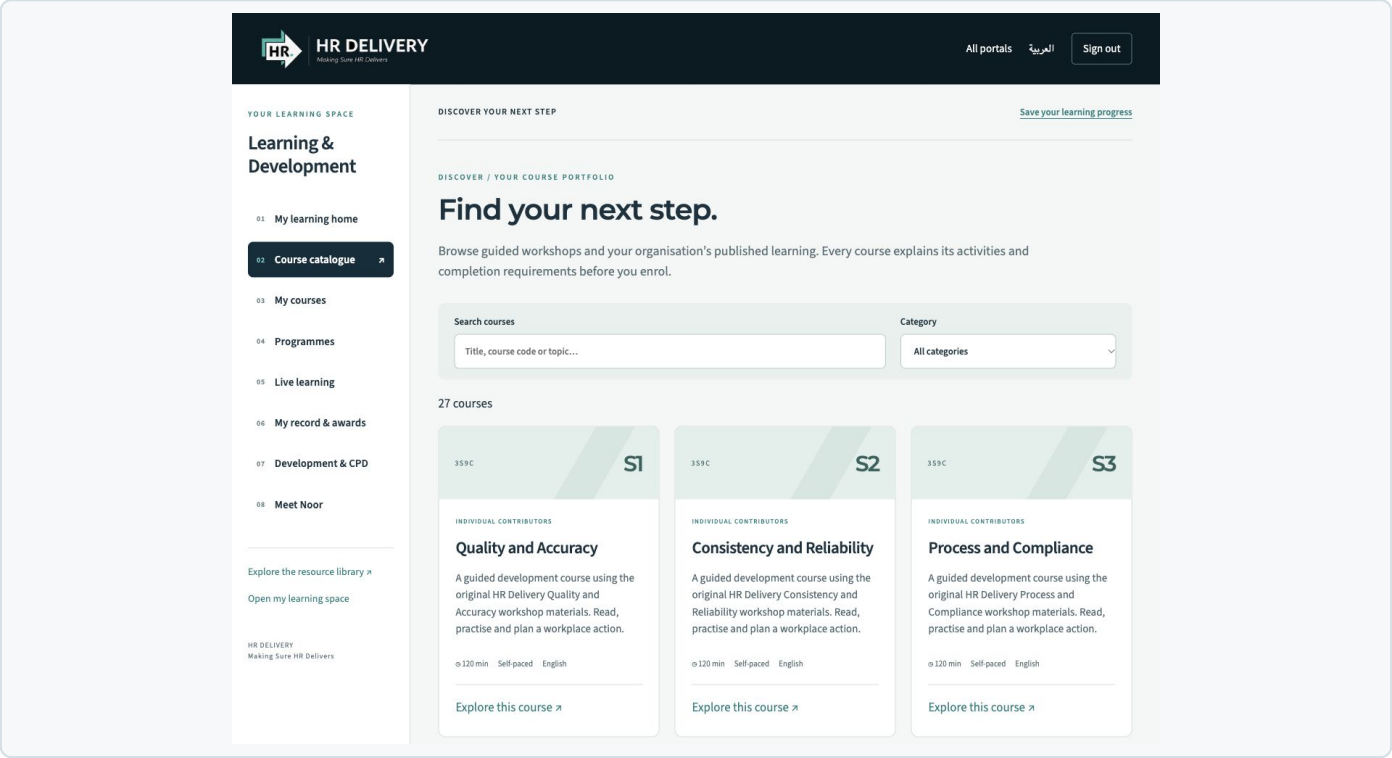
Illustrative example: a manager searches the catalogue for a course relevant to an employee's agreed capability priority. They review its purpose, activities and completion expectations together, checking that the learner can make time for participation and any practical work before selecting the development route. Does this course's purpose and activity mix fit the capability need and the learner's available practice opportunities?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · LEARNING STUDIO LMS

My Courses

Keep enrolled and assigned courses together so you can return to the relevant activity, review progress and continue unfinished learning.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHAT IT GIVES YOU

My Courses provides the learner's course view within the workspace. Open a relevant course, review the activities and progress information, then continue the work required rather than searching the wider catalogue each time you return to learning.

YOUR OUTPUTS

- A personal course list
- Progress and next-activity context

HOW TO USE IT

1. **Review your courses.** Identify the assigned or enrolled course relevant to your next action.
2. **Check the activity.** Review what has been completed and what still needs attention.
3. **Continue the work.** Open the relevant activity and follow its learning or submission instructions.

WHY THIS HELPS

Supports continuity between learning sessions and helps the learner organise course work alongside the other responsibilities of their role.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a learner has several assigned courses and returns to My Courses to continue one already started. They check the activity and progress context, complete the next required task and retain a clear view of the remaining work within that particular learning commitment. Which course needs your attention next, and what activity remains before its requirements are met?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · LEARNING STUDIO LMS

Course Studio

Build a course with a clear learning purpose, then move its content through preview, review and publication for learner use.

WHAT IT GIVES YOU

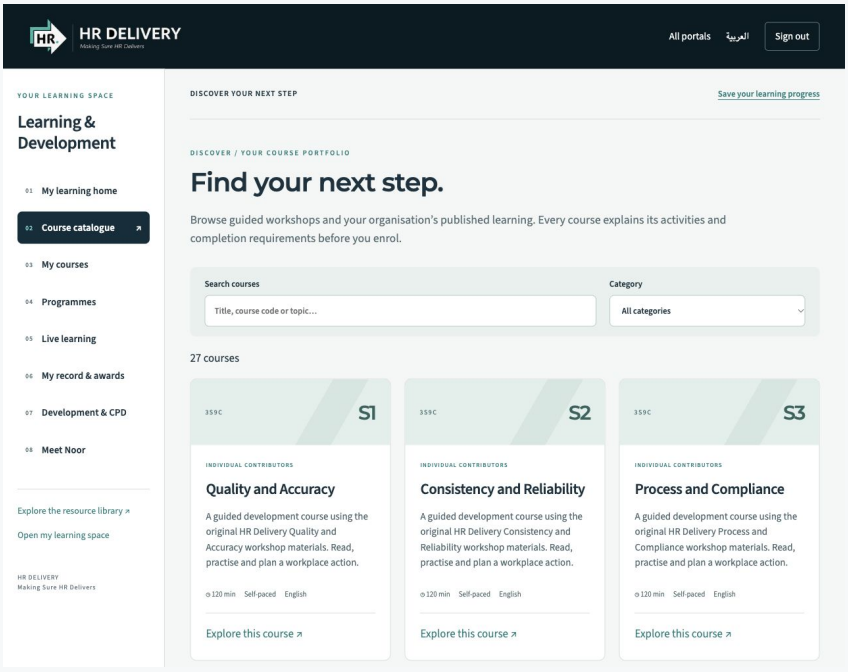
Course Studio covers authoring, preview, review, publication, versions and retirement. Prepare requirements, review the learner experience and publish an approved edition, retaining the version context that applies to existing assignments.

YOUR OUTPUTS

- A reviewed course edition
- Published learning activities
- A version and retirement history

HOW TO USE IT

1. **Author the course.** Define outcomes, activities and requirements that fit the intended learner audience.
2. **Preview and review.** Check the learner experience and resolve review points before publication.
3. **Manage the edition.** Publish the approved version and retire superseded material through the course lifecycle.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHY THIS HELPS

Gives the team a controlled content lifecycle and retains the context needed to understand which experience was assigned to learners.

IN YOUR ORGANISATION / ILLUSTRATIVE

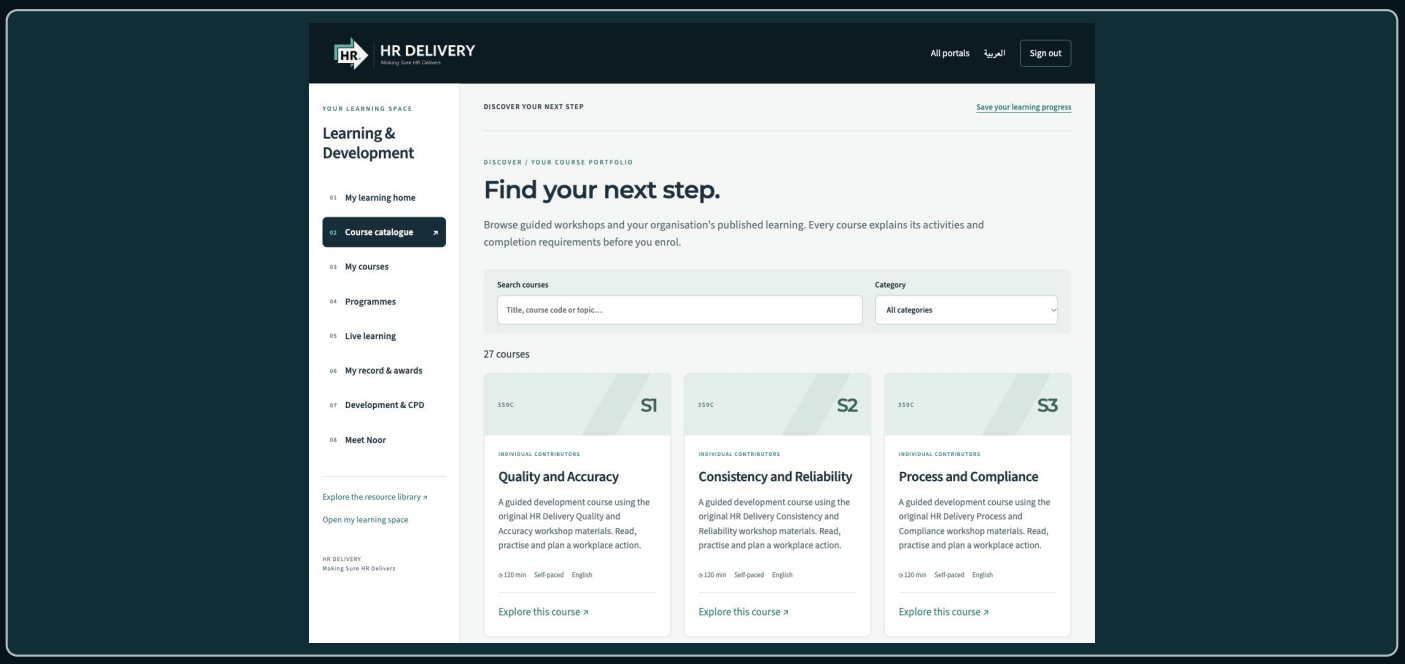
Illustrative example: a learning author updates a course after a review of its examples and instructions. The team previews the learner experience, resolves the review points and publishes the agreed edition, retaining version context so colleagues can understand which content applies to existing assignments. What must be reviewed before this edition is published, and how will earlier assignments retain their content context?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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Programme Studio

Combine learning requirements into a staged programme with allocations and deadlines, giving participants a coherent route through a larger development commitment.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHAT IT GIVES YOU

Programme Studio supports stages, required courses, allocations, deadlines, prior-learning credit and completion. Define the programme structure and what each participant must complete, then manage appropriate credit and progress against the requirements of that particular programme.

YOUR OUTPUTS

- A staged programme structure
- Participant allocations and deadlines
- Programme completion records

HOW TO USE IT

1. **Structure the programme.** Define its stages, course requirements and intended sequence for participants.
2. **Allocate and schedule.** Assign the programme and set the relevant deadlines and expectations.
3. **Review completion.** Consider approved prior-learning credit and progress against the defined programme requirements.

WHY THIS HELPS

Makes a programme's overall commitment clearer and helps learners and managers coordinate development that extends beyond a single course.

IN YOUR ORGANISATION / ILLUSTRATIVE

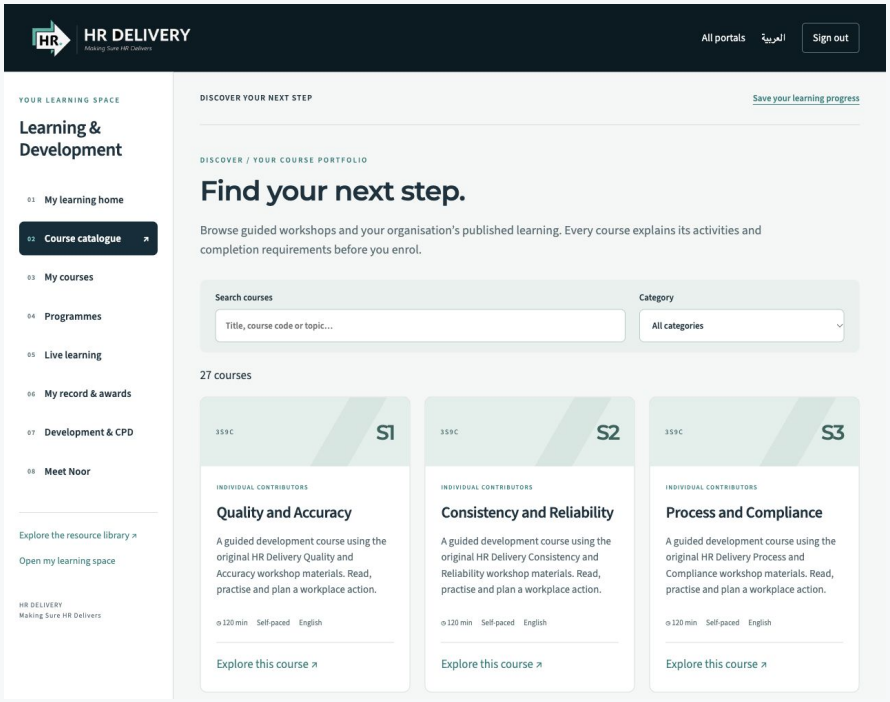
Illustrative example: a company designs a supervisor programme with introductory learning followed by practical application. It defines stages, required courses and deadlines, considers prior-learning credit where appropriate, and allocates participants against the agreed requirements so progress can be discussed within the programme's intended structure. Which stages and requirements must every participant complete, and when is prior-learning credit appropriate?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · LEARNING STUDIO LMS

Content library

Keep authorised documents, private audio and video together with supporting captions and transcripts for purposeful use in learning activities.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHAT IT GIVES YOU

The content library supports reusable documents and private media with captions and transcripts. Organise assets for their intended learning use, review the relevant rights and readiness, and select suitable material when preparing course activities for the audience.

YOUR OUTPUTS

- Reusable authorised learning assets
- Supporting captions and transcripts

HOW TO USE IT

1. **Organise the assets.** Keep documents and media identifiable for their intended learning use.
2. **Review supporting material.** Check the relevant captions, transcripts, permissions and content readiness before use.
3. **Use in learning.** Select the appropriate asset when preparing a course activity or resource.

WHY THIS HELPS

Helps authors select consistent material and consider access needs before adding a document or media asset to a course.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: an author prepares a course using a document and a private video. They organise the authorised assets, check available captions or transcripts and confirm the intended learning use, so the material can be selected consistently when building the relevant activities for the audience. Are the assets complete, suitable for the audience and authorised for this learning use?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · LEARNING STUDIO LMS

Text and reflection activities

Pair a clear explanation with focused reflection so learners can connect an idea with their experience and the work they do.

WHAT IT GIVES YOU

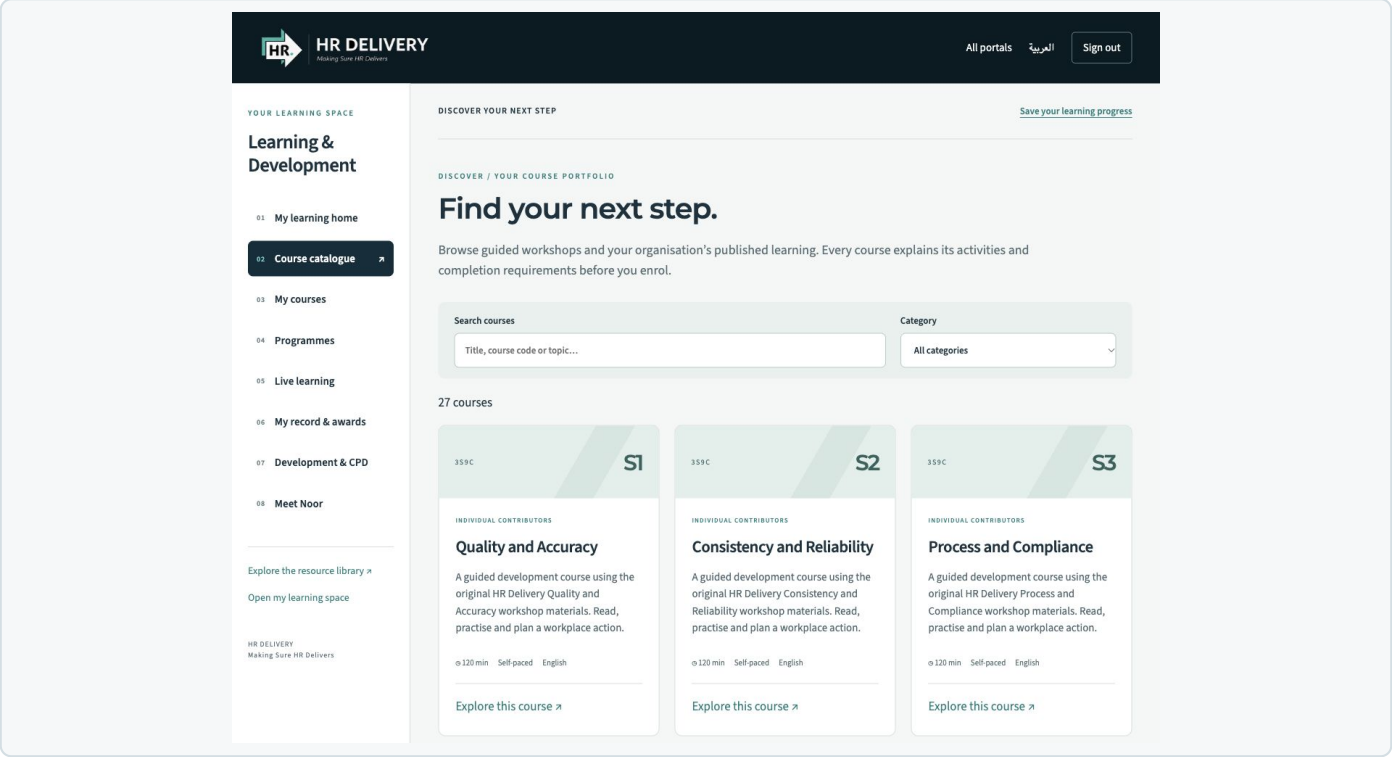
Provide learning text and a reflection prompt linked to its purpose. Learners consider relevant work examples and record a response for discussion, development planning or subsequent practical application of the idea.

YOUR OUTPUTS

- A focused text activity
- A learner reflection response

HOW TO USE IT

1. **Explain the idea.** Provide concise text that supports a specific learning point or question.
2. **Prompt reflection.** Ask the learner to connect that idea with a relevant work example.
3. **Use the response.** Return to the reflection when discussing application or the next development action.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHY THIS HELPS

Gives the learner a specific application question and provides useful material for development discussion beyond simply reading the content.

IN YOUR ORGANISATION / ILLUSTRATIVE

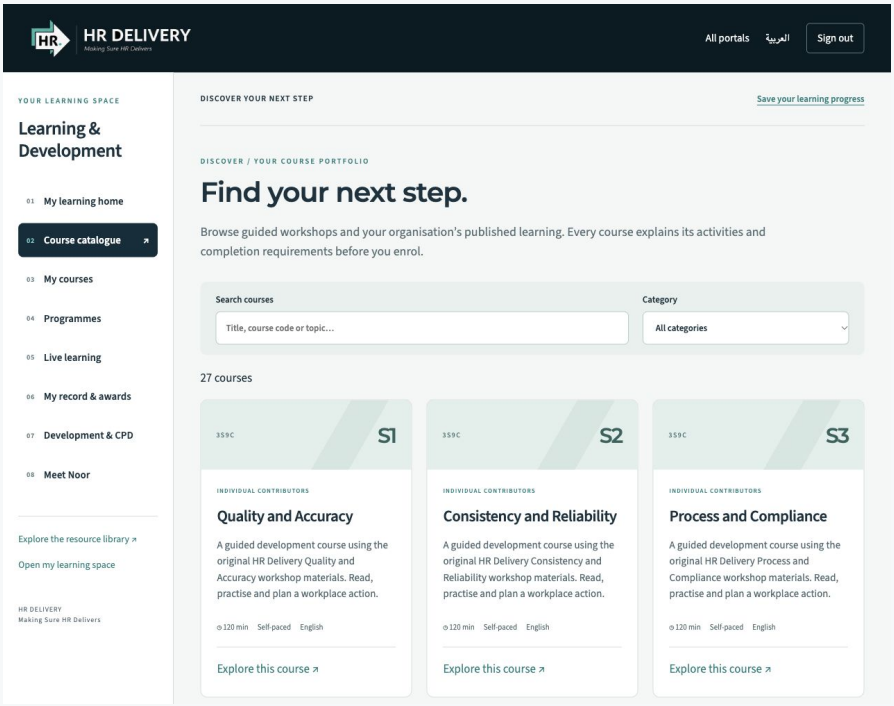
Illustrative example: a course introduces a method for preparing a difficult work conversation and asks the learner to reflect on an appropriate example. The learner records which part of the method they could use and what needs further thought before discussing or practising the approach. What reflection prompt would help the learner connect this idea with a specific work situation?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · LEARNING STUDIO LMS

Reading activities

Give learners a reading task with a clear purpose and a question that connects the selected material with their work.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHAT IT GIVES YOU

Select reading and explain its relevance. Add a question or application focus so the learner approaches the document with a useful purpose and can discuss its implications for their work.

YOUR OUTPUTS

- A purposeful reading task
- Questions for application or discussion

HOW TO USE IT

1. **Select the reading.** Choose a document that supports the course objective and learner context.
2. **Explain the purpose.** Tell learners which question or application the reading should help address.
3. **Discuss the relevance.** Use the learning activity to connect key ideas with practical work.

WHY THIS HELPS

Focuses attention on relevant ideas and gives the learner, manager or facilitator a clear basis for discussing practical application.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a learning designer assigns a short document about project reviews with a question about the learner's current process. The reader notes one relevant idea and one issue to discuss, creating a purposeful link between the document and the organisation's practical work context. What should learners look for in this reading, and how will they use what they find?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · LEARNING STUDIO LMS

Audio and video activities

Use audio or video to explain, demonstrate or prompt discussion, with available captions and transcripts supporting the learner's access needs.

WHAT IT GIVES YOU

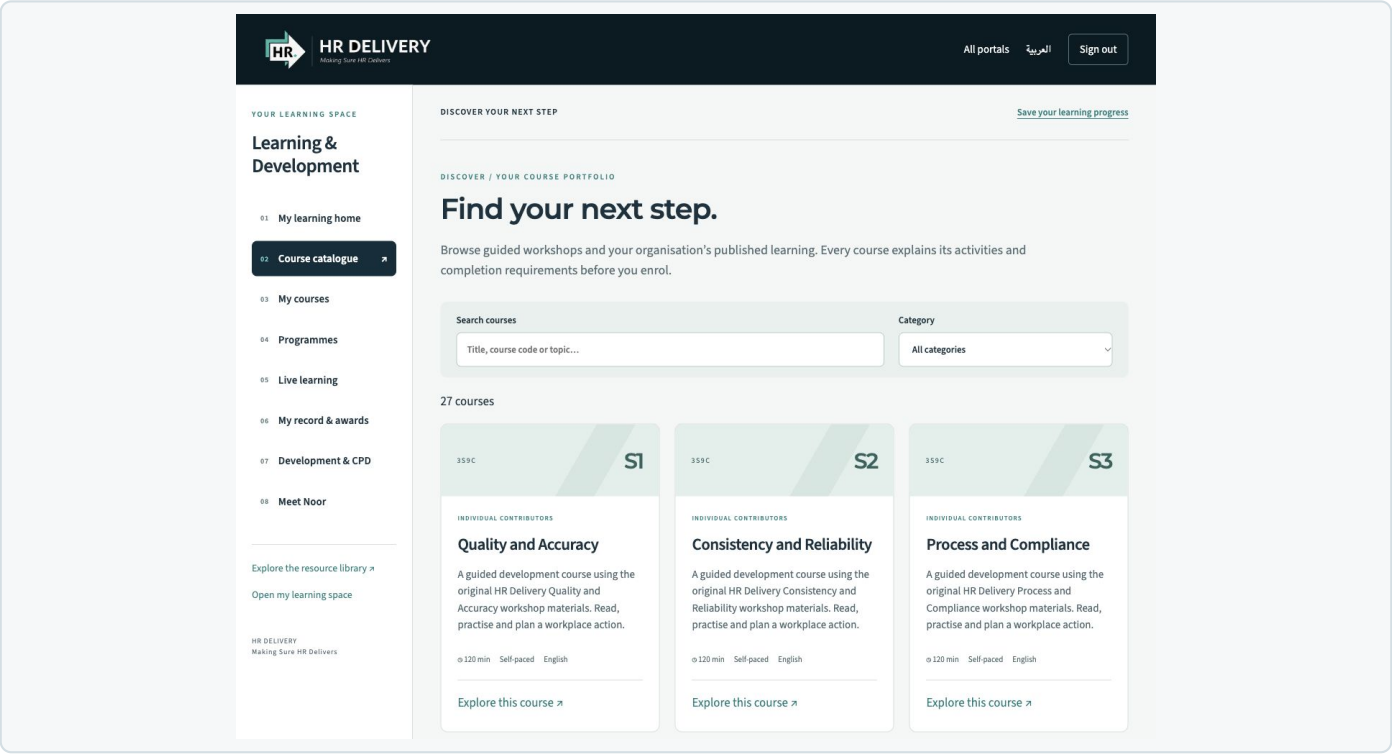
Choose media that fits the objective and provide activity instructions. Include available captions and transcripts, then connect viewing or listening with reflection, a question or a practical application task.

YOUR OUTPUTS

- A media learning activity
- Captions or transcript support
- An application prompt

HOW TO USE IT

1. **Choose the media.** Select audio or video that supports a clear learning purpose.
2. **Support access.** Provide the available captions, transcripts and instructions relevant to the activity.
3. **Connect with practice.** Ask learners to use the content in reflection or a practical task.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHY THIS HELPS

Gives media a defined learning role and helps learners connect the content they watch or hear with a practical task.

IN YOUR ORGANISATION / ILLUSTRATIVE

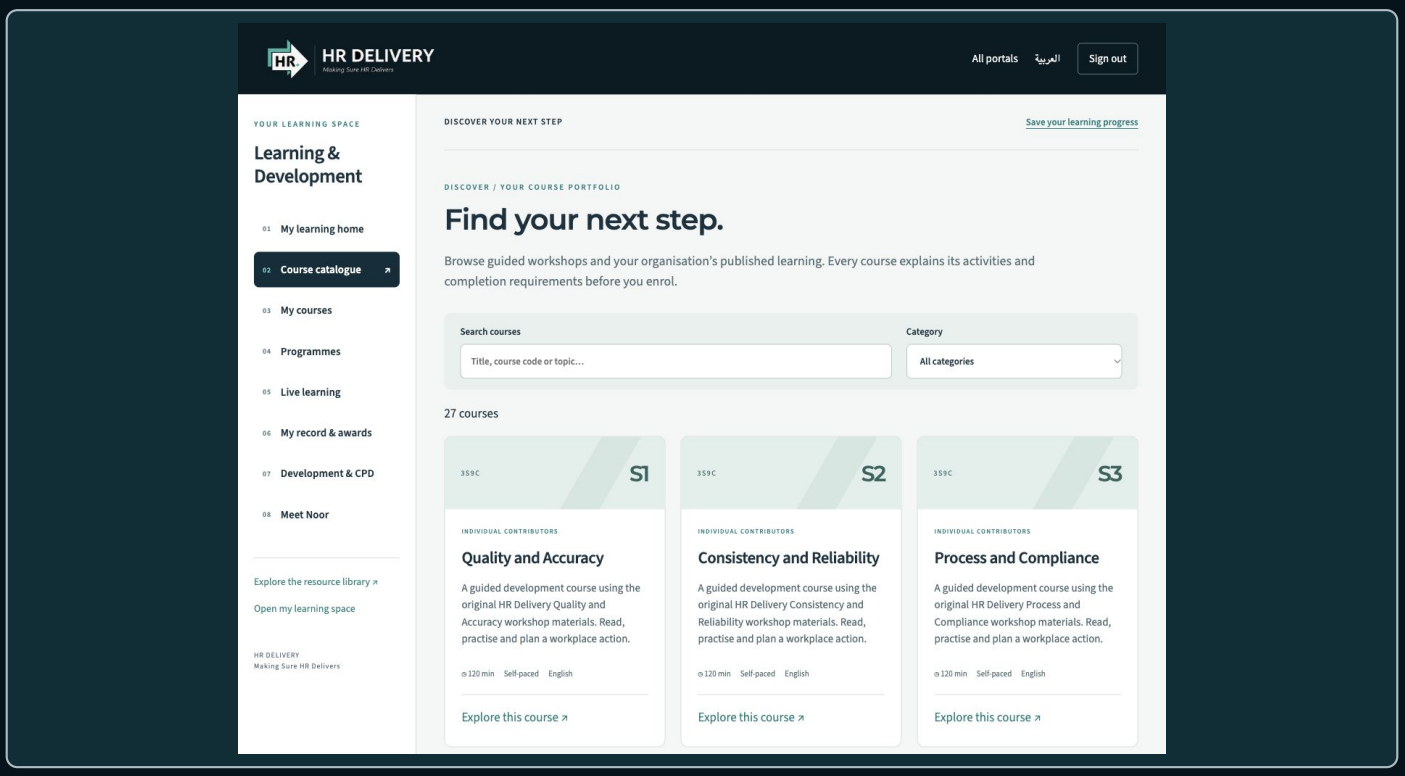
Illustrative example: a course uses a short demonstration video to introduce a work method. The author adds clear instructions and available caption or transcript support, then asks learners to identify a step they could practise and a question to discuss before applying the method. What follow-up task will connect watching or listening with the learning objective?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · LEARNING STUDIO LMS

External learning links

Introduce an external learning resource with clear context, explaining why it matters and what learners should do after visiting it.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHAT IT GIVES YOU

Point learners to an external resource with a stated purpose and follow-up task. Distinguish evidence retained within the course from participation records or completion claims belonging to the separate external provider.

YOUR OUTPUTS

- A contextualised external resource link
- A defined follow-up learning task

HOW TO USE IT

1. **Select the resource.** Check that the external material fits the objective and intended audience.
2. **Provide the context.** Explain what learners should look for and why the link matters.
3. **Set the follow-up.** Ask learners to reflect or apply the material within the course journey.

WHY THIS HELPS

Brings useful external material into the course while keeping the learner's purpose and subsequent activity clear within the programme.

IN YOUR ORGANISATION / ILLUSTRATIVE

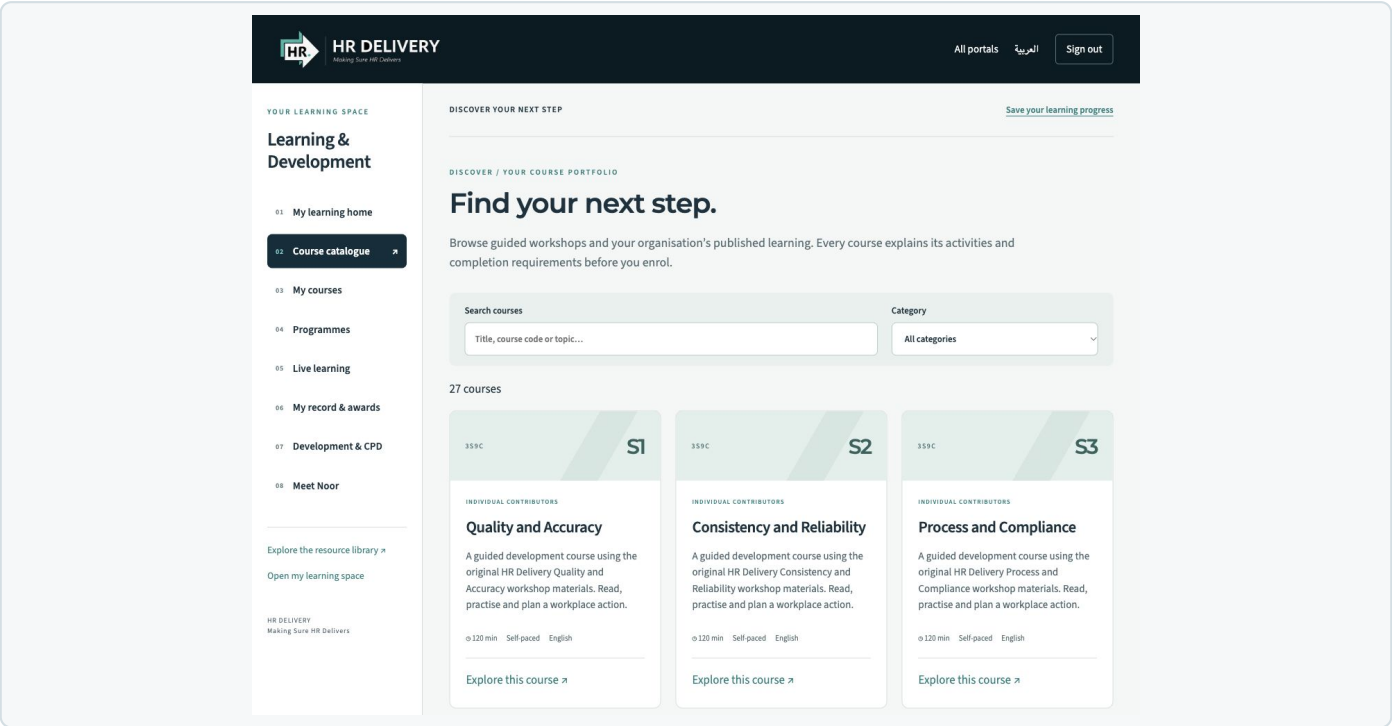
Illustrative example: a facilitator links to an external professional resource and explains why it is relevant to the course. Learners complete a reflection within the learning journey, while any participation or completion record held by the external provider remains a separate matter to check. What evidence should learners retain here after using the external resource, and what remains with its provider?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · LEARNING STUDIO LMS

Knowledge checks

Check understanding with course questions that help learners review the content before continuing to practical application or another learning activity.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHAT IT GIVES YOU

Prepare questions linked to the course objective and the content being taught. Learners respond to the knowledge check, then use the result and available review guidance to identify ideas that need another look before continuing the learning journey.

YOUR OUTPUTS

- A course knowledge check
- Responses for learning review

HOW TO USE IT

1. **Define the check.** Choose the knowledge or understanding that the questions should examine.
2. **Ask relevant questions.** Use items that relate directly to the taught content and objective.
3. **Review the learning.** Use responses to identify concepts requiring clarification or further study.

WHY THIS HELPS

Creates a structured pause for reviewing understanding and keeps the learning check connected to the content participants are studying.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a course on preparing project updates includes questions about the ideas taught in its activities. Learners use their responses and available guidance to identify concepts needing review before the practical task; the check serves learning rather than making a selection decision about them. Which taught idea should this question check, and what useful review could follow an incorrect response?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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Practical assignments

Ask learners to apply learning through a meaningful task and submit work that provides a concrete basis for review and feedback.

WHAT IT GIVES YOU

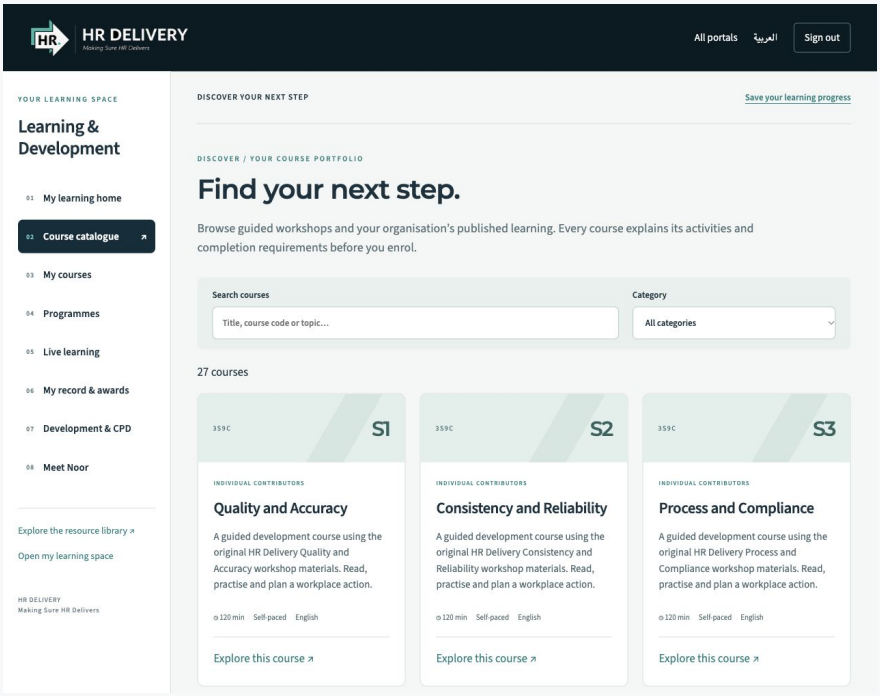
Set the practical task, expected evidence and review requirements. Learners submit work for review, adding an application component alongside reading, reflection and knowledge checks where it serves the course purpose.

YOUR OUTPUTS

- A practical assignment brief
- Submitted work evidence
- A basis for reviewer feedback

HOW TO USE IT

1. **Write the brief.** Explain the practical task, expected evidence and relevant review requirements.
2. **Apply the learning.** Complete the task using an appropriate work example or learning scenario.
3. **Submit the evidence.** Provide the required work so a reviewer can assess and discuss it.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHY THIS HELPS

Makes application visible and gives reviewers specific work to discuss when helping the learner improve the quality of their practice.

IN YOUR ORGANISATION / ILLUSTRATIVE

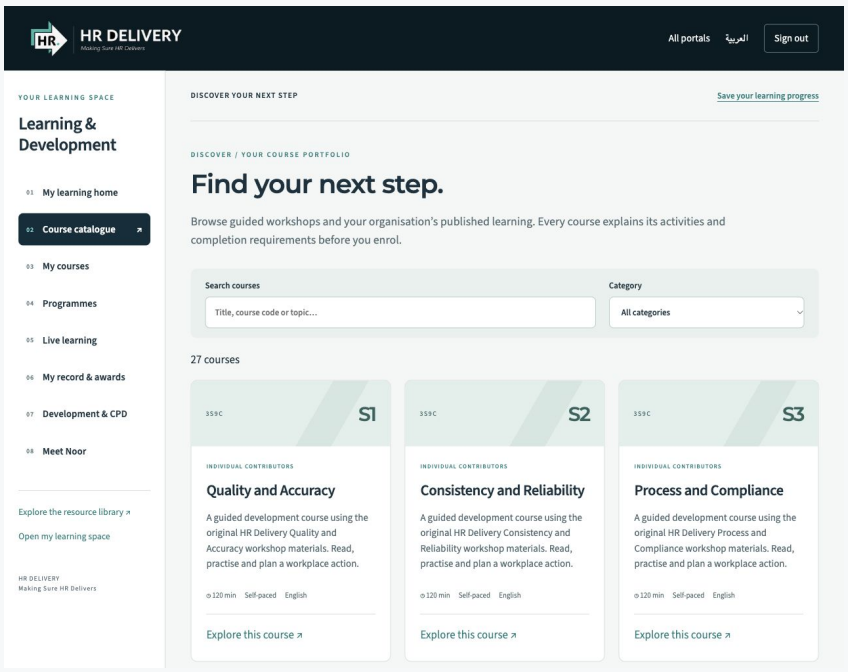
Illustrative example: a learner is asked to prepare a meeting agenda for a suitable practice scenario. The assignment explains the required evidence and review criteria, allowing the learner to submit work that a reviewer can examine against the intended learning purpose and provide relevant feedback on. What evidence would let a reviewer judge the task against its stated learning requirements?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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Live-attendance activities

Include attendance at a live event in course requirements so learners understand how the session contributes to their wider journey.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHAT IT GIVES YOU

Define the live session requirement and the attendance evidence needed for the course. Record participation through the relevant workflow and relate it to the course requirements, while keeping attendance distinct from evidence of skill or understanding.

YOUR OUTPUTS

- A course live-session requirement
- Recorded attendance evidence

HOW TO USE IT

1. **Define the requirement.** Explain which live session forms part of the course journey.
2. **Record participation.** Retain the relevant attendance evidence through the live-learning workflow.
3. **Review the course.** Consider attendance alongside the other learning and completion requirements.

WHY THIS HELPS

Connects scheduled participation with the course record and clarifies how attendance fits alongside the learner's other activities and requirements.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a programme includes a facilitated discussion that learners must attend as part of a course. The team defines the attendance requirement and records participation through the relevant workflow, while using a separate reflection or practical task where evidence of understanding or application is needed. What does attendance demonstrate in this course, and what further evidence is required for its other learning objectives?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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Question-bank authoring and approval

Create a classified question bank that authors can search and review before selecting approved items for learning checks or quizzes.

WHAT IT GIVES YOU

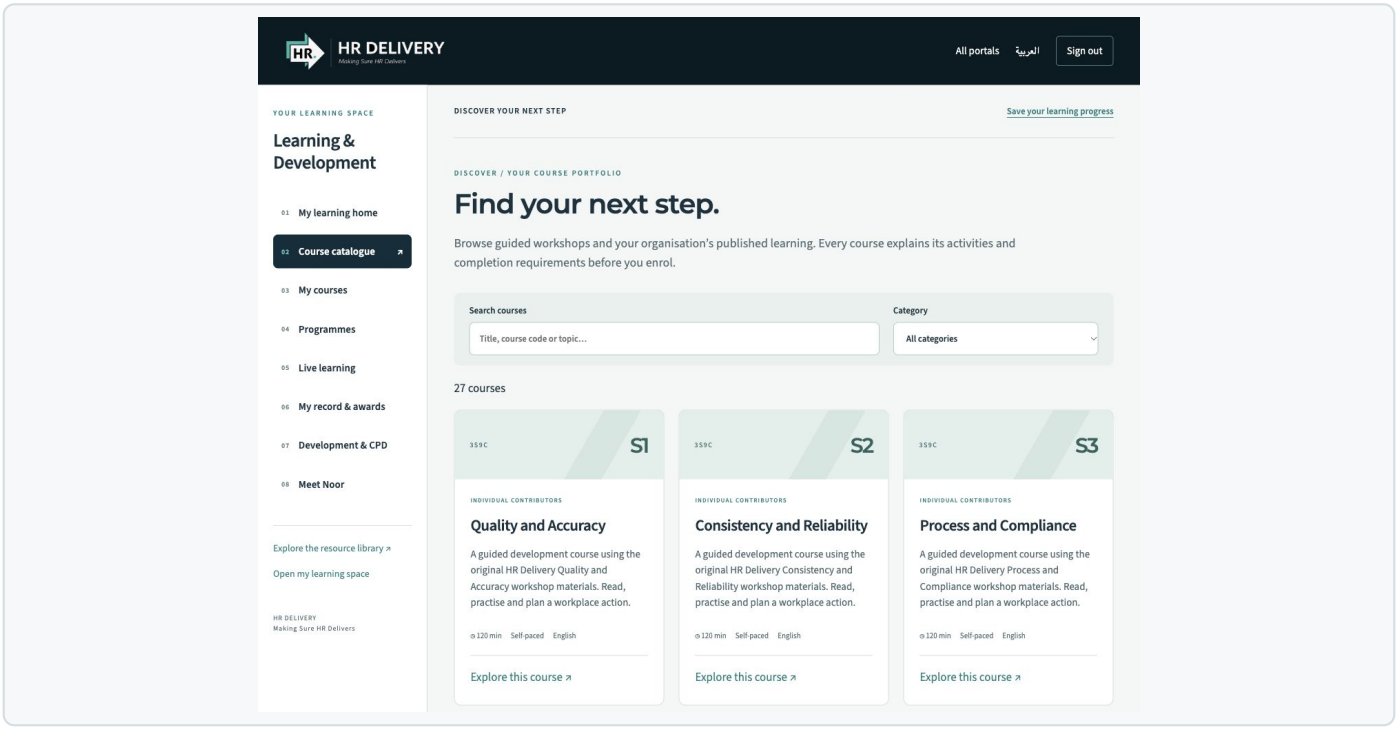
The question-bank workflow covers authoring, classification, search and approval. Prepare items for a defined learning purpose, add useful classifications and review their wording and suitability so authors can locate appropriate approved questions for the intended learning context.

YOUR OUTPUTS

- Classified question-bank items
- Searchable approved question content

HOW TO USE IT

1. **Author the item.** Write a question that addresses the intended learning content and purpose.
2. **Classify and locate.** Use meaningful classifications so relevant items can be found again.
3. **Review and approve.** Check the wording and suitability before approving the item for use.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHY THIS HELPS

Supports deliberate question reuse and gives the team a review point before items become part of a learner-facing check.

IN YOUR ORGANISATION / ILLUSTRATIVE

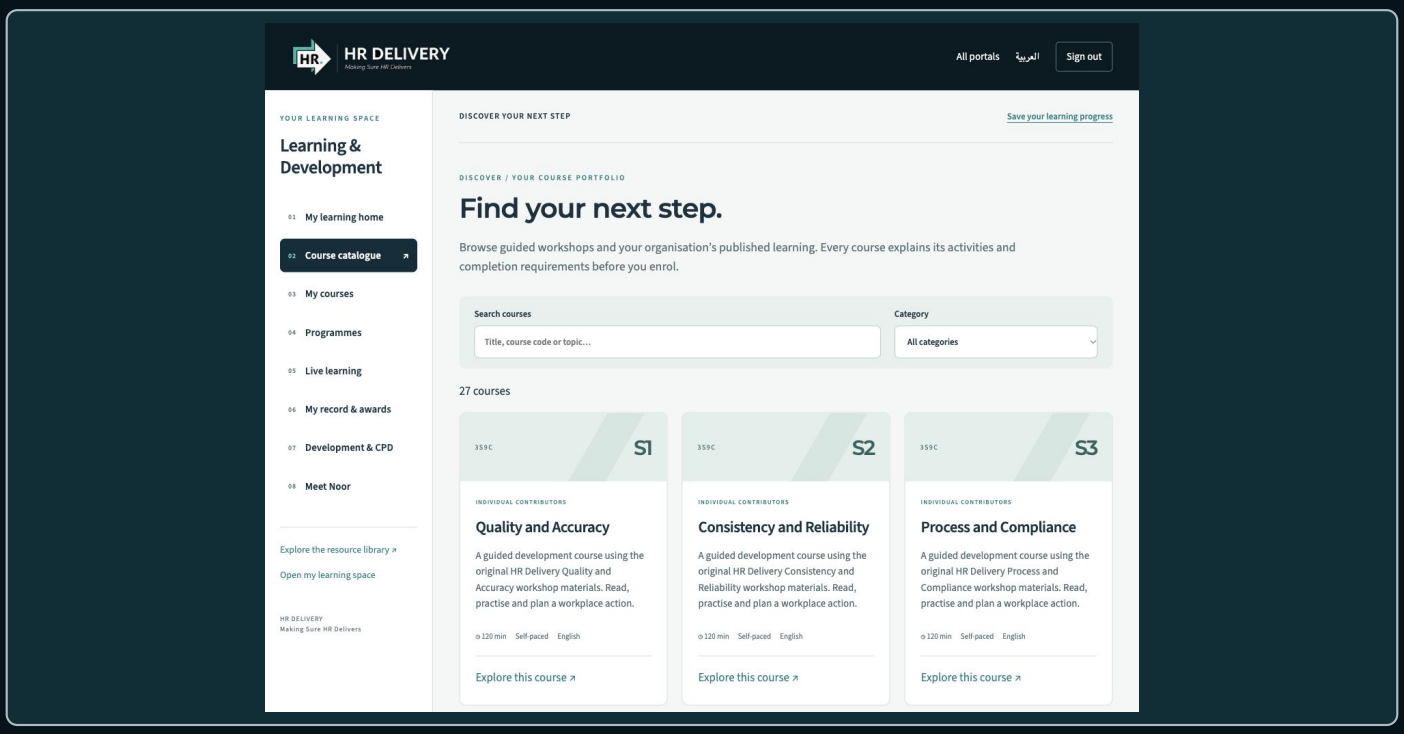
Illustrative example: an author prepares several questions for a course on planning work and classifies them by the concepts they address. A reviewer checks wording and suitability before approval, helping another course author find relevant question content for a clearly defined learning purpose later. Are the item classifications and approved wording useful to someone selecting questions for this learning objective?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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Quiz blueprints and retained editions

Define a quiz's intended coverage and retain its question-bank edition so authors and reviewers can understand the content decisions behind it.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHAT IT GIVES YOU

Specify intended question coverage in the blueprint. Retained question-bank editions preserve publication context, helping the team understand how the quiz relates to its planned learning coverage and selected source content.

YOUR OUTPUTS

- A quiz coverage blueprint
- A retained question-bank edition
- Traceable quiz content context

HOW TO USE IT

1. **Define the coverage.** Specify the learning content that the quiz needs to examine.
2. **Select the edition.** Use the appropriate retained question-bank edition for the published quiz.
3. **Keep the context.** Preserve the relationship between the quiz, blueprint and source content.

WHY THIS HELPS

Makes the quiz's intended coverage easier to explain and preserves the source context behind an existing published learning assessment.

IN YOUR ORGANISATION / ILLUSTRATIVE

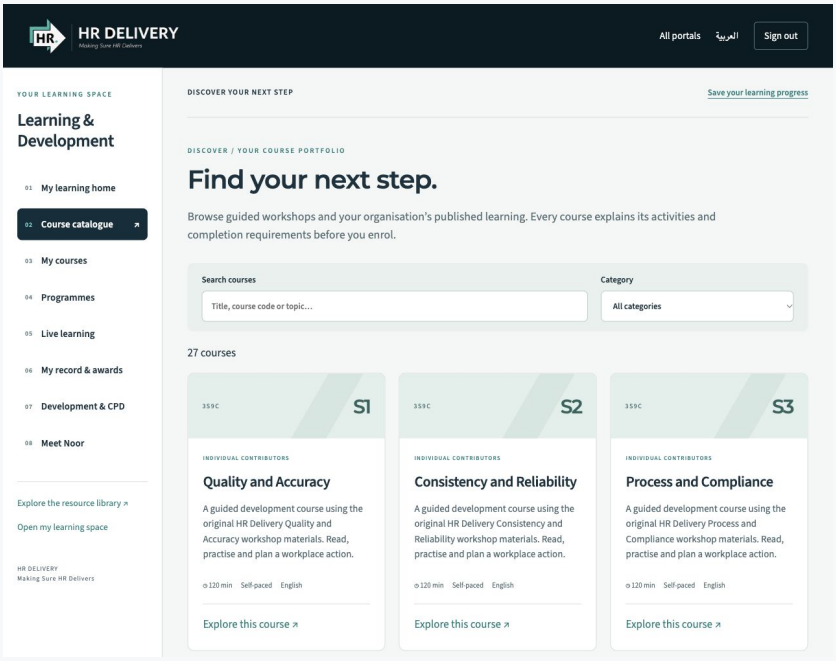
Illustrative example: a learning team specifies the topics a quiz should cover before choosing its question content. It retains the relevant bank edition with the publication context, so a later review can explain the relationship between the planned coverage and the questions used for that course. Can you trace this quiz's content back to its intended coverage and retained question-bank edition?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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Portfolio inventory and CSV reconciliation

Compare the expected learning portfolio with catalogue records to identify missing, changed or duplicate entries requiring a content decision.



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WHAT IT GIVES YOU

Use the portfolio inventory and CSV reconciliation workflow to compare organised learning records with the expected offer. Review discrepancies, resolve the relevant record or content questions and retain a clearer view of what the catalogue currently contains.

YOUR OUTPUTS

- A structured portfolio comparison
- A list of reconciliation issues
- Catalogue follow-up decisions

HOW TO USE IT

1. **Prepare the comparison.** Bring the expected portfolio and relevant structured catalogue records together.
2. **Review discrepancies.** Identify missing, changed or duplicate entries requiring a content decision.
3. **Resolve the record.** Agree the correction or follow-up needed for each relevant discrepancy.

WHY THIS HELPS

Helps the team reconcile its portfolio understanding with the catalogue and direct follow-up towards specific records or content gaps.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a learning administrator compares the portfolio inventory with an agreed CSV list before updating a catalogue. They investigate missing entries, changed records or possible duplicates, then resolve the content questions with the responsible colleague so the catalogue describes the intended offer more clearly. Which differences are genuine catalogue changes, and which require a record correction or further explanation?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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Content readiness and rights review

Review content readiness and authorised use before publication, considering whether the selected material is complete and suitable for its intended learners.

WHAT IT GIVES YOU

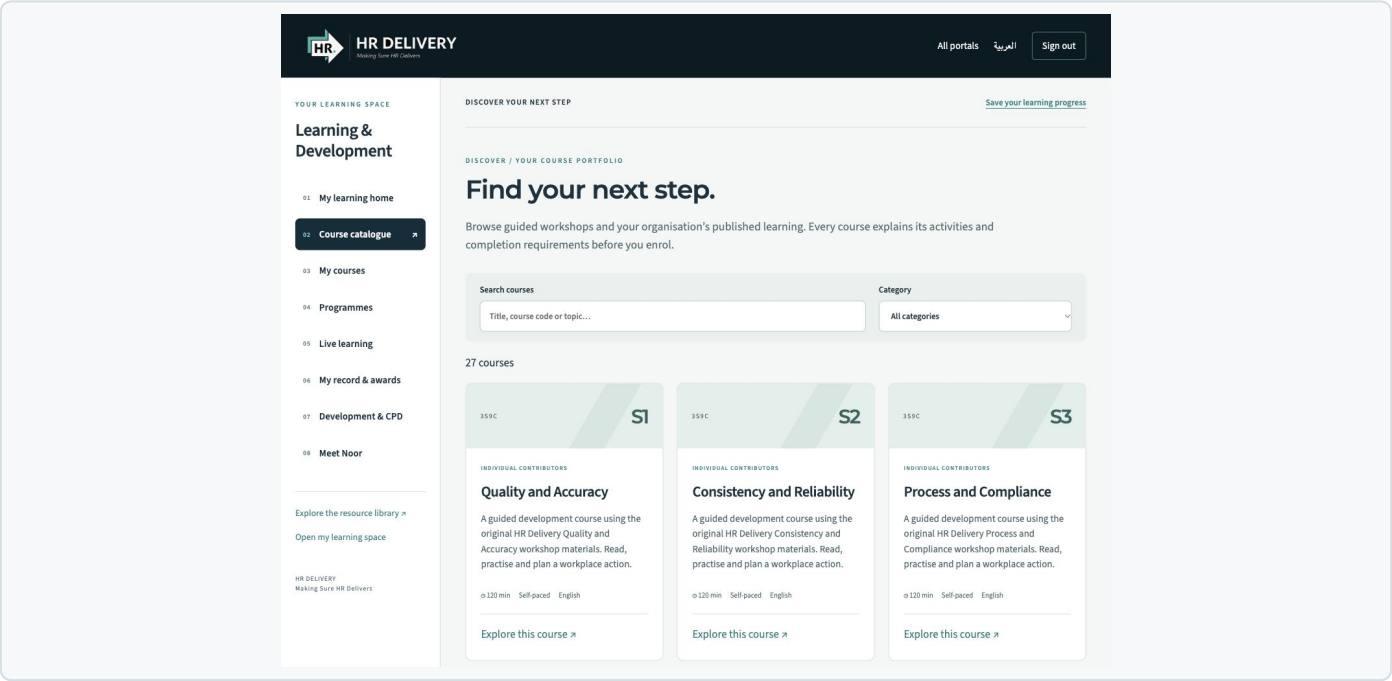
Check content completeness, learning purpose and authorised use before publication. Consider documents, media and supporting materials together, resolving readiness or permission questions so the team can make an informed publication decision.

YOUR OUTPUTS

- A content readiness review
- Recorded rights questions
- Publication follow-up actions

HOW TO USE IT

1. **Check readiness.** Review completeness, learning purpose and suitability for the intended audience.
2. **Check authorised use.** Confirm the relevant permissions and conditions for the selected content.
3. **Resolve open points.** Address content or rights questions before the publication decision is made.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHY THIS HELPS

Brings unfinished content and permission questions into preparation, giving the team a clearer basis for its course publication decision.

IN YOUR ORGANISATION / ILLUSTRATIVE

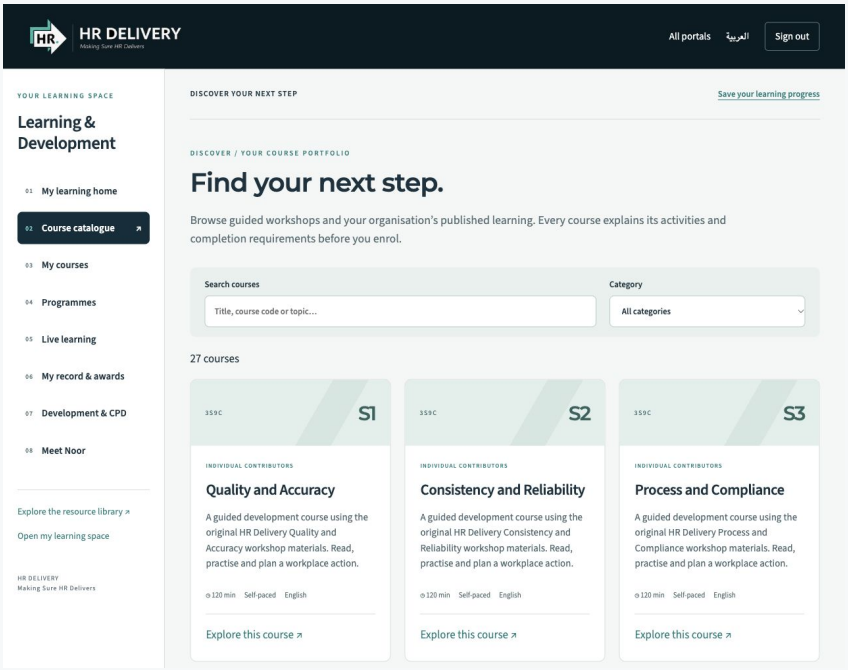
Illustrative example: a course is ready for review but one video's permission and a supporting document's completeness remain unclear. The team records the questions, resolves them with the appropriate owner and makes the publication decision with the learning purpose and authorised use in view. Which unresolved content or rights issue would prevent a responsible publication decision for this course?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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Live learning sessions

Organise live learning through session information, bookings, waitlists and attendance, giving participants and administrators a shared structure for the event.



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WHAT IT GIVES YOU

Define the session and participation arrangements, manage places through booking and waitlist workflows, then record attendance. Retain suitable participation evidence for the learner's wider record or course requirements where relevant.

YOUR OUTPUTS

- A scheduled learning session
- Booking and waitlist records
- Attendance information

HOW TO USE IT

1. **Prepare the session.** Define the learning session and the relevant booking and participation arrangements.
2. **Manage the places.** Review bookings and waitlisted learners through the available session workflow.
3. **Record attendance.** Retain participation information after the session for the relevant learning record.

WHY THIS HELPS

Provides a clear administrative process around scheduled learning and connects participation information with the learner's wider course or development record.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a learning coordinator arranges a live workshop with limited places. They define the participation arrangements, manage bookings and the waitlist, then record attendance so the relevant learner or course record can reflect participation without assuming that attendance alone establishes learning or capability. How will places, waitlist decisions and attendance evidence be managed for this session?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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People, cohorts and bulk onboarding

Prepare individual learner records and cohorts through the onboarding workflow so the intended audience is identified before learning is assigned.

WHAT IT GIVES YOU

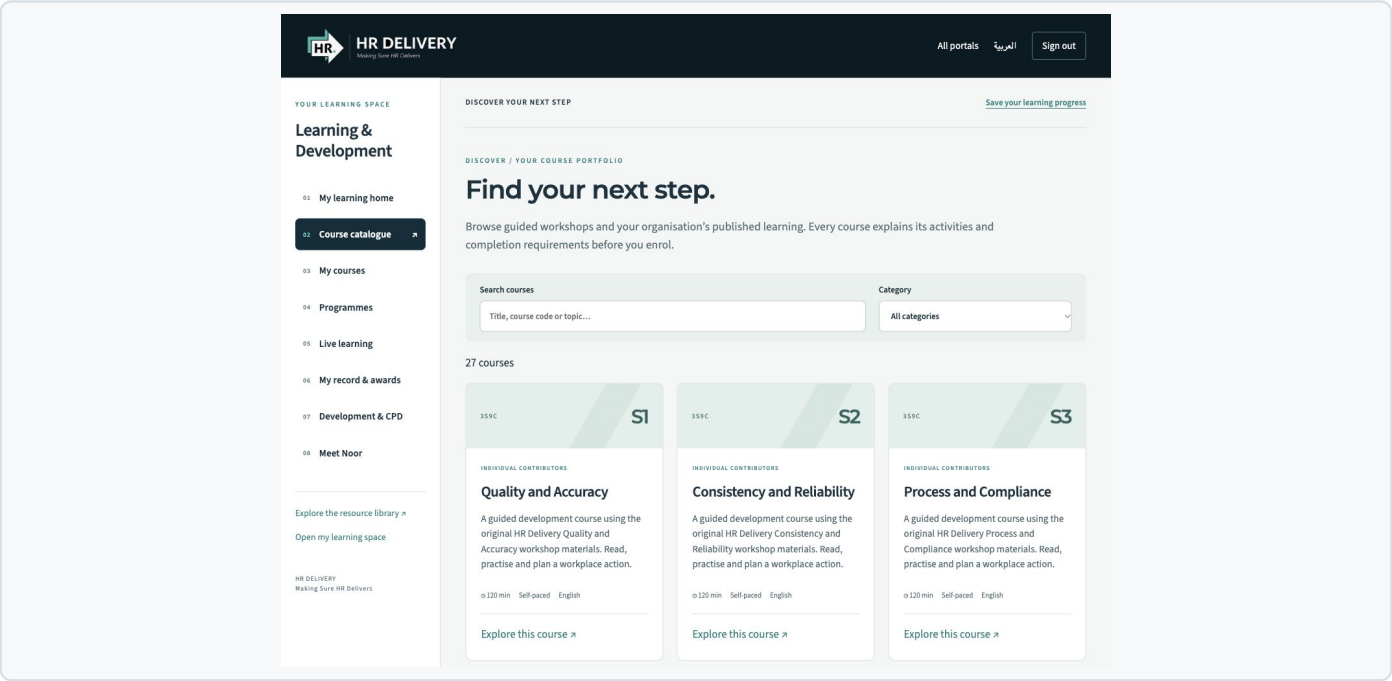
Create or organise the relevant learner records and cohorts, then use the bulk onboarding workflow where appropriate. Review the structured information before assigning learning so the intended people and groups are clearly identified for administration and follow-up.

YOUR OUTPUTS

- Organised learner records
- Defined learning cohorts
- An onboarded assignment audience

HOW TO USE IT

1. **Define the audience.** Identify the people and groups participating in the planned development.
2. **Prepare the records.** Organise individual learner information and relevant cohort membership for administration.
3. **Review onboarding.** Check bulk onboarding information before using the audience for learning assignments.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHY THIS HELPS

Gives administrators a defined participant population and helps them organise group assignments and follow-up around the agreed development audience.

IN YOUR ORGANISATION / ILLUSTRATIVE

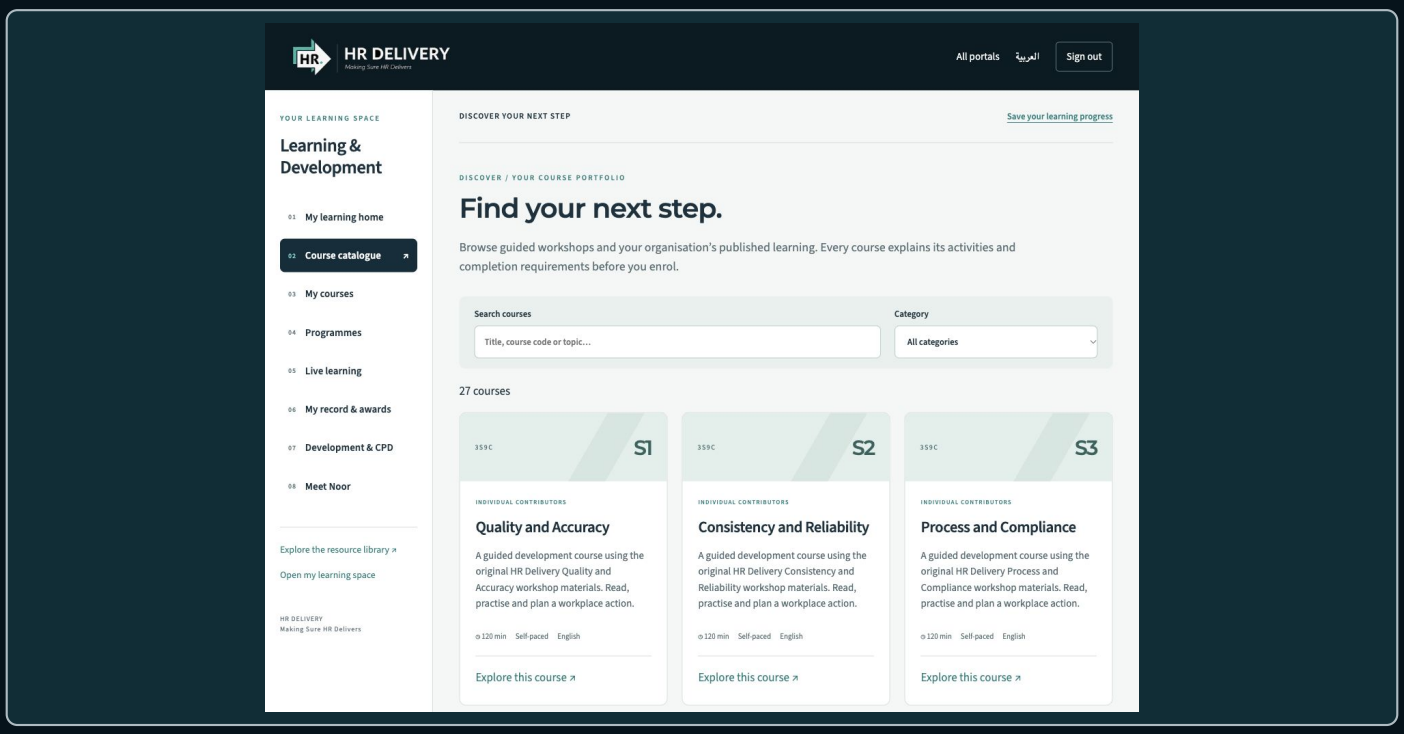
Illustrative example: an administrator prepares a cohort for a new programme using a structured learner list. They review the records and grouping before bulk onboarding and assignments, checking that the intended audience is identifiable and that the resulting cohort will support appropriate follow-up and administration. Does the prepared learner information identify the right people and groups for this learning assignment?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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Course and programme assignments

Assign a published course or programme to the relevant learner or group, with clear expectations about participation, deadlines and completion.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHAT IT GIVES YOU

Choose the published course or programme, identify learners or cohorts and set requirements. Assignment records support learner access, progress follow-up and discussion of the specific development commitment and its expectations.

YOUR OUTPUTS

- Learner or cohort assignments
- Defined learning expectations
- A basis for progress follow-up

HOW TO USE IT

1. **Select the learning.** Choose the relevant published course or programme for the audience.
2. **Assign the audience.** Identify the learner or cohort expected to complete the learning.
3. **Explain the commitment.** Make participation, completion expectations and relevant deadlines clear to those assigned.

WHY THIS HELPS

Turns the learning offer into a specific commitment and gives learners and managers a shared reference for discussing progress.

IN YOUR ORGANISATION / ILLUSTRATIVE

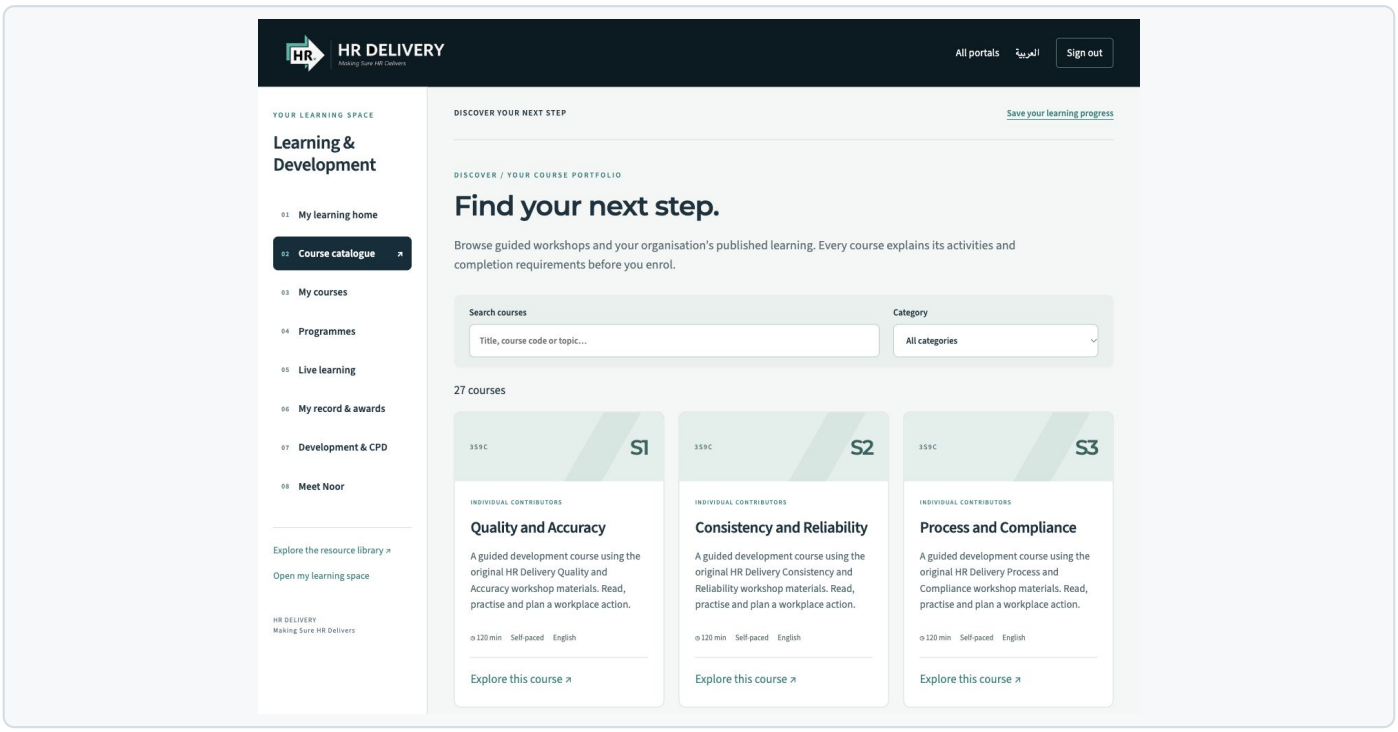
Illustrative example: a learning team assigns a published course to a defined cohort and explains its requirements and deadline. The assignment gives learners a clear commitment and provides the manager with a reference for discussing progress, participation barriers and the support needed to complete the work. Have learners and managers been given a clear explanation of the assigned requirements and relevant deadline?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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Practical-work review and rubric marking

Review submitted work against stated criteria so learners can understand the judgment, supporting evidence and improvements that would strengthen their application.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHAT IT GIVES YOU

Use the assignment brief and rubric to examine the submitted evidence. Record criterion-based judgments and feedback that relates to the learner's work, providing a clearer explanation of the result and a useful basis for subsequent development discussion.

YOUR OUTPUTS

- Rubric-based review judgments
- Evidence-linked practical feedback

HOW TO USE IT

1. **Read the evidence.** Review the submitted work against the task and expected evidence.
2. **Apply the criteria.** Use the rubric to make and record relevant criterion-based judgments.
3. **Explain the feedback.** Relate feedback to specific evidence and the learner's next improvement step.

WHY THIS HELPS

Connects feedback with the actual work and helps the learner understand how its quality relates to the assignment's stated expectations.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a reviewer examines a submitted project briefing against a rubric covering the stated task requirements. They record judgments against each criterion and refer to the learner's evidence in the feedback, so the learner can understand the review and decide what to improve next. Which part of the submitted evidence supports each rubric judgment and the feedback you intend to give?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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Moderation, challenges and feedback release

Review assessment judgments, consider challenges and release agreed feedback through a structured process appropriate to the learning and evidence involved.

WHAT IT GIVES YOU

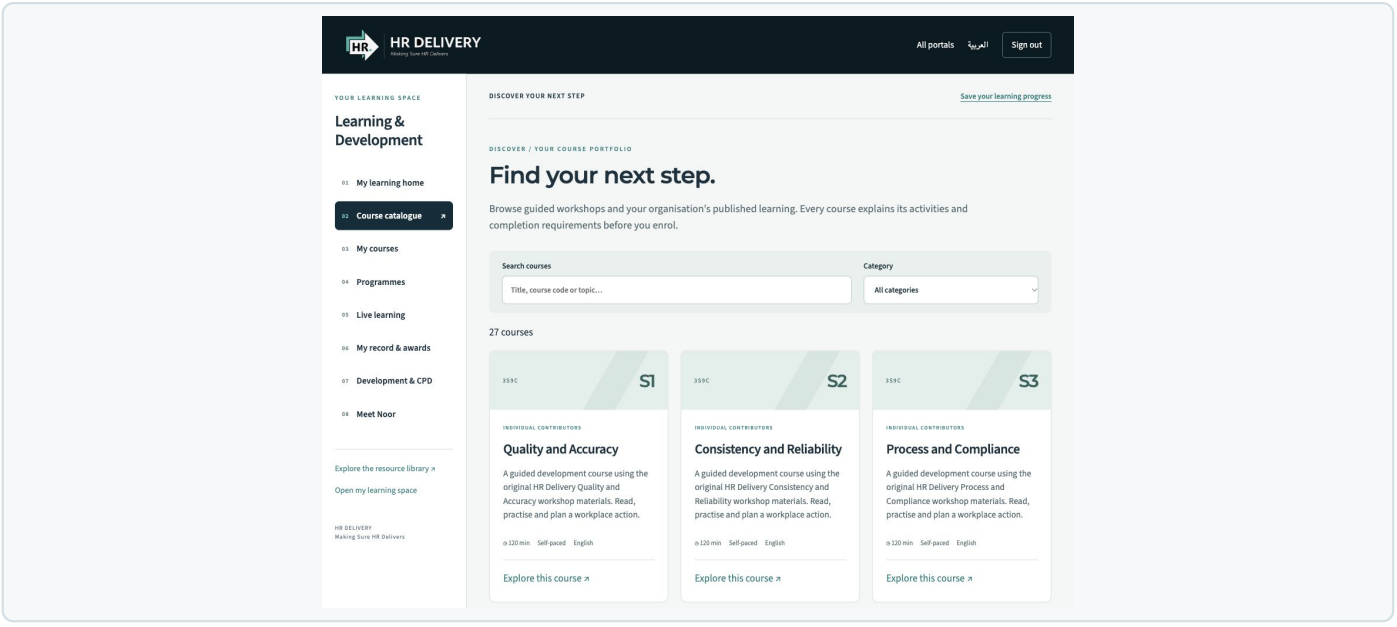
Separate marking from moderation, challenge handling and feedback release. Examine the evidence and judgment, address issues raised and make the agreed feedback available at the appropriate stage for the learner.

YOUR OUTPUTS

- Moderation and challenge records
- An agreed review outcome
- Released learner feedback

HOW TO USE IT

1. **Review the judgment.** Examine the relevant work, criteria and reasoning behind the assessment decision.
2. **Consider the challenge.** Address the issue raised using the evidence and agreed review process.
3. **Release the feedback.** Make the agreed feedback available at the appropriate stage of review.



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WHY THIS HELPS

Gives the team a clearer route for reviewed or disputed judgments and supports a considered feedback experience for the learner.

IN YOUR ORGANISATION / ILLUSTRATIVE

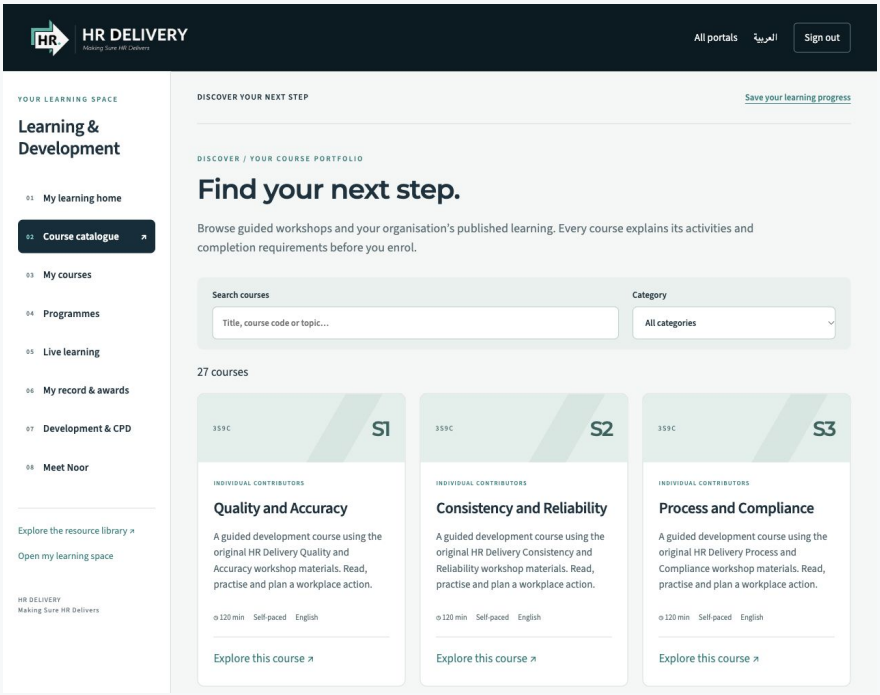
Illustrative example: a learner raises a question about the review of a practical submission. The team considers the evidence and marking through the appropriate moderation or challenge process, resolves the issue and releases the agreed feedback at the relevant stage with its reasoning clear. What needs to be resolved before the feedback is ready for release to this learner?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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Development plans and manager check-ins

Connect a development goal with workplace practice and manager check-ins so learning remains relevant after the course activity has finished.



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WHAT IT GIVES YOU

Agree a development goal, practice opportunities, evidence and review points. Use manager check-ins to discuss progress and obstacles, then update the next action based on the learner's actual workplace experience.

YOUR OUTPUTS

- An agreed development goal
- Workplace practice actions
- Manager check-in notes

HOW TO USE IT

1. **Agree the goal.** Describe the development priority and its relevance to the learner's work.
2. **Plan the practice.** Identify suitable opportunities to apply learning and gather useful evidence.
3. **Hold the check-in.** Discuss progress, obstacles and the next action with the supporting manager.

WHY THIS HELPS

Sustains attention on application and gives learner and manager concrete experience to discuss when choosing further practice or support.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a learner agrees to practise preparing clearer task instructions after a course. Their manager provides a suitable opportunity and a review point, then uses the check-in to discuss actual examples, obstacles and the next action rather than relying on course completion alone. What will you discuss at the check-in that shows how the learner has used the development opportunity?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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CPD goals, evidence and accepted hours

Manage CPD goals, evidence and review while retaining accepted-hour history separately from a simple list of development activities attended.

WHAT IT GIVES YOU

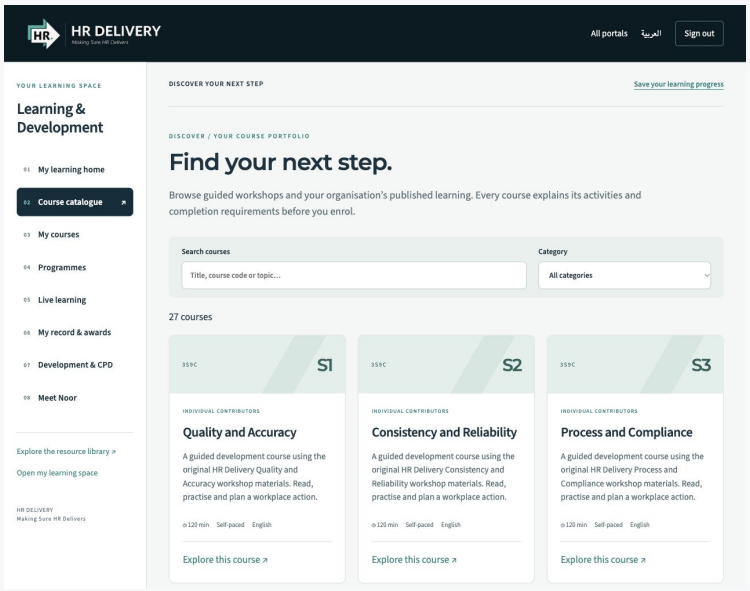
Record the CPD goal, activity and relevant evidence for review. The described workflow retains accepted-hour history after consideration of the submitted information, helping the learner explain their development record without implying automatic acceptance by an external professional body.

YOUR OUTPUTS

- CPD goals and evidence
- Review outcomes
- Accepted-hour history

HOW TO USE IT

1. **Set the CPD goal.** Explain the professional development purpose and the activity supporting it.
2. **Provide the evidence.** Record the relevant participation, learning and application evidence for review.
3. **Retain accepted hours.** Use the review outcome to maintain the accepted-hour history and context.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHY THIS HELPS

Preserves the evidence and review context behind recorded hours and gives the learner a more coherent professional development record.

IN YOUR ORGANISATION / ILLUSTRATIVE

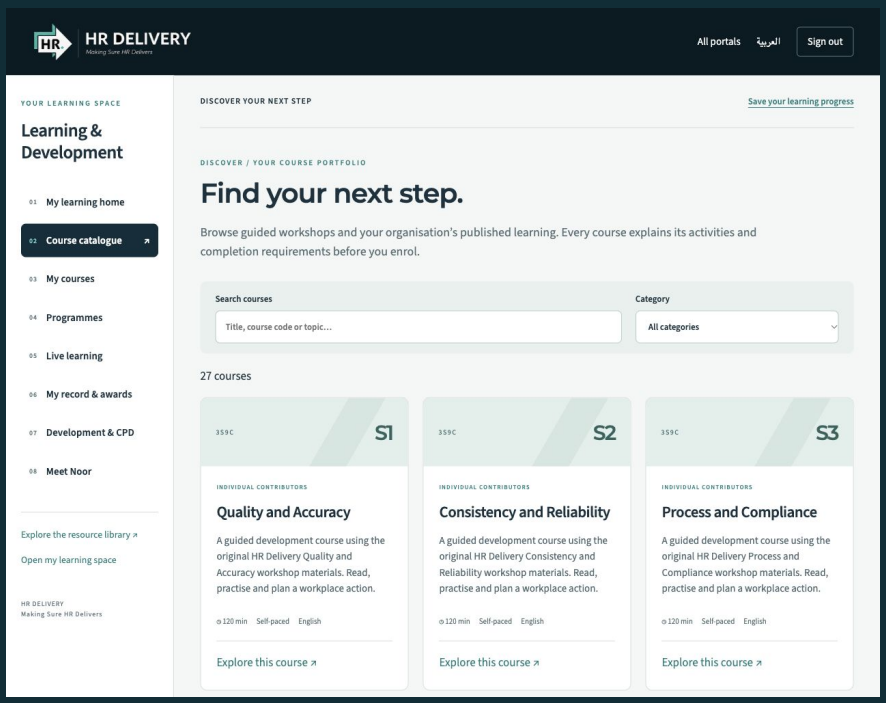
Illustrative example: an HR practitioner records a CPD goal, relevant learning activity and supporting evidence for review. After consideration, the workspace retains the accepted-hour history, while the practitioner checks separately whether the activity and evidence meet any requirements imposed by their own professional body. What evidence explains this activity's contribution to the CPD goal, and which external requirements need separate checking?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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Evaluation and Improvement Studio

Review the learning experience and available application evidence, then decide which content or delivery changes should be tested in future cycles.



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WHAT IT GIVES YOU

Review evaluation information against the course purpose and learner context. Choose content or delivery improvements, assign follow-up and revisit changes in later cycles; feedback alone does not establish learning impact.

YOUR OUTPUTS

- A learning evaluation review
- Specific improvement actions
- A basis for later comparison

HOW TO USE IT

1. **Review the evidence.** Consider evaluation information in relation to the learning purpose and audience.
2. **Choose an improvement.** Identify a specific content or delivery change supported by the review.
3. **Revisit the change.** Use a later cycle to consider whether the improvement was useful.

WHY THIS HELPS

Turns evaluation into explicit improvement work while keeping claims about learning results proportionate to the evidence the team has.

IN YOUR ORGANISATION / ILLUSTRATIVE

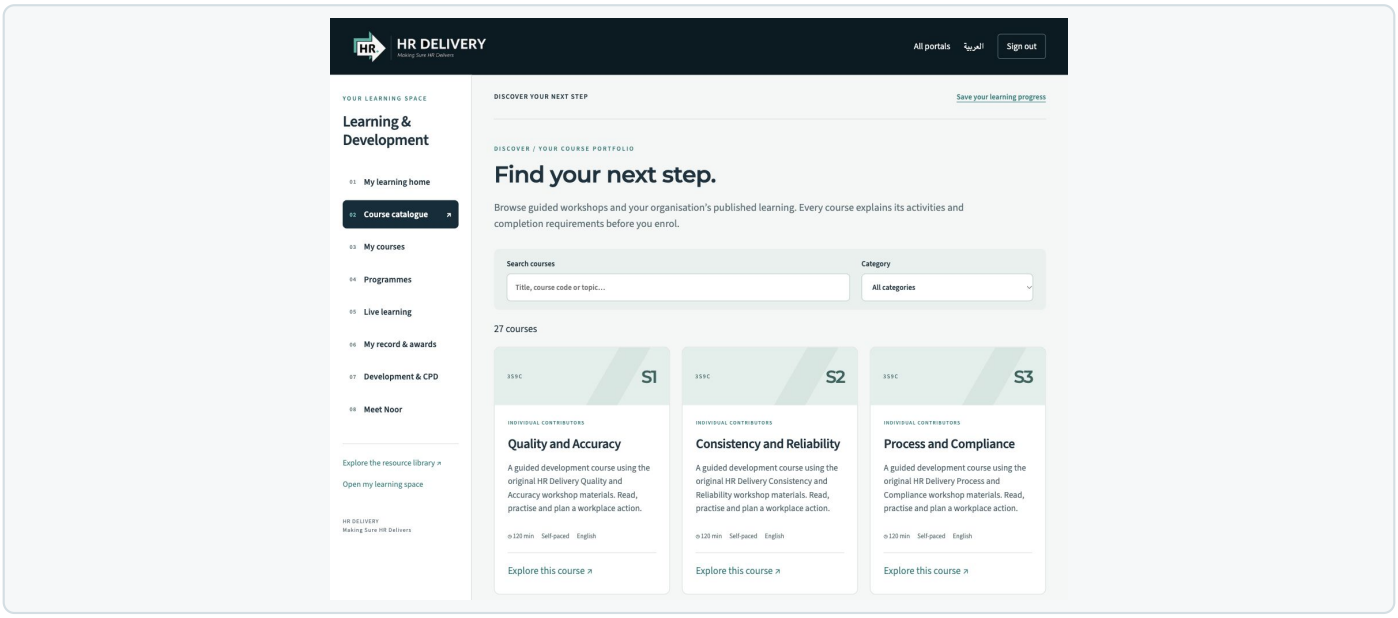
Illustrative example: a learning team notices feedback suggesting that assignment instructions are unclear. It examines the comments alongside the course purpose and learner context, agrees a specific revision and reviews later experience, avoiding a claim that positive feedback alone demonstrates learning impact or financial return. Which specific course or delivery change does the evidence support, and how will you revisit it?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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Learning records, achievements and certificates

Retain completed learning, achievements and certificates so learners can review what was recognised and the requirements supporting that recognition.



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WHAT IT GIVES YOU

Bring completion information, achievements and certificates into the learning record. Check requirements and evidence before recognition, retaining enough context for learners and authorised reviewers to understand the basis of completion.

YOUR OUTPUTS

- A learning completion record
- Recorded achievements
- Relevant learning certificates

HOW TO USE IT

1. **Check the requirements.** Review the activities and evidence required for the relevant learning completion.
2. **Record the achievement.** Retain the completion and recognition supported by the learning workflow.
3. **Use the record.** Refer to the achievement and certificate in later development conversations.

WHY THIS HELPS

Gives the learner a clearer record of recognised development and helps managers distinguish completion from work still requiring participation or review.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a learner completes the activities and practical requirements defined for a course. The team checks the completion evidence before recording the achievement and any relevant certificate, retaining the context needed to explain what the learner completed without implying a separate external accreditation. What requirements and evidence support this achievement or certificate in the learner's record?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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Learning-record exports and verification receipts

Export a learning record with its verification receipt for an authorised review or handover, preserving useful context about the recorded information.

WHAT IT GIVES YOU

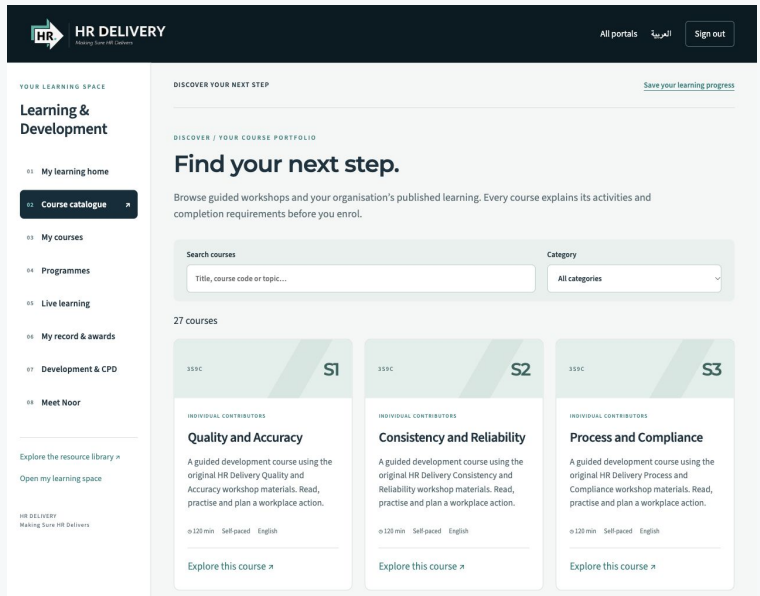
Export the relevant learning-record information and retain the associated verification receipt. Use them to support a development or administrative conversation, while distinguishing the workspace's record of learning from any separate professional accreditation or external qualification decision.

YOUR OUTPUTS

- A learning-record export
- An associated verification receipt

HOW TO USE IT

1. **Select the record.** Identify the learning information needed for the authorised review purpose.
2. **Retain the export.** Keep the exported record together with its associated verification receipt.
3. **Explain the context.** State what the record represents when using it in another review.



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WHY THIS HELPS

Helps users share recorded development with the context needed to interpret what the information confirms within the learning workspace.

IN YOUR ORGANISATION / ILLUSTRATIVE

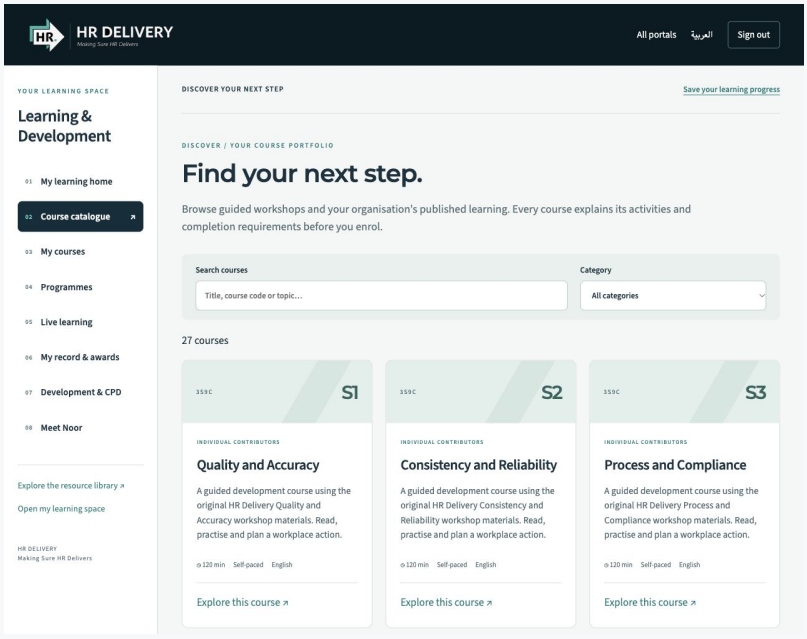
Illustrative example: an employee exports relevant learning-record information for a development review and keeps its associated verification receipt. The manager uses it to understand the recorded learning, while recognising that a separate professional body or qualification provider may require its own evidence and decision process. What does this exported record establish, and which external decisions remain outside its scope?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

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Learning insights and reporting

Review assignment, participation and progress information to identify where learning support, administration or a specific development conversation is needed next.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHAT IT GIVES YOU

Review relevant assignment and progress information for the authorised audience. Discuss patterns and exceptions in context, then follow up specific participation, completion or support questions with the learner or manager.

YOUR OUTPUTS

- A learning progress view
- Participation and completion questions
- Targeted follow-up actions

HOW TO USE IT

1. **Choose the question.** Define which participation, progress or assignment issue the review should inform.
2. **Review the information.** Use the relevant reporting view for the authorised learning audience.
3. **Follow up specifically.** Discuss the identified issue and agree an appropriate support or administrative action.

WHY THIS HELPS

Directs follow-up towards specific commitments and gives managers a practical basis for discussing the learning work that needs attention.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: an authorised learning manager reviews assignment progress for a cohort and identifies learners whose work needs attention. They use the information to ask about practical barriers or support, considering context before deciding whether a reminder, manager conversation or revised arrangement is appropriate. Which progress pattern calls for a useful support conversation, and what context should you establish first?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · LEARNING STUDIO LMS

IDP Generator in the Resource Library

Use the Resource Library's IDP route to connect a role need with development priorities and resources for discussion with the manager.

WHAT IT GIVES YOU

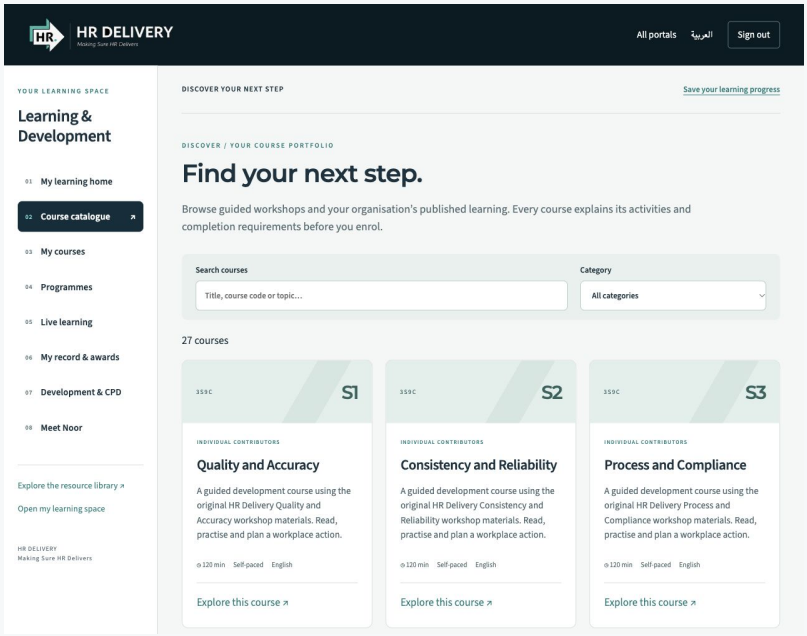
The inventory includes an IDP route within the Resource Library. The reviewed public creator supplies a role-based plan and suggestions; confirm portal arrangements while using the plan for development discussion.

YOUR OUTPUTS

- A development-planning starting point
- Relevant resource choices
- Priorities for a manager discussion

HOW TO USE IT

1. **Describe the need.** Start with the role context and the development priorities requiring attention.
2. **Review the plan.** Discuss suggested actions and resources with the learner and supporting manager.
3. **Select relevant learning.** Choose library material or courses that fit the agreed development priorities.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHY THIS HELPS

Makes resource selection purposeful and gives learner and manager a concrete starting point for choosing the next development activity.

IN YOUR ORGANISATION / ILLUSTRATIVE

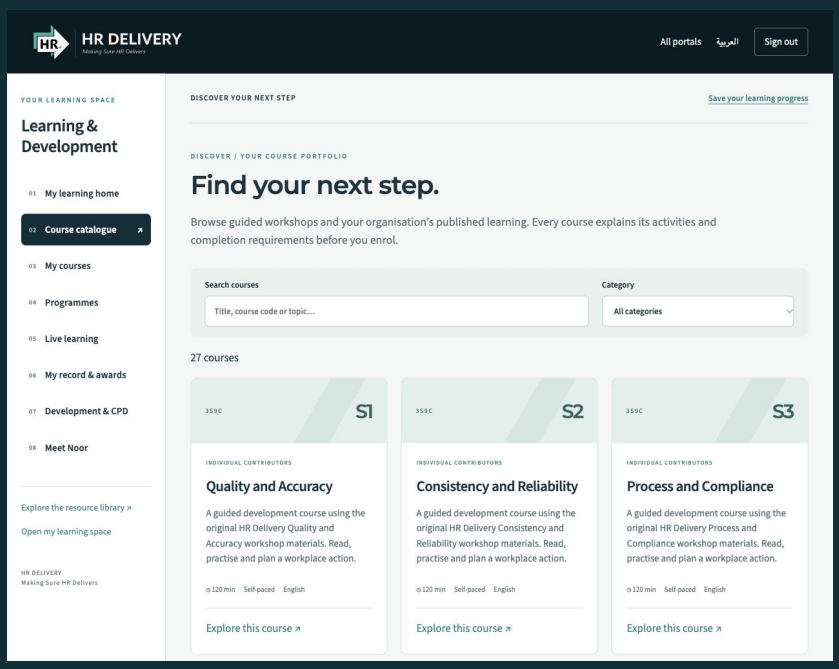
Illustrative example: a learner selects the development-planning route when browsing resources and prepares a role-based starting plan. They confirm the portal arrangements and use the priorities to discuss suitable material and practice with their manager, without assuming automatic transfer between the public creator and learning records. How will you use the plan in your development discussion, and which workspace arrangements should be confirmed?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · LEARNING STUDIO LMS

Meet Noor in Learning Studio

Find the learning specialist area in the portal navigation and prepare a capability question for the relevant resource or service route.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHAT IT GIVES YOU

Meet Noor appears in the published learner navigation. Frame a capability question and explore relevant resource or service routes; live specialist AI interaction depends on completion of its external provider connection.

YOUR OUTPUTS

- A focused capability question
- Relevant service and resource routes

HOW TO USE IT

1. **Frame the question.** Describe the audience, capability need and practical development outcome you seek.
2. **Review the routes.** Explore the relevant learning service, resource or planning options available.
3. **Prepare the follow-up.** Take a clear brief into the appropriate HR Delivery discussion.

WHY THIS HELPS

Provides a recognisable specialist entry and connects the learner's development question with a suitable next resource or service conversation.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a learner sees Meet Noor within Learning Studio and prepares a question about choosing resources for a new responsibility. They take the audience, role context and learning purpose through the agreed service route, with Lama confirming the enabled communication arrangements for the enquiry. Which capability question and role context should you prepare before seeking specialist learning support?

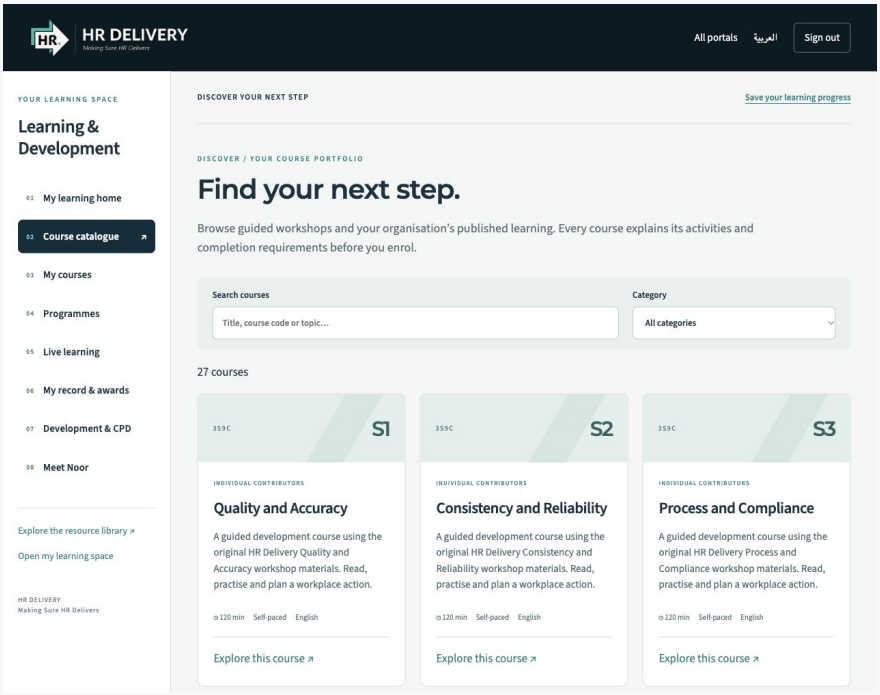
SERVICE CONTEXT / Live specialist AI connection pending.

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · LEARNING STUDIO LMS

27 guided competency resource courses

Follow a guided competency course that connects TalentMaps resources with reading, reflection and workplace application for an agreed development priority.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHAT IT GIVES YOU

The published catalogue shows 27 courses, including Quality and Accuracy, Consistency and Reliability, and Process and Compliance. Select a relevant competency and follow its resources and activities within an agreed plan.

YOUR OUTPUTS

- A guided competency course
- Structured resource activities
- Workplace application for review

HOW TO USE IT

1. **Choose the competency.** Select the course that fits the learner's agreed capability development priority.
2. **Use the guidance.** Work through the resources and activities included in the course journey.
3. **Apply the learning.** Bring a relevant work example into the development and review conversation.

WHY THIS HELPS

Gives competency resources a structured learning journey and helps the learner use the material with a clear purpose and application.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a learner selects Quality and Accuracy from the guided competency course catalogue because it fits an agreed development priority. They follow the relevant resources and activities, then discuss a suitable workplace practice task and evidence with their manager as part of the wider plan. Which of the guided competency courses fits your agreed priority, and how will you practise its ideas?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · RESOURCE LIBRARY

Resource Library: 13 collections

Find development material by purpose, from a focused competency activity to a programme, professional reading or a practical reference guide.

WHAT IT GIVES YOU

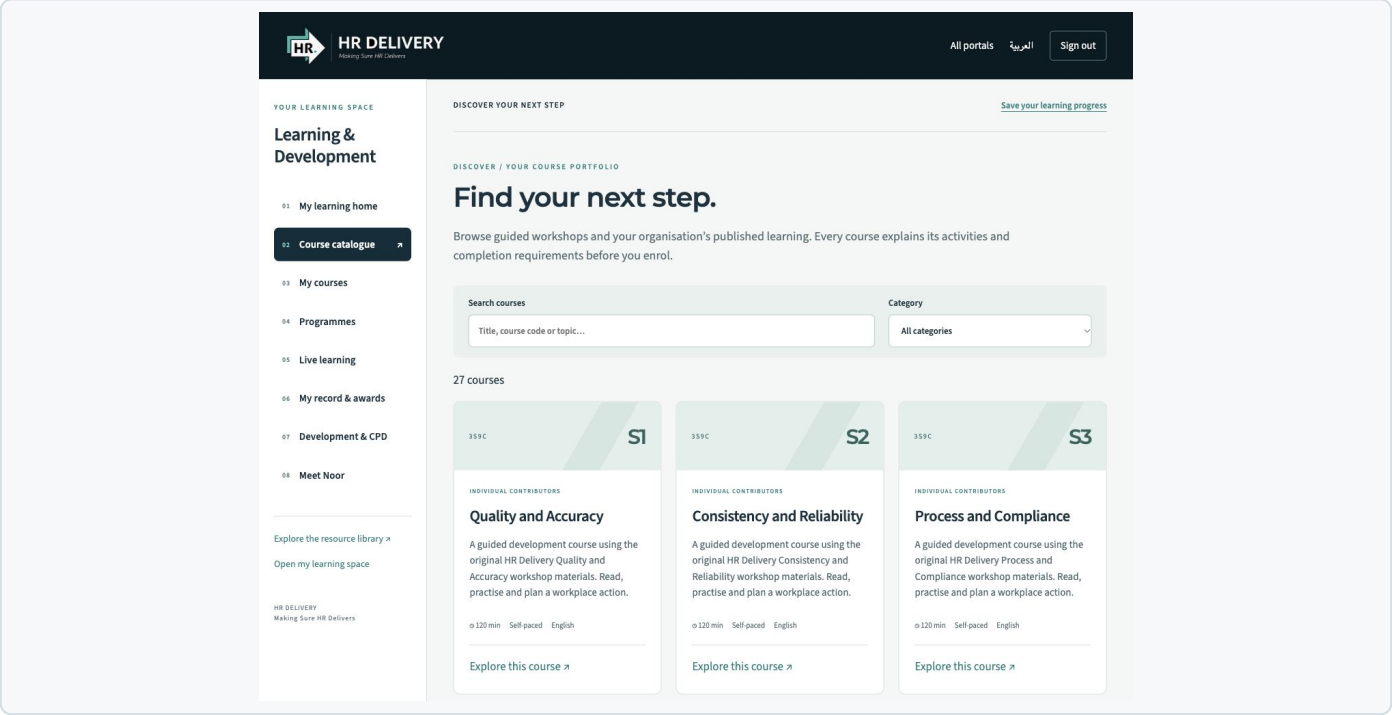
The supplied LMS inventory indexes 909 entries across 13 collections. Use the collection structure to narrow the search, choose a relevant resource and connect it with an agreed learning or development action.

YOUR OUTPUTS

- A relevant resource collection
- Selected development material
- An application or discussion task

HOW TO USE IT

1. **Start with the purpose.** Identify the development question the resource needs to help answer.
2. **Choose the collection.** Use the collection headings to narrow the relevant material.
3. **Connect with practice.** Agree how the chosen resource will support learning or discussion.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHY THIS HELPS

Makes a broad resource offer easier to navigate and helps learners choose material for a specific development purpose.

IN YOUR ORGANISATION / ILLUSTRATIVE

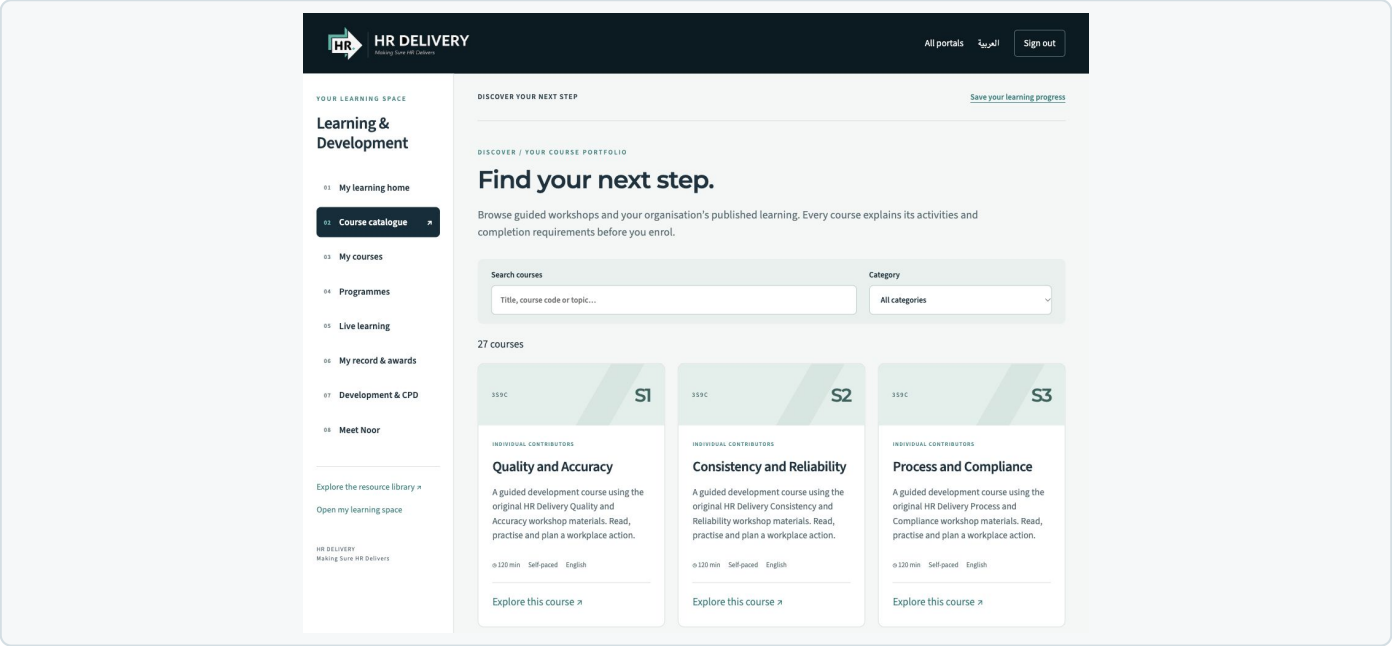
Illustrative example: a learning administrator uses the thirteen collection headings to narrow a search for material supporting a new manager. The supplied inventory describes 909 entries across those collections; the administrator selects relevant resources by purpose without treating every indexed item as a separate course. Which collection best fits your current question, and what will you ask the learner to do with its resources?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · RESOURCE LIBRARY

Development pathways and programmes

Find a development route that links several activities together, giving learners a sequence to follow around a broader capability need.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio navigation includes the Resource Library; published demonstration.

WHAT IT GIVES YOU

This collection supports longer development journeys through pathways and programmes. Review the intended audience and purpose, then identify the stages, resources and workplace application that would make the route useful for the learner.

YOUR OUTPUTS

- A programme or pathway choice
- A proposed learning sequence
- Workplace application points

HOW TO USE IT

1. **Choose the purpose.** Describe the capability need and the intended development audience.
2. **Review the route.** Compare the programme structure with the learner's development priorities.
3. **Plan the application.** Agree how learning stages will connect with workplace practice.

WHY THIS HELPS

Helps learners see how separate activities fit together and gives managers a clearer structure for supporting sustained development.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a client wants development to extend beyond a single workshop. The learning team explores a relevant pathway, considers the intended audience and stages, and proposes where participants could practise between activities before discussing the programme structure and service arrangements with the responsible colleagues. What sequence of learning and workplace application would make this pathway useful for your audience?

SOURCE: HR.DELIVERY / DEVELOPMENT

E2 · PORTAL · RESOURCE LIBRARY

Behavioural and technical competencies

Use competency references to clarify the behaviour and technical capability relevant to a role before selecting learning or practice activities.

WHAT IT GIVES YOU

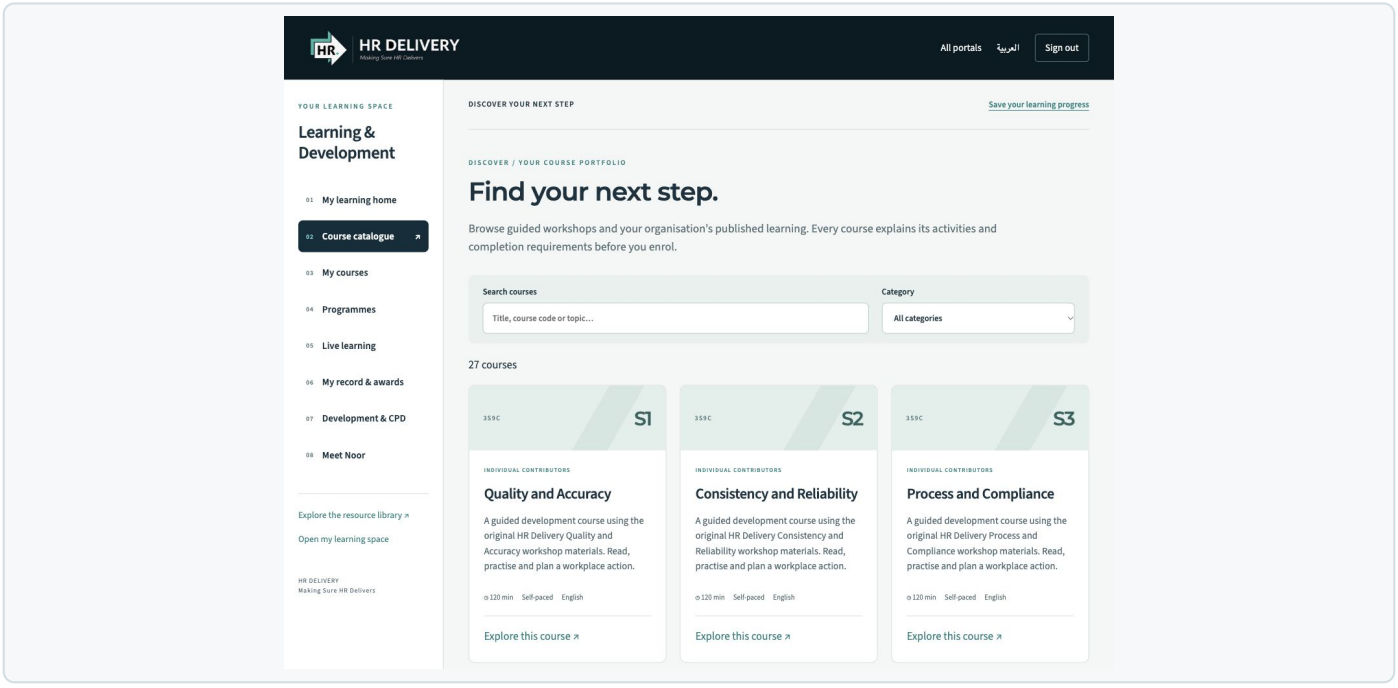
The collection brings behavioural and technical competency material into resource selection. Start with the role requirement, review the relevant definitions and use them to frame development questions; a competency directory is not an individual assessment result.

YOUR OUTPUTS

- Relevant competency definitions
- A clearer capability requirement
- Questions for development planning

HOW TO USE IT

1. **Identify the requirement.** Start with the capability needed for the role or task.
2. **Review the reference.** Read the relevant behavioural or technical definitions in context.
3. **Frame the development.** Use the reference to specify a meaningful practice or learning need.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio navigation includes the Resource Library; published demonstration.

WHY THIS HELPS

Gives learners and managers a shared vocabulary for discussing development and keeps resource choices connected to role requirements.

IN YOUR ORGANISATION / ILLUSTRATIVE

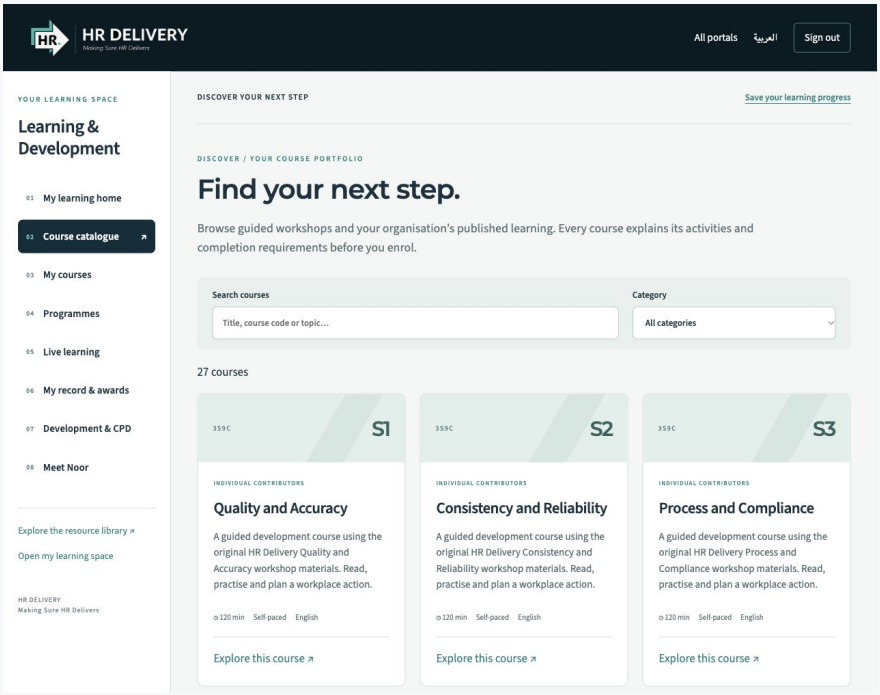
Illustrative example: a manager preparing an employee's development discussion reviews the behavioural and technical requirements relevant to the role. The definitions help frame questions about work evidence and priorities, without being treated as a personal assessment result or proof of the employee's current capability. Which competency definition clarifies the role requirement you want to discuss with the employee?

SOURCE: HR.DELIVERY / DEVELOPMENT

E2 · PORTAL · RESOURCE LIBRARY

TalentMaps competency workshops

Find workshop resources around a particular competency so facilitated discussion can connect a shared development theme with participants' work examples.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio navigation includes the Resource Library; published demonstration.

WHAT IT GIVES YOU

This collection brings the 27 TalentMaps competency workshops into the resource offer. Select the contributor, manager or leader context and relevant competency, then review the available workshop material for preparation, discussion and application.

YOUR OUTPUTS

- A competency workshop focus
- Resources for facilitated discussion
- Participant application ideas

HOW TO USE IT

1. **Select the competency.** Match the workshop focus to the audience's development need.
2. **Prepare the discussion.** Choose relevant examples and review the available workshop resources.
3. **Agree the application.** Help participants identify where they can practise the competency at work.

WHY THIS HELPS

Helps facilitators connect a shared competency model with a practical workshop conversation and specific opportunities for participants to apply learning.

IN YOUR ORGANISATION / ILLUSTRATIVE

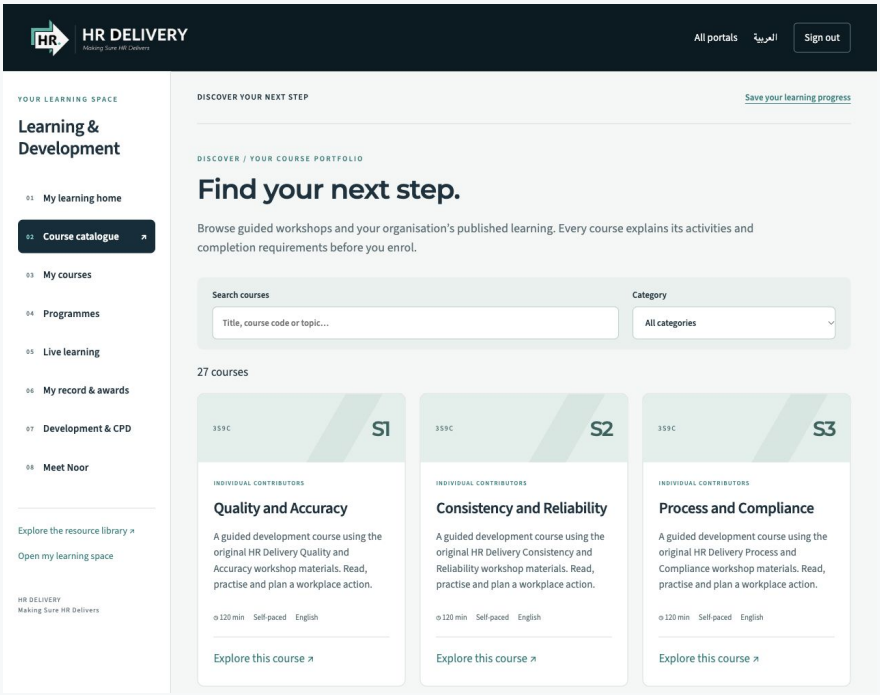
Illustrative example: a facilitator searches the workshop collection for a competency relevant to individual contributors. They review the available resources and prepare an activity around a suitable work situation, connecting the chosen workshop focus with participant discussion and a manageable application task after the session. Have you selected the appropriate contributor, manager or leader context for this workshop?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · RESOURCE LIBRARY

Competency development manuals

Use focused competency reading and activities between workshops, coaching conversations and manager reviews to support continued practice of an agreed priority.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio navigation includes the Resource Library; published demonstration.

WHAT IT GIVES YOU

Choose from the 27 competency manuals for an agreed priority. Select suitable activities and use the material with the development plan, keeping reading distinct from evidence of improved workplace capability.

YOUR OUTPUTS

- A selected competency manual
- Focused reading and activities
- Evidence to discuss after practice

HOW TO USE IT

1. **Select the manual.** Choose the competency that fits the current development priority.
2. **Use an activity.** Work through a relevant exercise or application question from the material.
3. **Review the experience.** Discuss what the learner tried and what they learned from practice.

WHY THIS HELPS

Provides continuity after a learning event and gives the learner relevant material to use while practising an agreed development priority.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: an employee chooses a manual to support an agreed development goal between manager check-ins. They select a practical activity and record what happens when they try it, giving the next discussion evidence of experience alongside the reading completed and questions still to explore. Which manual activity will generate a useful experience to discuss at your next development review?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · RESOURCE LIBRARY

Workshop programmes and brochures

Compare workshop offers through their programme information, helping the client clarify the intended audience, focus and delivery questions before planning participation.

WHAT IT GIVES YOU

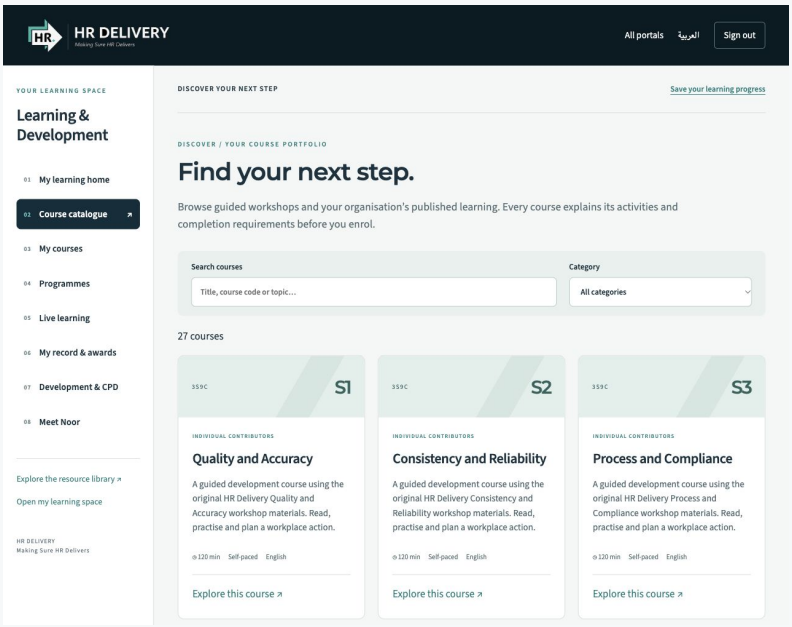
This collection holds programme and brochure material for workshop selection. The public development offer includes 63 introductory one-day workshops, distinct from the 27 competency workshops; use the descriptions to identify relevant options and preparation questions.

YOUR OUTPUTS

- A workshop shortlist
- Programme and brochure references
- Delivery and preparation questions

HOW TO USE IT

1. **Define the audience.** Identify who will attend and the development topic they need.
2. **Review the programme.** Compare the described focus and format with the client's purpose.
3. **Discuss practical delivery.** Clarify preparation, delivery arrangements and follow-up with the service team.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio navigation includes the Resource Library; published demonstration.

WHY THIS HELPS

Helps clients make an informed workshop enquiry and discuss fit before arranging delivery or assigning a learning commitment.

IN YOUR ORGANISATION / ILLUSTRATIVE

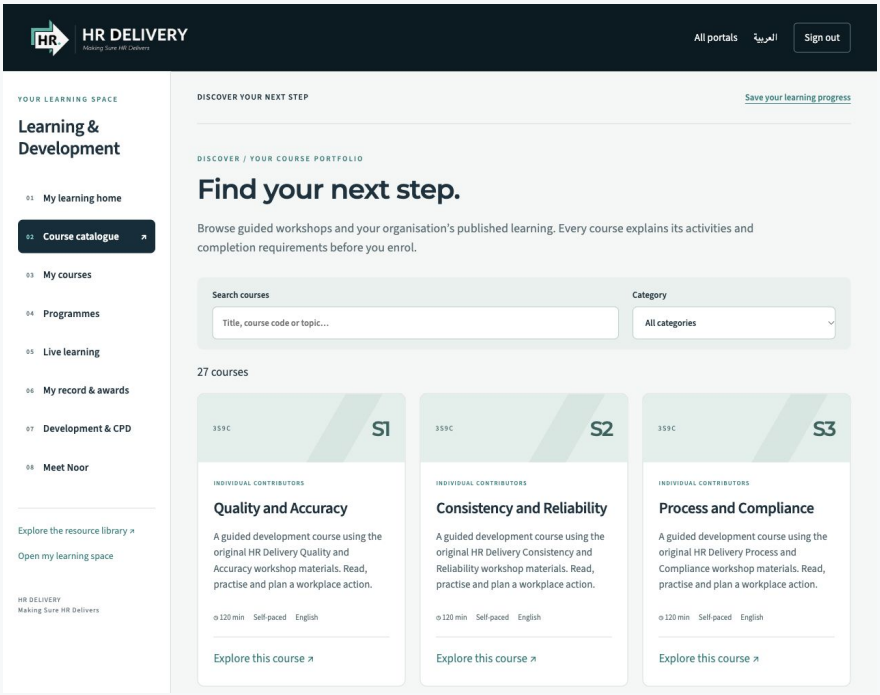
Illustrative example: an HR coordinator reviews workshop brochures to prepare a shortlist for a team development day. They distinguish the wider introductory workshop offer from the competency workshops, then ask about audience fit, delivery and preparation before including an option in the proposed programme. Which brochure details need clarification before this workshop is suitable for the proposed audience and purpose?

SOURCE: HR.DELIVERY / DEVELOPMENT

E2 · PORTAL · RESOURCE LIBRARY

Coaching and mentoring

Choose a coaching or mentoring resource to support a focused conversation, practical reflection or action between agreed development review points.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio navigation includes the Resource Library; published demonstration.

WHAT IT GIVES YOU

The collection links the 6A framework with questions, activities and coaching materials. Use the conversation's purpose to select an appropriate resource, then agree the action and review point with the learner or coach involved.

YOUR OUTPUTS

- A focused conversation resource
- Reflection or practice activity
- An agreed development action

HOW TO USE IT

1. **Set the focus.** Describe the development question the conversation should help address.
2. **Choose the resource.** Select a suitable framework stage, question or practical activity.
3. **Agree the next step.** Turn the discussion into an action and a useful review point.

WHY THIS HELPS

Helps learning continue through purposeful conversation and gives the learner a practical way to work with feedback or development priorities.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a manager preparing a development conversation selects a coaching question and activity linked to the employee's goal. They use the material to support reflection, then agree an action and review point, keeping the conversation focused on the learner's choices and relevant work experience. What resource will help this conversation progress from reflection to an action the learner can choose?

SOURCE: HR.DELIVERY / DEVELOPMENT

E2 · PORTAL · RESOURCE LIBRARY

Consultancy, change and project delivery

Find delivery resources to help a project team organise work, record decisions and prepare its next practical implementation conversation.

WHAT IT GIVES YOU

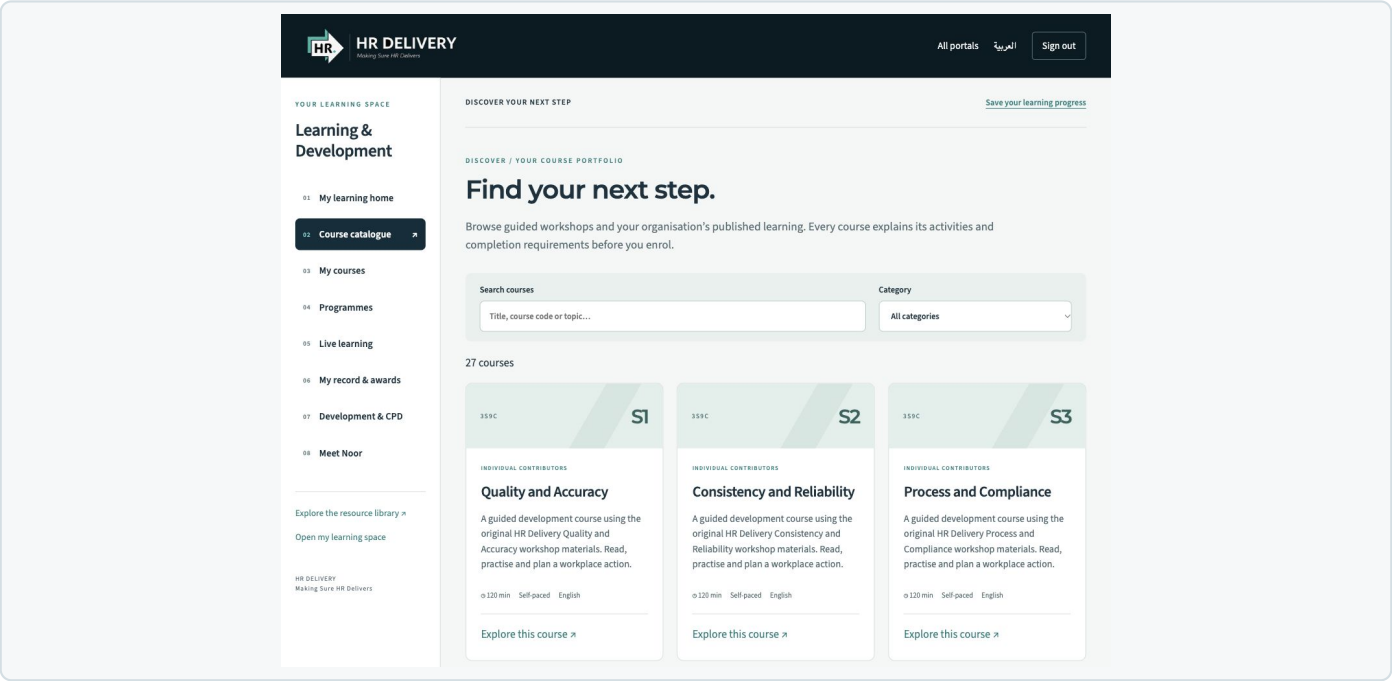
This collection supports consultancy, change and project work. The public development directory describes five complete toolkits and four Excel workbooks; select material against the project's current need and adapt its use to the organisation's context.

YOUR OUTPUTS

- Relevant project delivery resources
- A working project document
- Questions for the implementation review

HOW TO USE IT

1. **Identify the task.** Define the project or change activity that needs practical support.
2. **Choose the material.** Review the relevant toolkit or workbook for that task.
3. **Adapt for use.** Use appropriate project information and agree how outputs will be reviewed.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio navigation includes the Resource Library; published demonstration.

WHY THIS HELPS

Provides a structured starting point for project work and focuses the team's discussion on the decisions and actions needed.

IN YOUR ORGANISATION / ILLUSTRATIVE

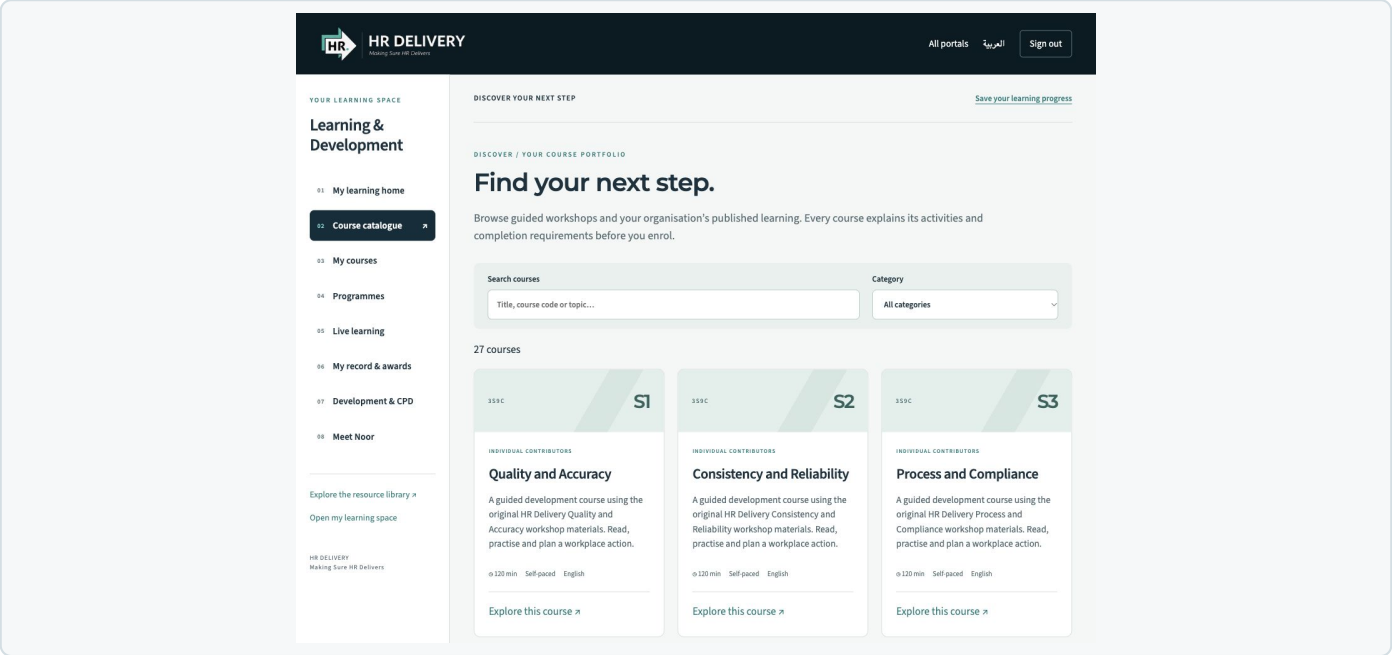
Illustrative example: a project team looks for a resource to organise the next phase of a change initiative. It selects a suitable toolkit or workbook, adapts the working document to the organisation's context and records the questions that need attention at the implementation review. What current project decision or document should this resource help the team prepare?

SOURCE: HR.DELIVERY / DEVELOPMENT

E2 · PORTAL · RESOURCE LIBRARY

Frameworks and diagnostic practice

Clarify an organisational question before selecting evidence-gathering methods, using frameworks and diagnostic references to identify what needs to be understood.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio navigation includes the Resource Library; published demonstration.

WHAT IT GIVES YOU

Move from an organisational concern to a diagnostic approach. Review framework topics and methods, identify the evidence needed and plan how findings would inform a decision, intervention or further investigation.

YOUR OUTPUTS

- A clearer diagnostic question
- An evidence-gathering approach
- A basis for intervention discussion

HOW TO USE IT

1. **Frame the question.** Describe the organisational issue and the decision it should inform.
2. **Plan the evidence.** Choose appropriate diagnostic methods and the information they can provide.
3. **Interpret in context.** Consider the findings before selecting a practical intervention or next investigation.

WHY THIS HELPS

Keeps diagnostic work focused on a defined question and helps the client choose evidence relevant to the decision they face.

IN YOUR ORGANISATION / ILLUSTRATIVE

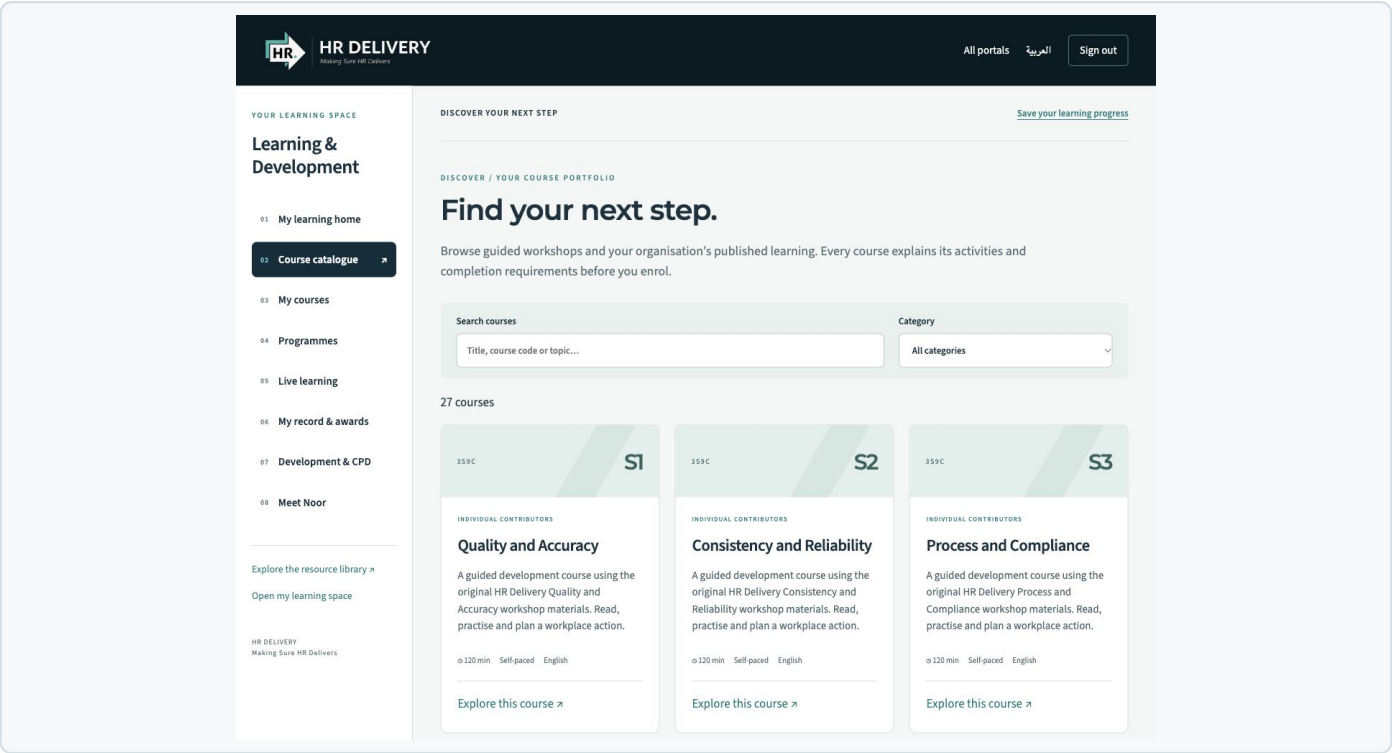
Illustrative example: a department wants to understand why an implementation is meeting resistance. It reviews diagnostic approaches, defines the question and chooses the evidence needed before discussing an intervention, keeping the investigation open to different explanations rather than treating the initial concern as a confirmed cause. What evidence would help you distinguish possible explanations before choosing an intervention?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · RESOURCE LIBRARY

Articles and short insights

Use a short reading piece to introduce an idea, open discussion or give a learner a focused reflection prompt.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio navigation includes the Resource Library; published demonstration.

WHAT IT GIVES YOU

Select a short insight relevant to the current question and add an application prompt. Use the article as an entry into discussion, rather than treating it as a complete development programme.

YOUR OUTPUTS

- A focused reading selection
- A discussion question
- A practical reflection prompt

HOW TO USE IT

1. **Choose the question.** Identify the issue the short reading should help people consider.
2. **Select the insight.** Review a relevant article for the audience and discussion purpose.
3. **Prompt the application.** Ask what the idea means for a specific work situation.

WHY THIS HELPS

Offers a manageable starting point for learning conversations and connects a useful idea with the work currently facing the reader.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a team leader shares a short insight ahead of a discussion about working practices. They add a question inviting colleagues to connect the reading with their experience and identify a practical idea to explore, treating the article as a conversation starter rather than a programme. What discussion question will make this short reading useful in your team's current work?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · RESOURCE LIBRARY

eBooks and professional reading

Explore a topic in greater depth with professional reading that can support a learning objective, project question or ongoing development plan.

WHAT IT GIVES YOU

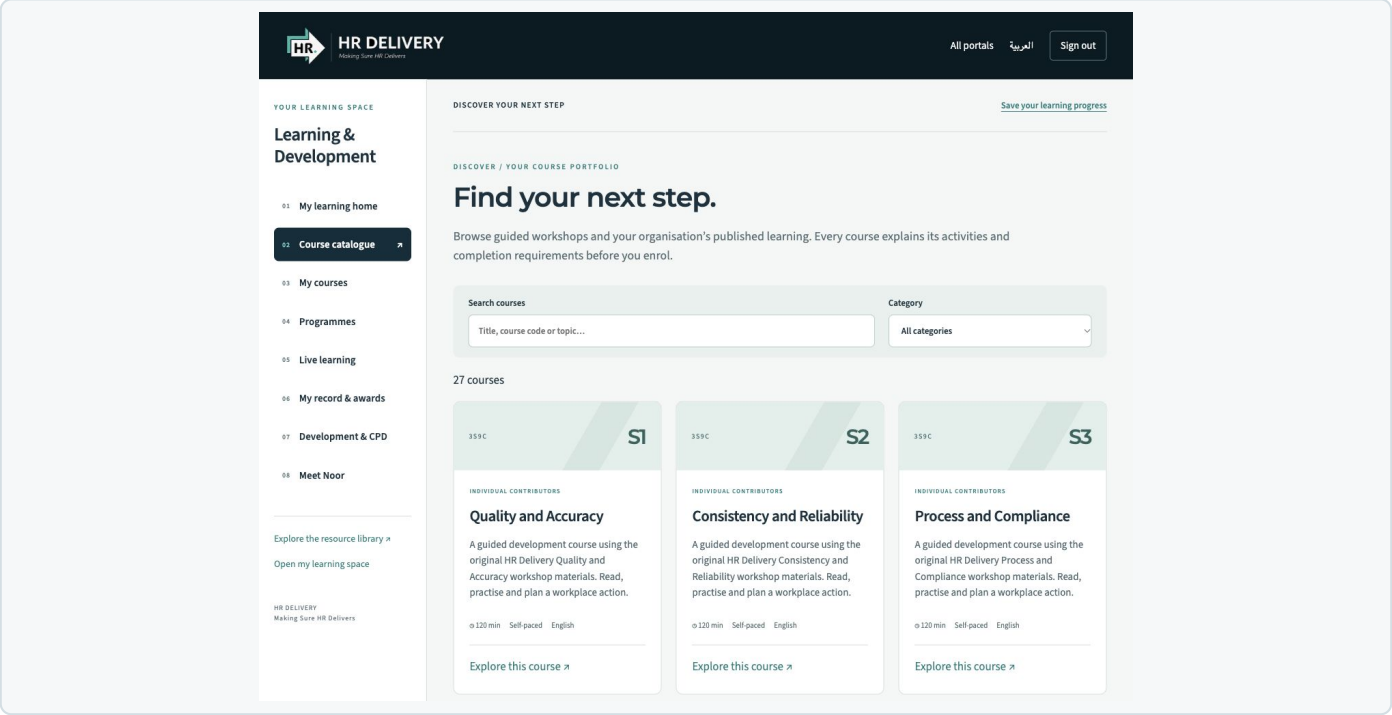
This collection provides longer-form reading resources. Select the publication and relevant sections, agree a question for the learner to explore and use subsequent reflection or discussion to connect the reading with their professional work.

YOUR OUTPUTS

- A professional reading selection
- Focused study questions
- Ideas for workplace application

HOW TO USE IT

1. **Select the reading.** Choose material relevant to the learner's objective and professional context.
2. **Focus the study.** Identify the sections and questions that deserve closer attention.
3. **Discuss the application.** Connect useful ideas with the learner's current work or development plan.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio navigation includes the Resource Library; published demonstration.

WHY THIS HELPS

Supports deeper exploration of a subject while giving the learner a practical focus for using what they read.

IN YOUR ORGANISATION / ILLUSTRATIVE

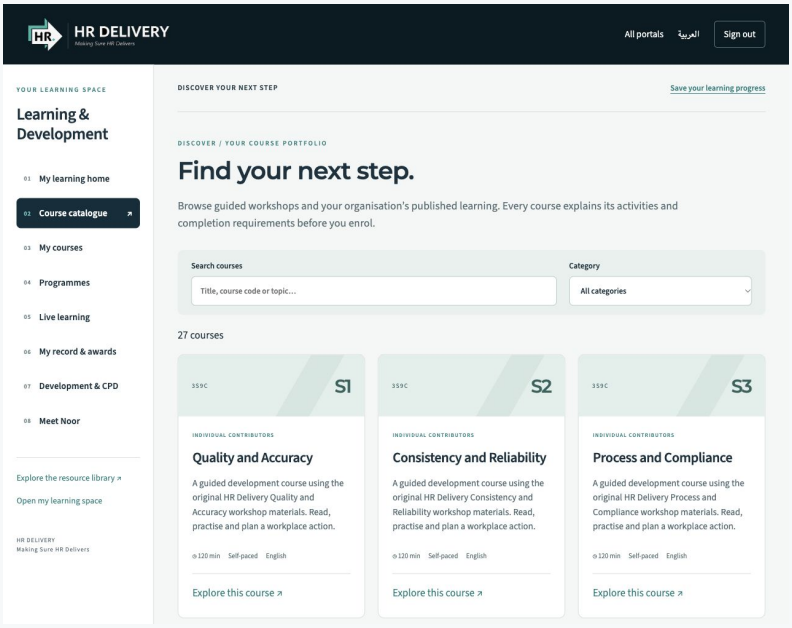
Illustrative example: a professional selects relevant chapters from an eBook to explore a work question in greater depth. They keep notes on the ideas and their application, then bring those reflections to a development conversation before deciding which practice or further reading would be useful. Which question will guide the reading and help you decide how its ideas apply to your work?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · RESOURCE LIBRARY

Gulf countries, research and publications

Bring regional context and research into an HR discussion, reviewing the source, edition and population before judging its relevance.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio navigation includes the Resource Library; published demonstration.

WHAT IT GIVES YOU

The collection combines Gulf-country material with research and publications. Select sources appropriate to the country and question, review their context and date, then distinguish useful background evidence from requirements or conclusions that need separate verification.

YOUR OUTPUTS

- Relevant regional publications
- Source and context notes
- Questions for further investigation

HOW TO USE IT

1. **Define the context.** Identify the country and organisational question the material should inform.
2. **Review the source.** Check the publication's date, population and purpose before drawing conclusions.
3. **Use it carefully.** Explain how the material relates to the specific client discussion.

WHY THIS HELPS

Grounds the discussion in relevant context and makes the basis of a regional or research comparison easier to assess.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: an HR team preparing a regional learning session selects Gulf-country publications relevant to the audience. It records the sources, dates and context, then identifies statements needing separate verification before using them as current requirements or drawing conclusions for the organisation's particular situation. Which parts of this publication provide context, and which claims require a current authoritative check?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · RESOURCE LIBRARY

Toolkits and Top 100 directory

Find tools and learning references by audience and purpose, then choose a manageable resource for a defined development or work task.

WHAT IT GIVES YOU

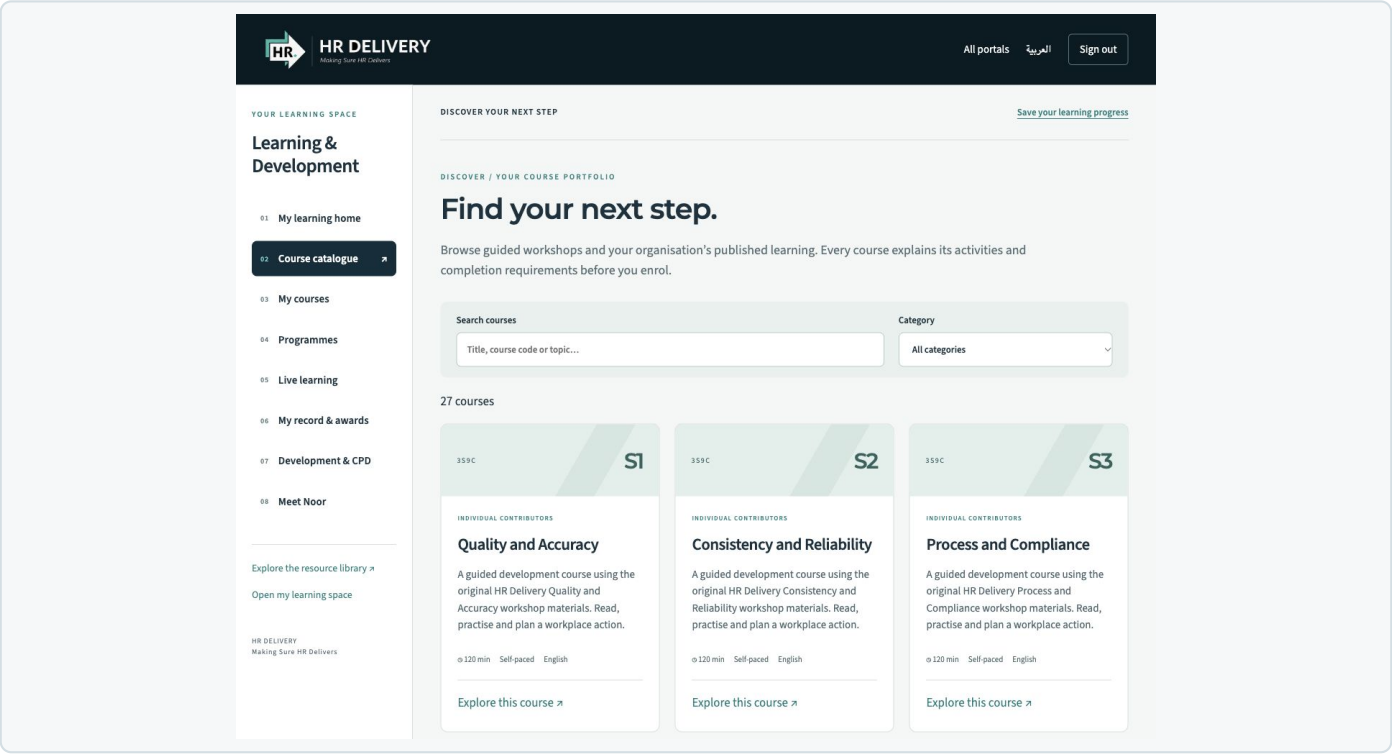
The collection combines toolkits with the Top 100 directory. Its public offer describes ten pathways for six audiences; use that structure to choose material suited to the user and task.

YOUR OUTPUTS

- An audience-relevant resource route
- A selected toolkit or reference
- A focused application task

HOW TO USE IT

1. **Choose the audience.** Start with the learner or practitioner group the resource should support.
2. **Find the pathway.** Review the relevant toolkit or Top 100 learning route.
3. **Apply one resource.** Select a useful tool and connect it with a defined work task.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio navigation includes the Resource Library; published demonstration.

WHY THIS HELPS

Makes a large reference offer easier to approach and helps the client choose a resource with an immediate practical purpose.

IN YOUR ORGANISATION / ILLUSTRATIVE

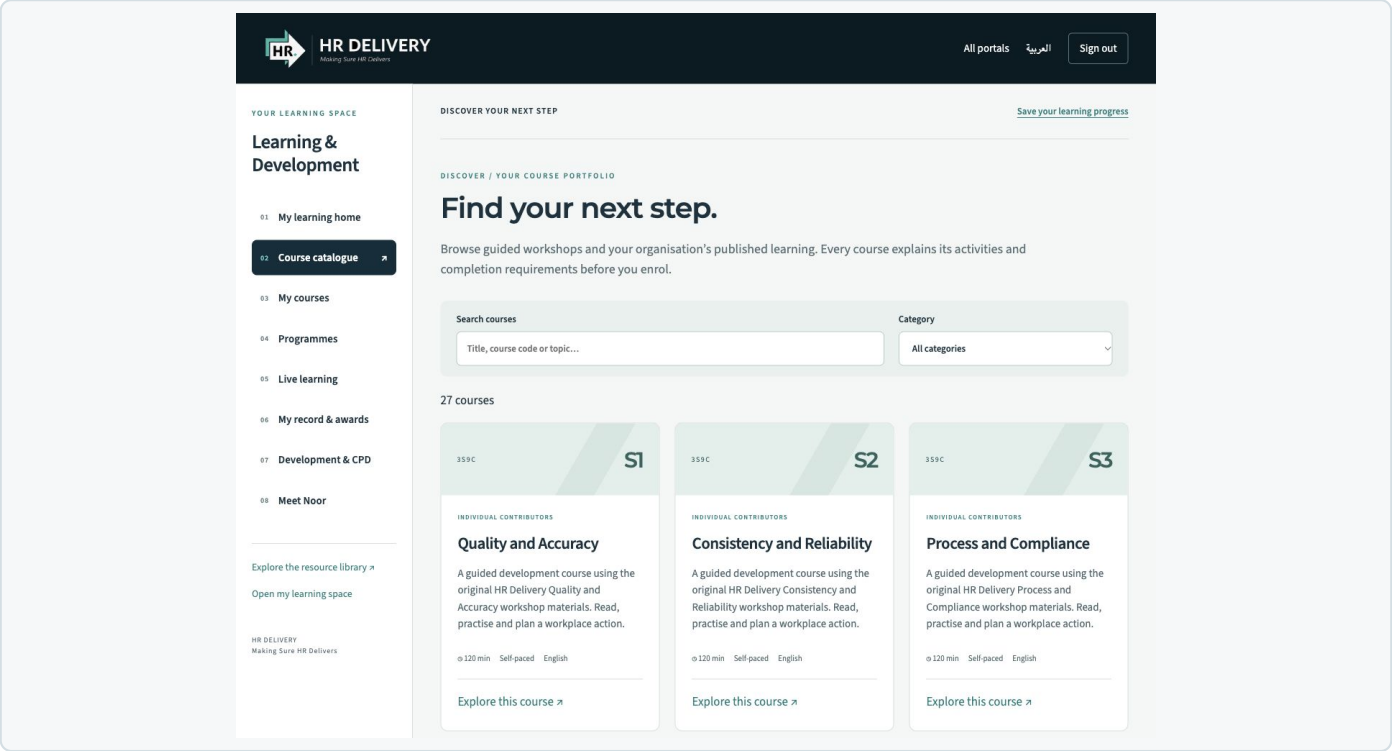
Illustrative example: a consultant chooses a Top 100 route suited to the audience and the task being planned. They identify a relevant reference or toolkit and add a concrete application question, so the material supports the client's immediate work rather than becoming an unfocused reading list. Which audience and task should guide your choice of pathway, toolkit or reference?

SOURCE: HR.DELIVERY / DEVELOPMENT

E2 · PORTAL · RESOURCE LIBRARY

Directories and reference guides

Use directories and guides to find an HR Delivery resource, understand its purpose and identify the appropriate next access route.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio navigation includes the Resource Library; published demonstration.

WHAT IT GIVES YOU

Begin with the resource or service question, locate a relevant directory entry and check its purpose. Identify whether the next step involves public reading, a portal resource or a service enquiry.

YOUR OUTPUTS

- A relevant directory entry
- A clearer resource purpose
- The appropriate access route

HOW TO USE IT

1. **Name the need.** Identify the resource, tool or service question you need to resolve.
2. **Use the directory.** Locate the relevant entry and review its stated purpose.
3. **Follow the route.** Choose the public, portal or enquiry route appropriate to that resource.

WHY THIS HELPS

Clarifies which resource fits the user's need and whether the next step is public reading, portal access or a service enquiry.

IN YOUR ORGANISATION / ILLUSTRATIVE

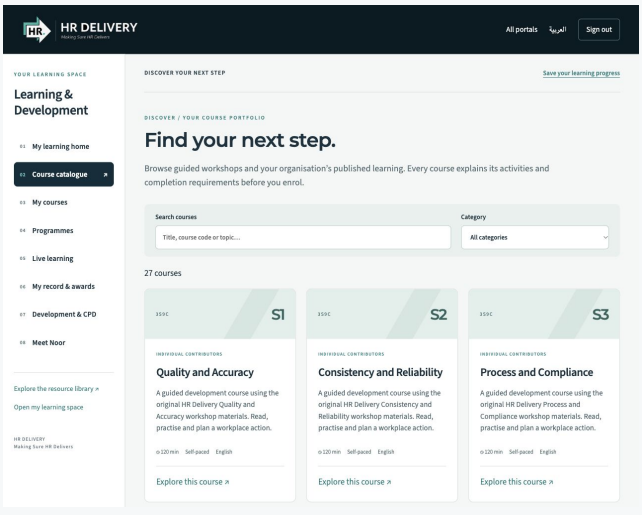
Illustrative example: a learning coordinator uses a directory to locate material for an upcoming programme. They check the entry's purpose and access route, distinguishing public reading, portal material and a service enquiry before preparing the resource list and any questions that Lama can help address. Does this entry lead to public material, a portal resource or a service discussion requiring further arrangements?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · LEARNING & DEVELOPMENT

A learner journey from assignment to record

Connect assigned learning with activities, practical evidence and review so the learner understands how each stage supports completion.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHAT IT GIVES YOU

Explain requirements, then support the learner through activities and any practical submission. Review feedback and record completion or achievement through the appropriate workflow.

YOUR OUTPUTS

- A defined learning commitment
- Completed learning activities
- Reviewed practical evidence
- A learning record

HOW TO USE IT

1. **Start with expectations.** Review the assignment, activities, deadlines and completion requirements together.
2. **Engage with the learning.** Complete the relevant reading, media, reflection or knowledge-check activities.
3. **Apply and submit.** Use learning in the practical task and provide the required evidence.
4. **Review and record.** Discuss feedback and retain completion or achievement through the learning workflow.

WHY THIS HELPS

Makes the journey easier to follow and gives managers useful points to discuss progress or offer learning support.

IN YOUR ORGANISATION / ILLUSTRATIVE

Illustrative example: a learner receives a course assignment with clear activities and practical requirements. They work through the material, submit the agreed evidence and consider the feedback before completion is recorded, retaining a clear connection between the learning commitment, the reviewed work and the resulting record. Can the learner explain the requirements, review process and record that will result from this journey?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · LEARNING & DEVELOPMENT

A course publication pack

Bring course decisions together before publication, giving the author and reviewer a concise account of what learners will receive.

WHAT IT GIVES YOU

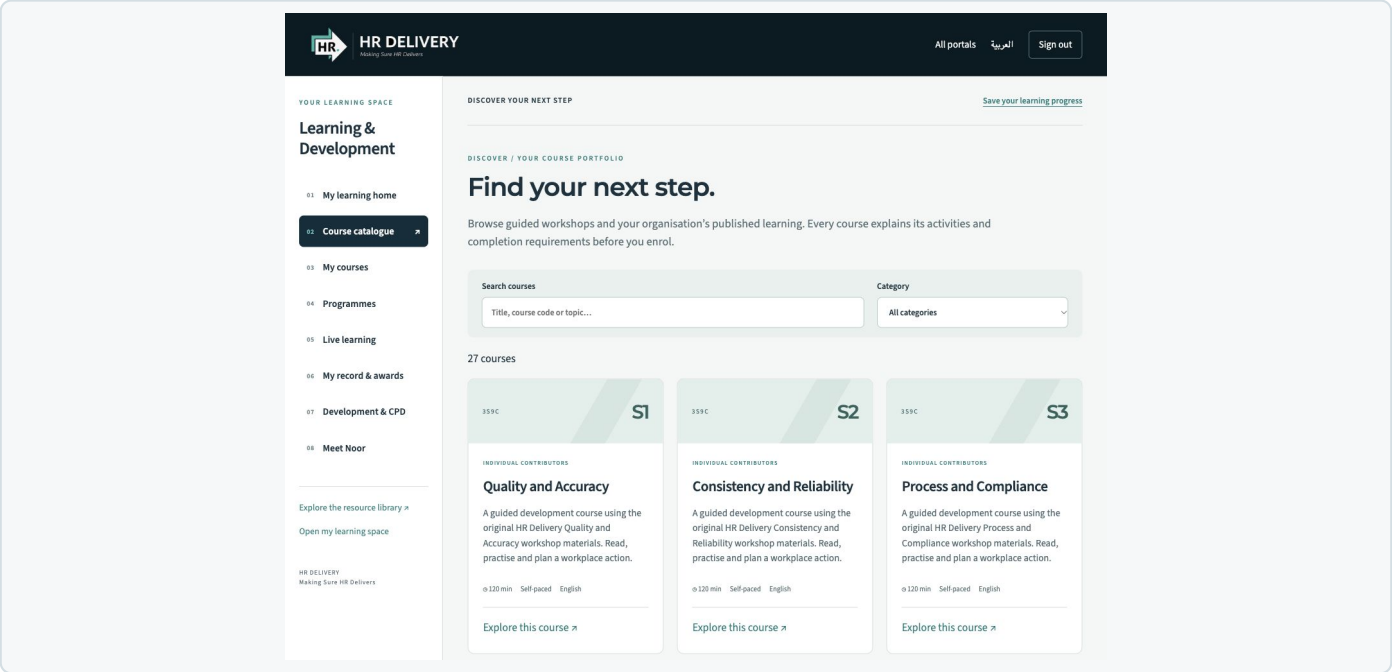
Bring purpose, audience, activities and completion requirements together with rights checks and review decisions. Retain question-bank editions and course-version context so the team can explain the published learning experience.

YOUR OUTPUTS

- Purpose, audience and activity outline
- Content readiness and rights decisions
- Question and completion requirements
- Publication and version context

HOW TO USE IT

1. **Assemble the decisions.** Bring the course purpose, activities and requirements into one review.
2. **Resolve open questions.** Address content, rights and question-review points before publication.
3. **Retain the context.** Keep the published version and relevant source editions identifiable.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHY THIS HELPS

Gives the team a concrete publication review and keeps decisions connected to the content and requirements assigned to learners.

IN YOUR ORGANISATION / ILLUSTRATIVE

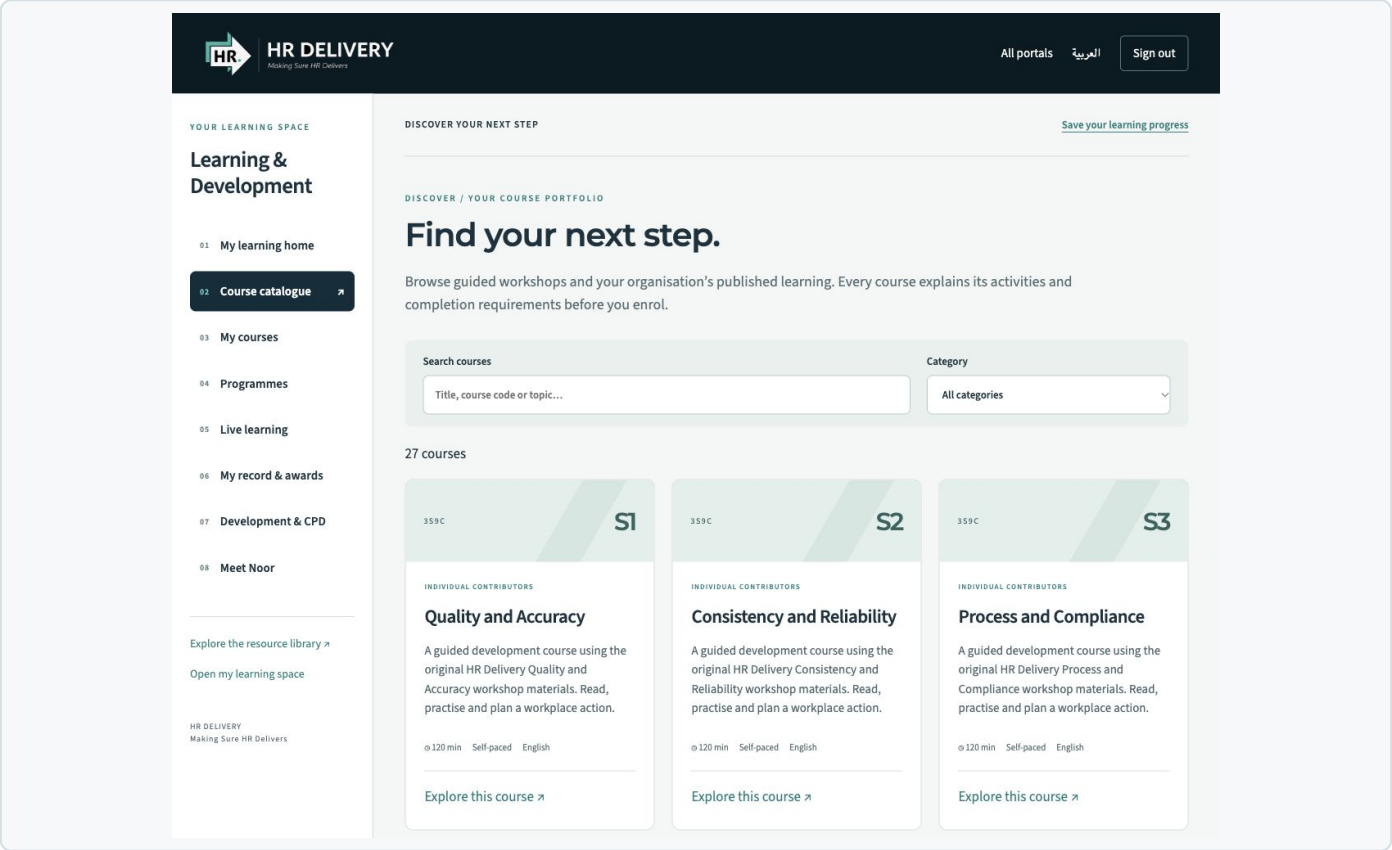
Illustrative example: a course team prepares a publication pack containing purpose, audience, activities and completion requirements. It adds rights and readiness decisions, the relevant question-bank edition and course version, so the publishing decision and learner experience can be explained consistently during a later review. Does the pack give a reviewer enough context to understand and approve the proposed learning experience?

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

E2 · PORTAL · LEARNING & DEVELOPMENT

A first-time manager development journey

Illustrative scenario: a first-time manager uses focused learning, competency resources and check-ins to practise delegation in the workplace.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

WHAT IT GIVES YOU

The organisation selects learning, agrees a real delegation task and schedules a check-in. Reflection or submitted work informs feedback and the next practice opportunity.

YOUR OUTPUTS

- A defined delegation development goal
- An agreed workplace practice task
- Feedback for the next attempt

HOW TO USE IT

1. **Define the goal.** Agree what effective delegation should look like in this role.
2. **Select focused learning.** Choose relevant programme activities, competency resources and practical preparation.
3. **Practise at work.** Use an appropriate work task to apply the selected learning.
4. **Review the experience.** Discuss evidence and feedback before agreeing the next practice step.

WHY THIS HELPS

Connects learning with practical application and review, keeping evidence of capability separate from attendance at the programme.

SOURCE: HR.DELIVERY / DEPARTMENT LEARNING DEVELOPMENT

CLIENT APPLICATION

A first-time manager development journey

A practical way to bring the tool into an organisational conversation.

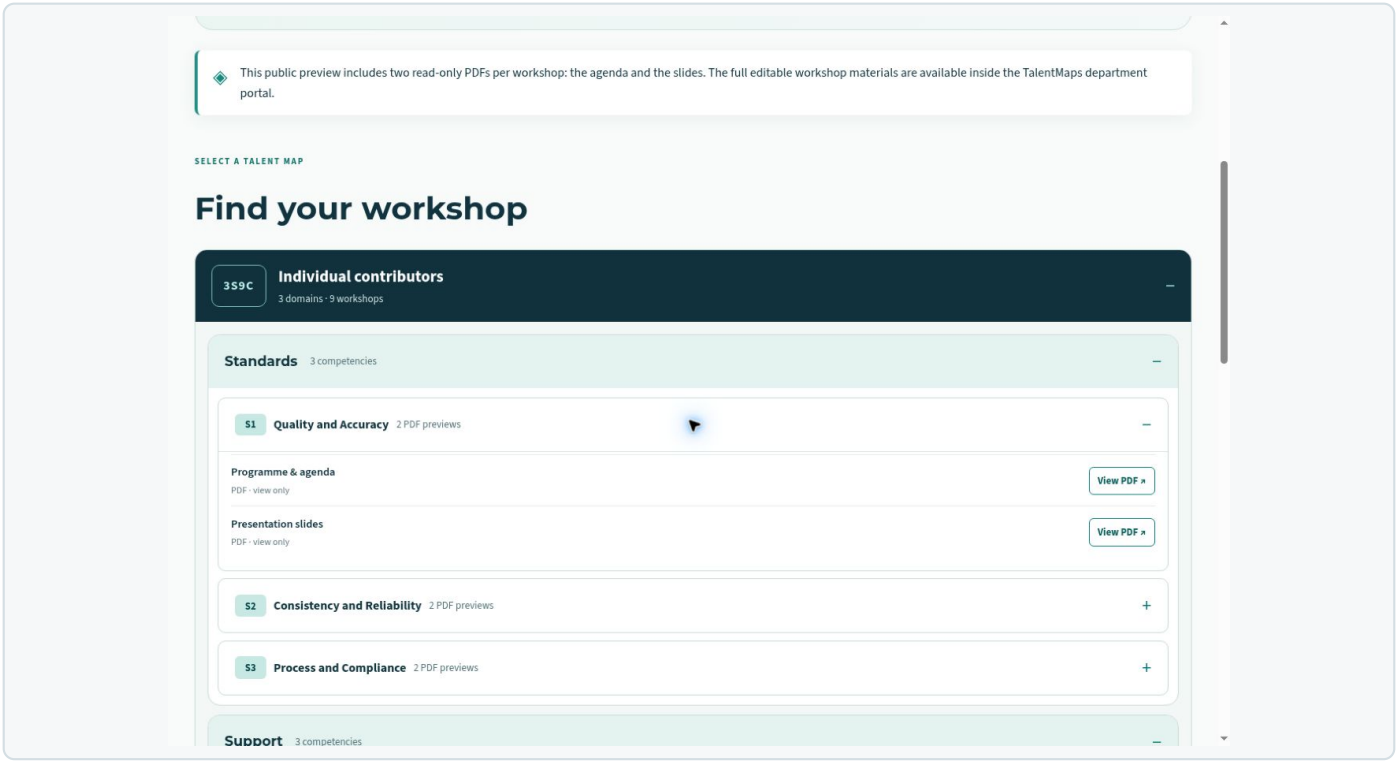
FROM THE MAIN CLIENT GUIDE

Illustrative only. No real client, learning result or performance improvement is asserted.

ILLUSTRATIVE CLIENT EXAMPLE

Illustrative example: a new manager learns about delegation and agrees a suitable work task with their own manager. After trying the approach, they reflect on the experience and discuss practical feedback, using the conversation to plan the next attempt rather than assuming the learning activity guarantees change.

Which real delegation task and review conversation would make this development journey useful for your new managers?

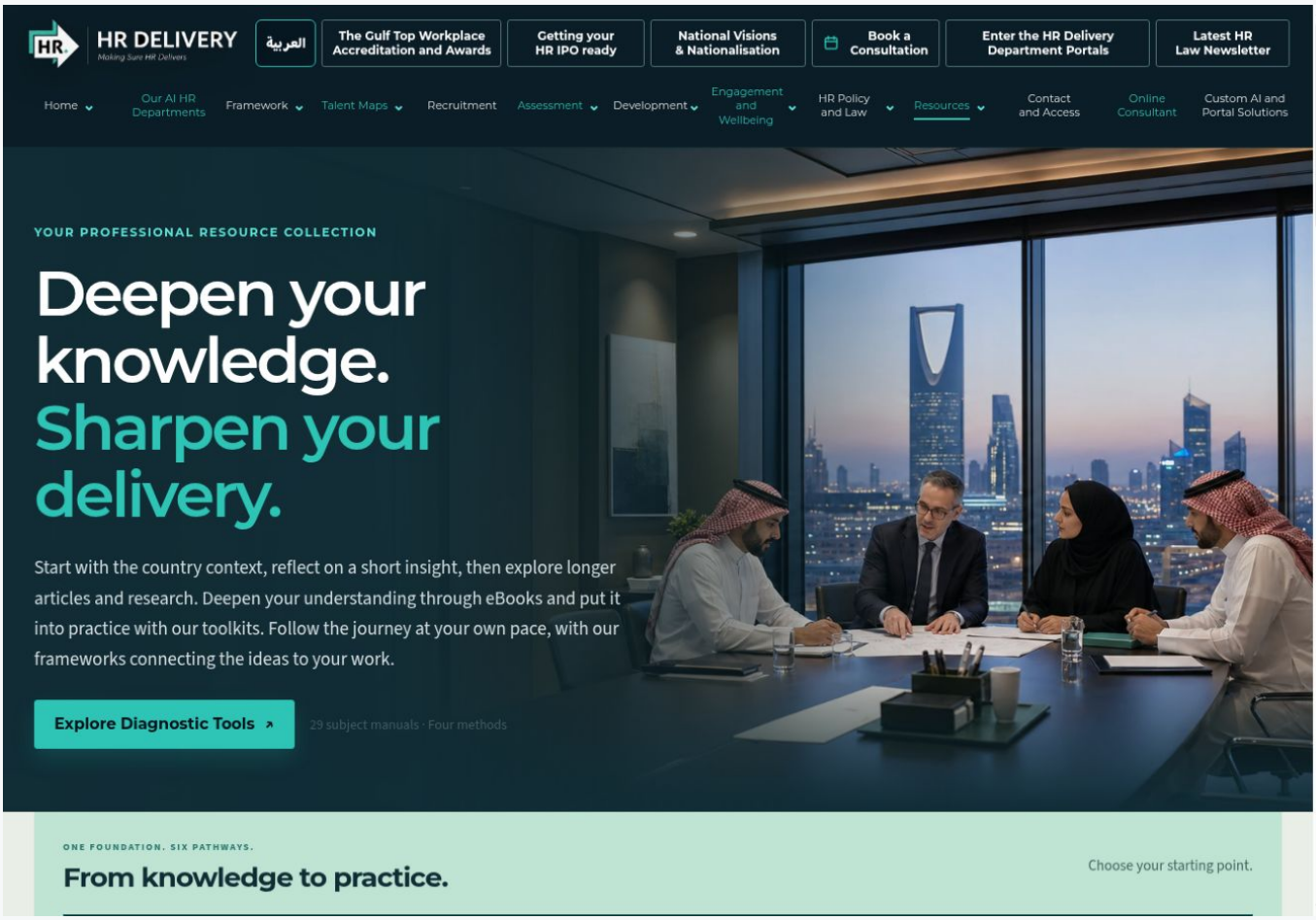


WEBSITE SCREEN / Live competency workshop explorer, with agenda and slide previews.

THE SERVICE ON SCREEN

Content library / screen view

A complete captured view of the related resource, with its original proportions preserved.

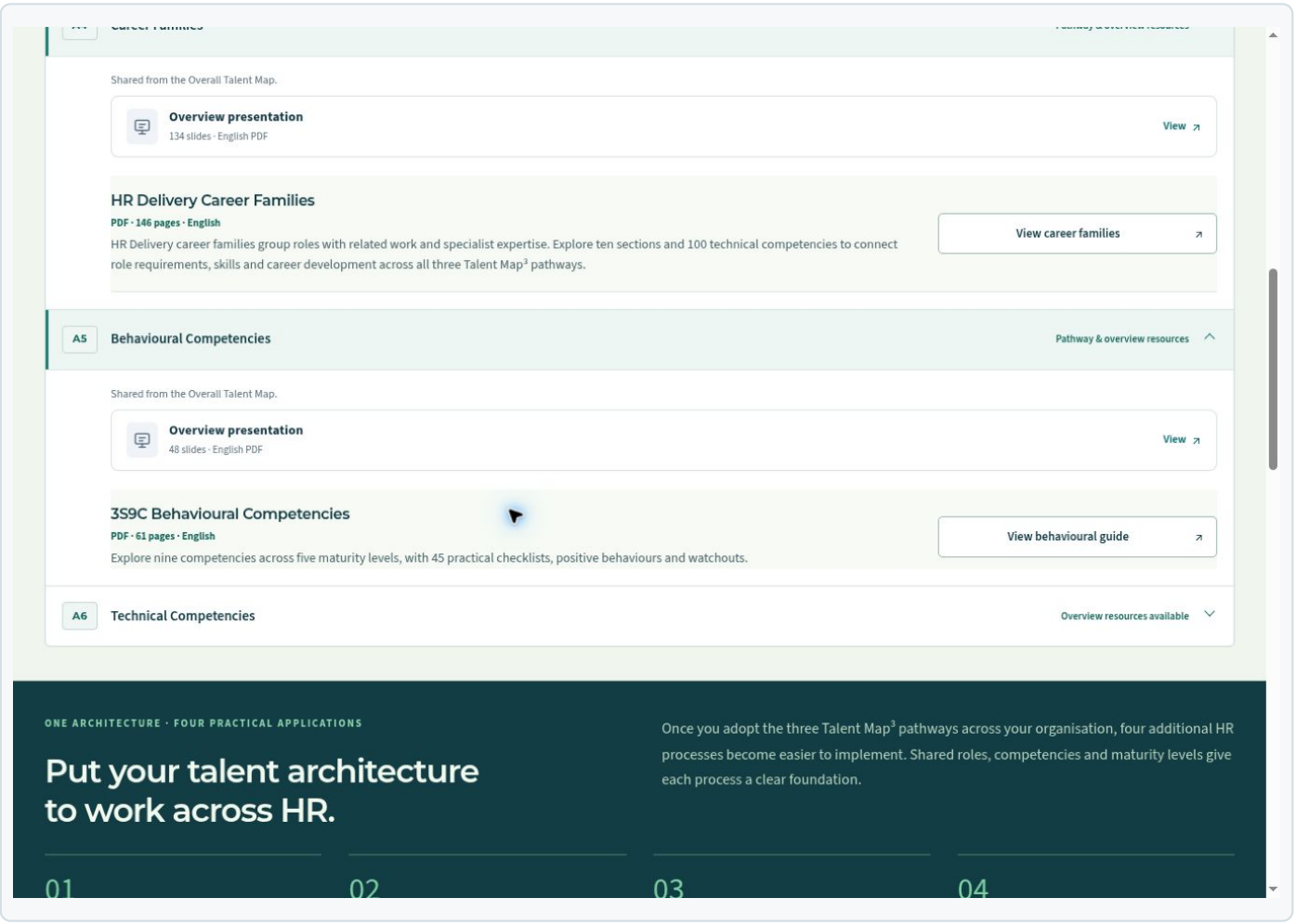


RELATED SERVICE VIEW / Public learning-resource directory supporting content selection; not a private library screen.

THE SERVICE ON SCREEN

Behavioural and technical competencies / screen view

A complete captured view of the related resource, with its original proportions preserved.

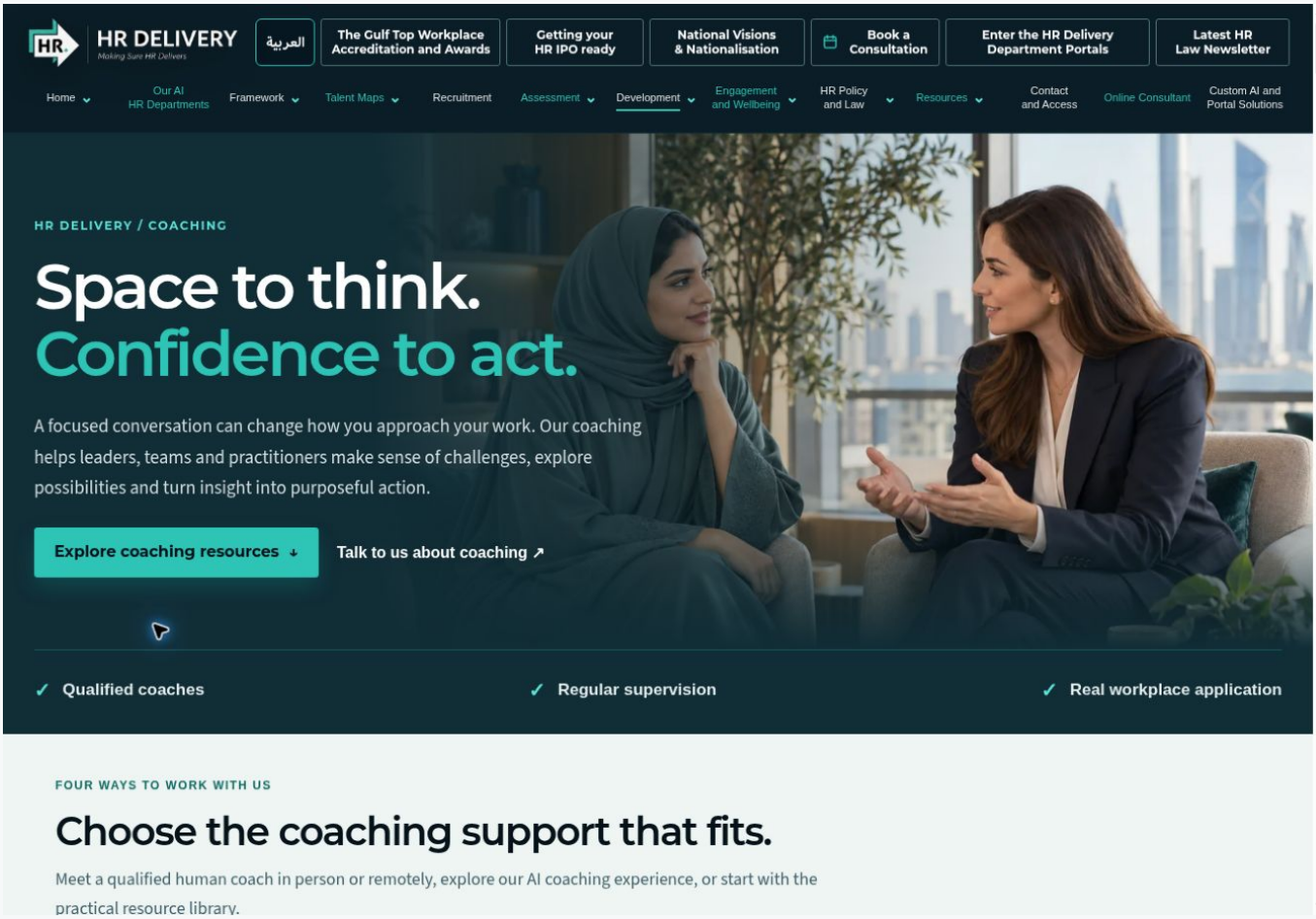


RELATED SERVICE VIEW / Public resource example supporting this named collection; not a protected collection screen.

THE SERVICE ON SCREEN

Coaching and mentoring / screen view

A complete captured view of the related resource, with its original proportions preserved.

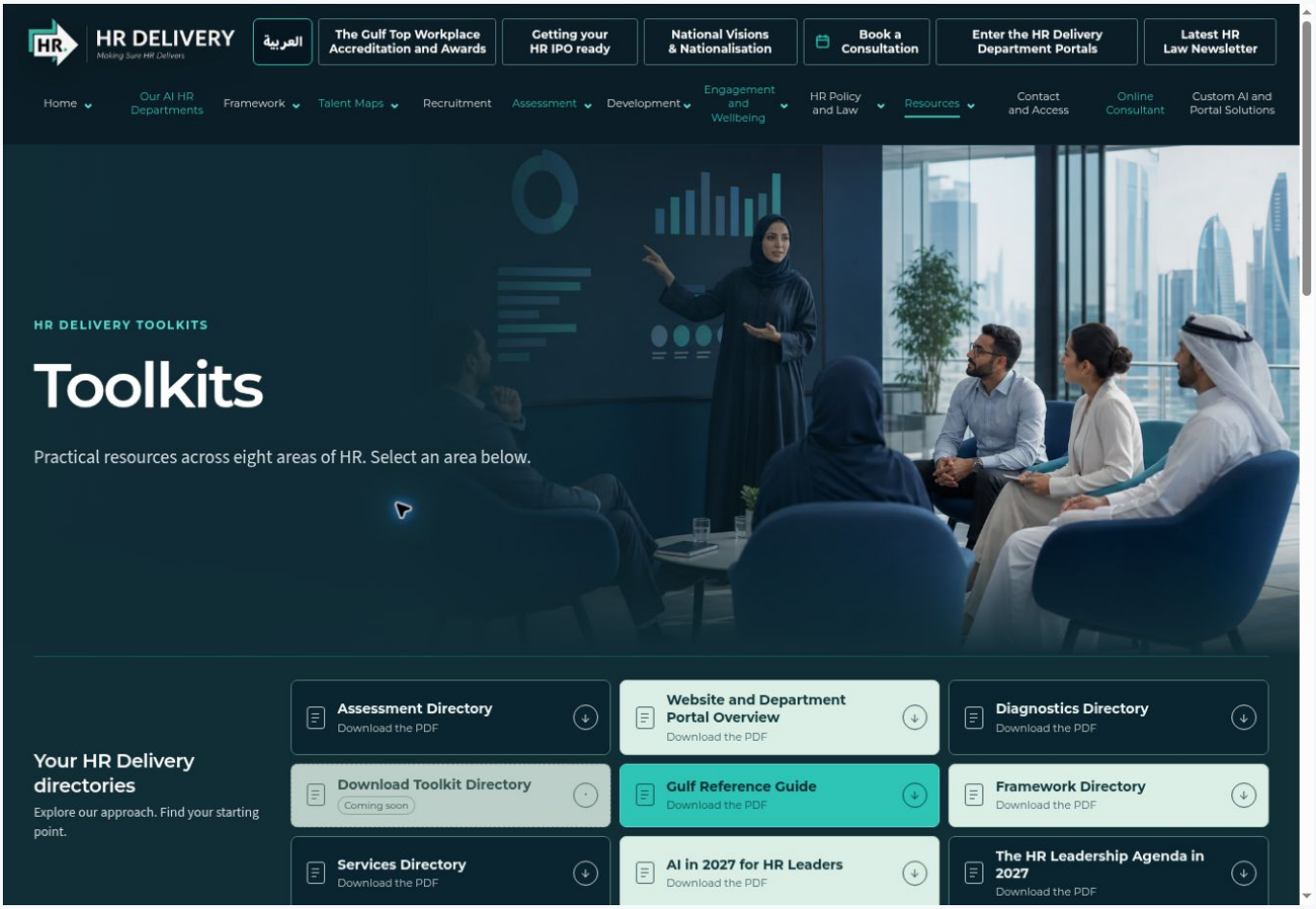


RELATED SERVICE VIEW / Public resource example supporting this named collection; not a protected collection screen.

THE SERVICE ON SCREEN

Consultancy, change and project delivery / screen view

A complete captured view of the related resource, with its original proportions preserved.

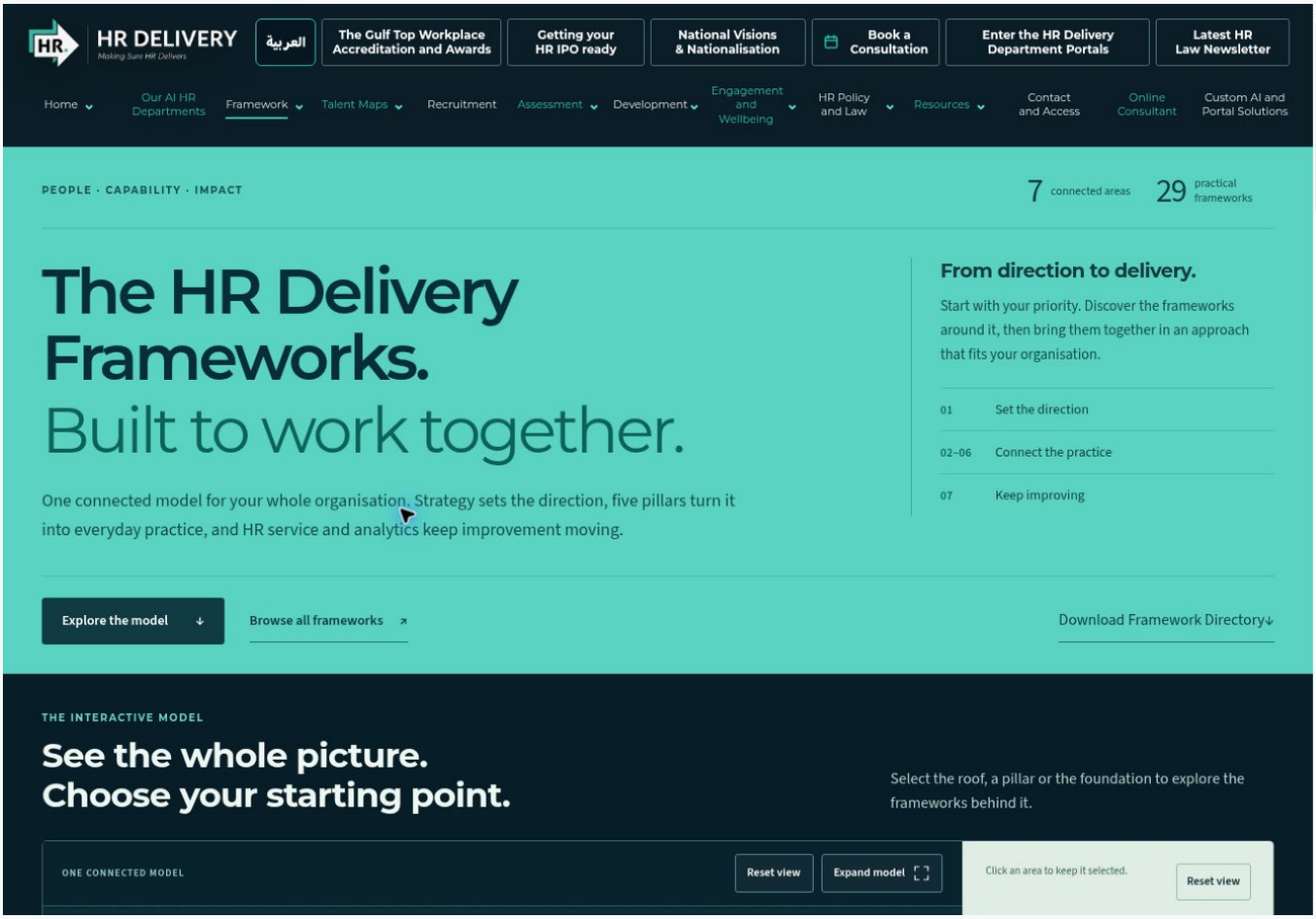


RELATED SERVICE VIEW / Public resource example supporting this named collection; not a protected collection screen.

THE SERVICE ON SCREEN

Frameworks and diagnostic practice / screen view

A complete captured view of the related resource, with its original proportions preserved.

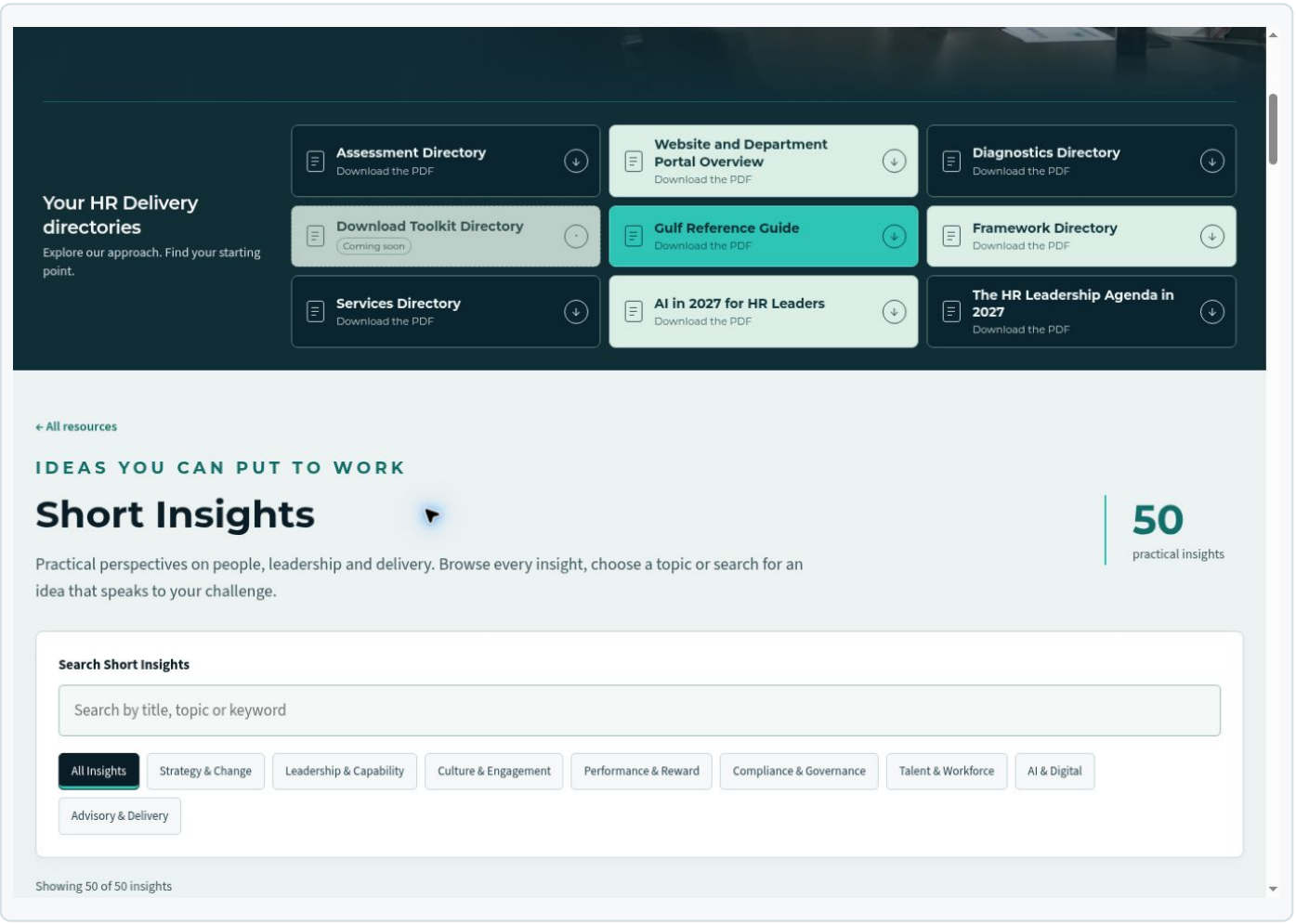


RELATED SERVICE VIEW / Public resource example supporting this named collection; not a protected collection screen.

THE SERVICE ON SCREEN

Articles and short insights / screen view

A complete captured view of the related resource, with its original proportions preserved.

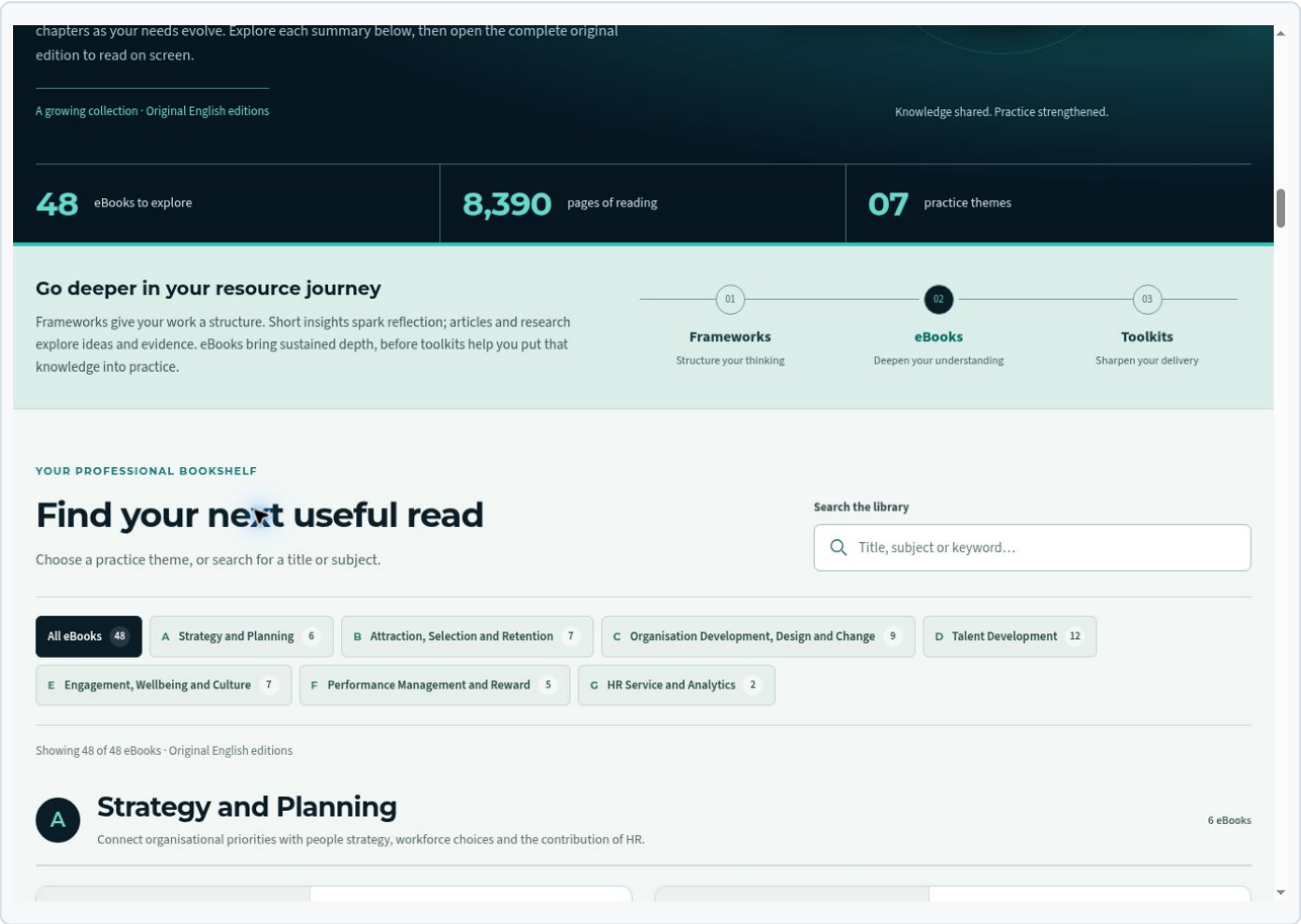


RELATED SERVICE VIEW / Public resource example supporting this named collection; not a protected collection screen.

THE SERVICE ON SCREEN

eBooks and professional reading / screen view

A complete captured view of the related resource, with its original proportions preserved.

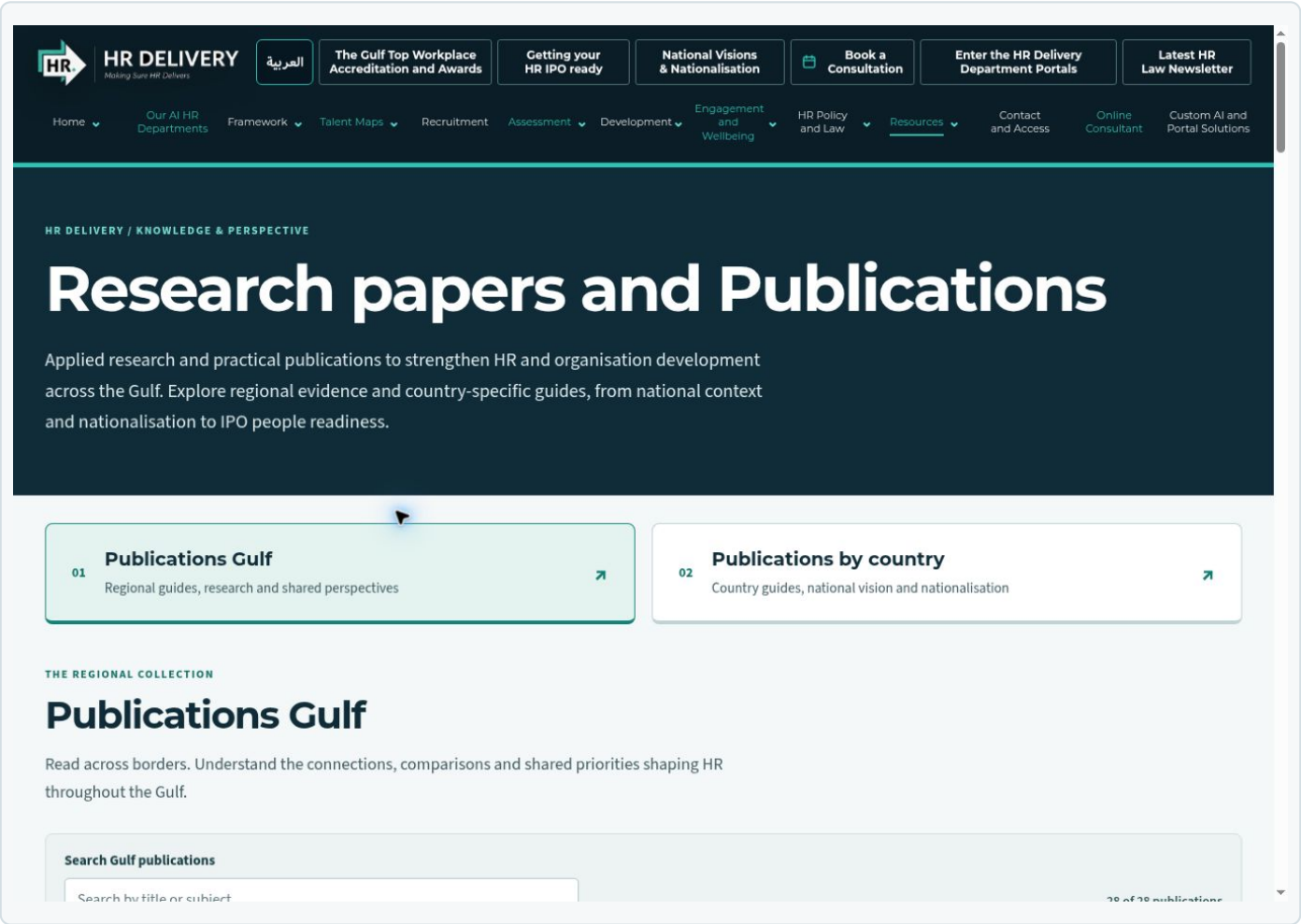


RELATED SERVICE VIEW / Public resource example supporting this named collection; not a protected collection screen.

THE SERVICE ON SCREEN

Gulf countries, research and publications / screen view

A complete captured view of the related resource, with its original proportions preserved.

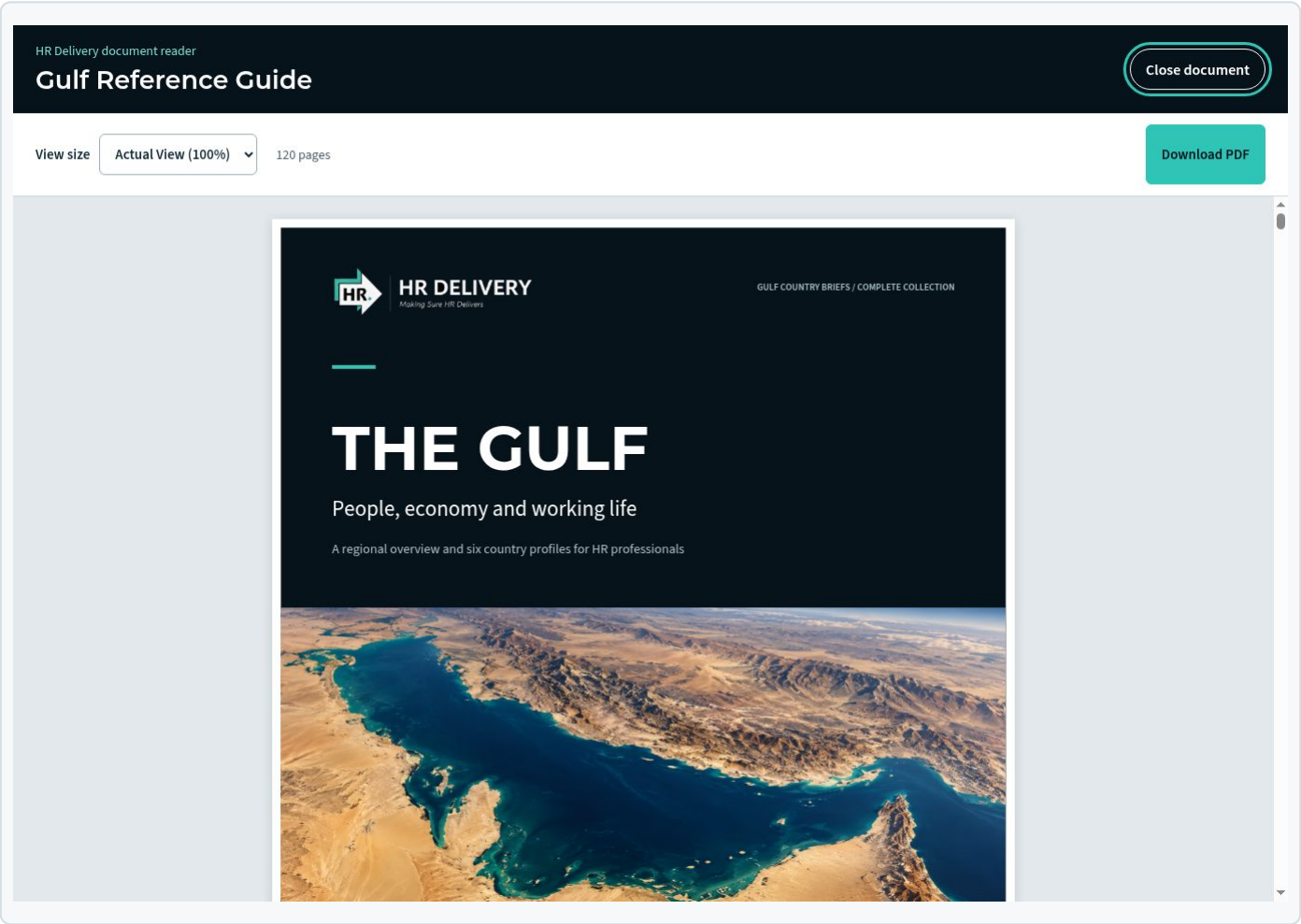


RELATED SERVICE VIEW / Public resource example supporting this named collection; not a protected collection screen.

THE SERVICE ON SCREEN

Gulf countries, research and publications / screen view

A complete captured view of the related resource, with its original proportions preserved.

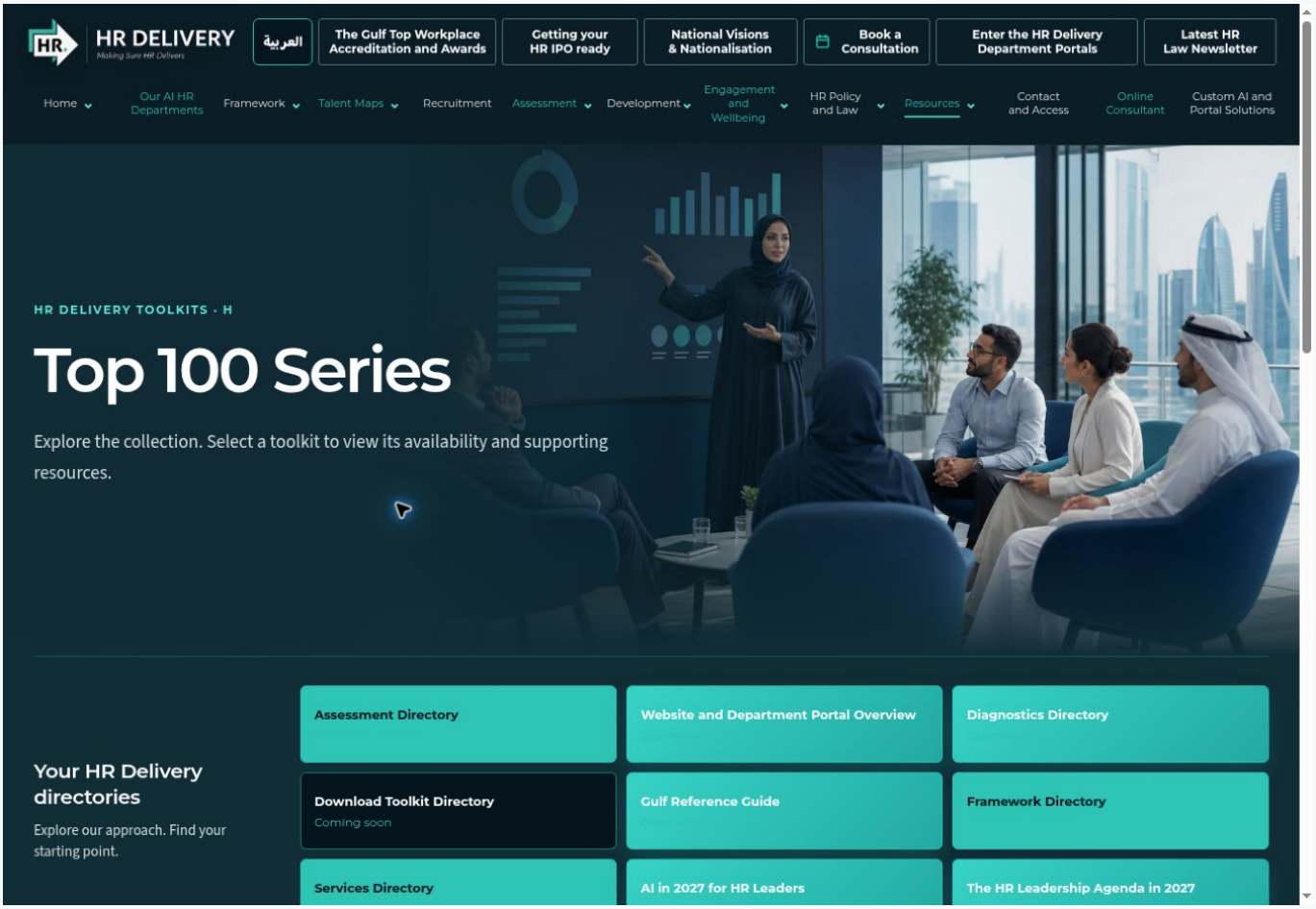


RELATED SERVICE VIEW / Public Gulf-country publication viewer supporting the regional-resource collection.

THE SERVICE ON SCREEN

Toolkits and Top 100 directory / screen view

A complete captured view of the related resource, with its original proportions preserved.

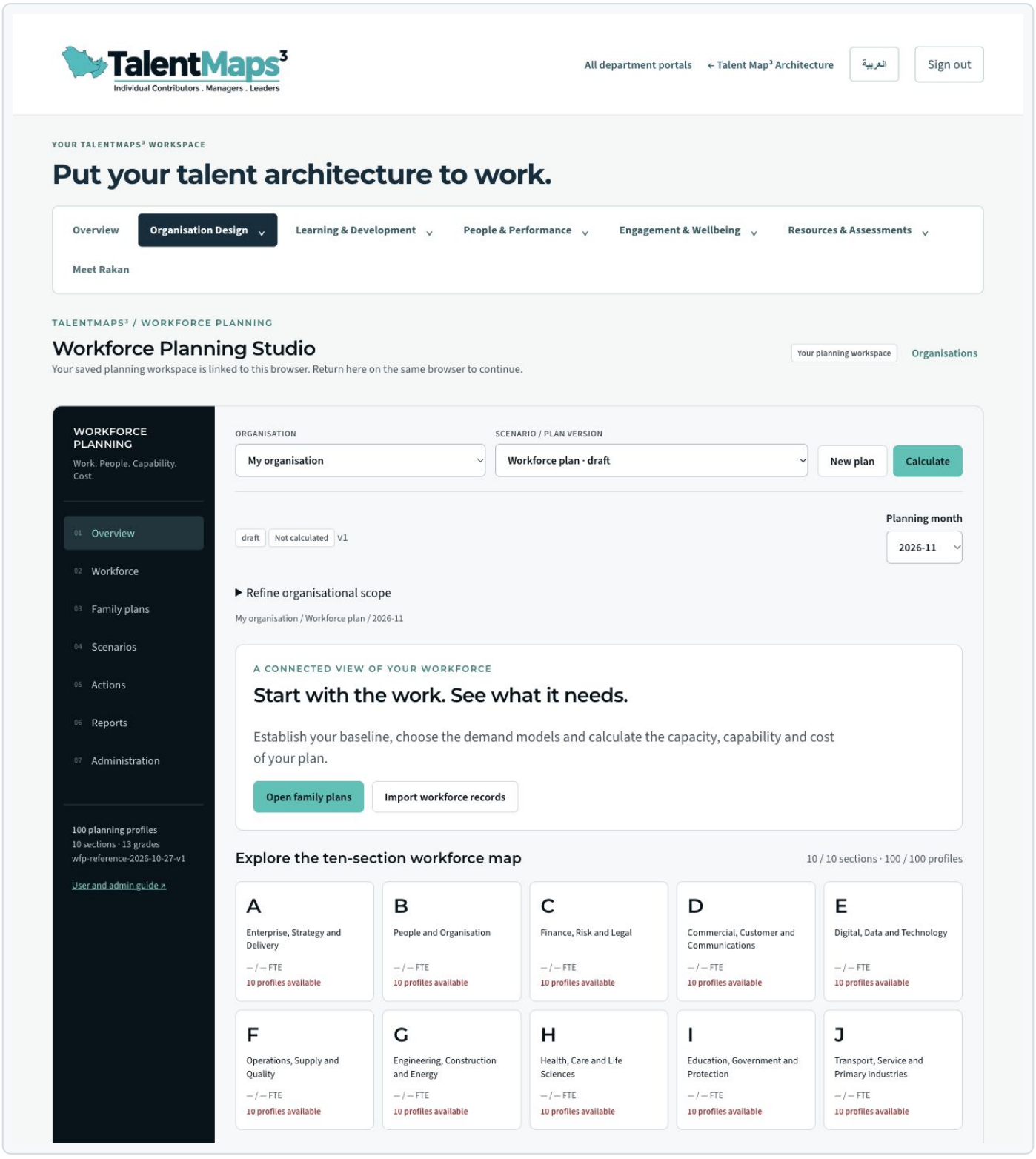


RELATED SERVICE VIEW / Public resource example supporting this named collection; not a protected collection screen.

THE SERVICE ON SCREEN

A closer look at the workspace

The complete published demonstration is shown at a larger scale. Use the feature pages to connect this view with your own service requirements.



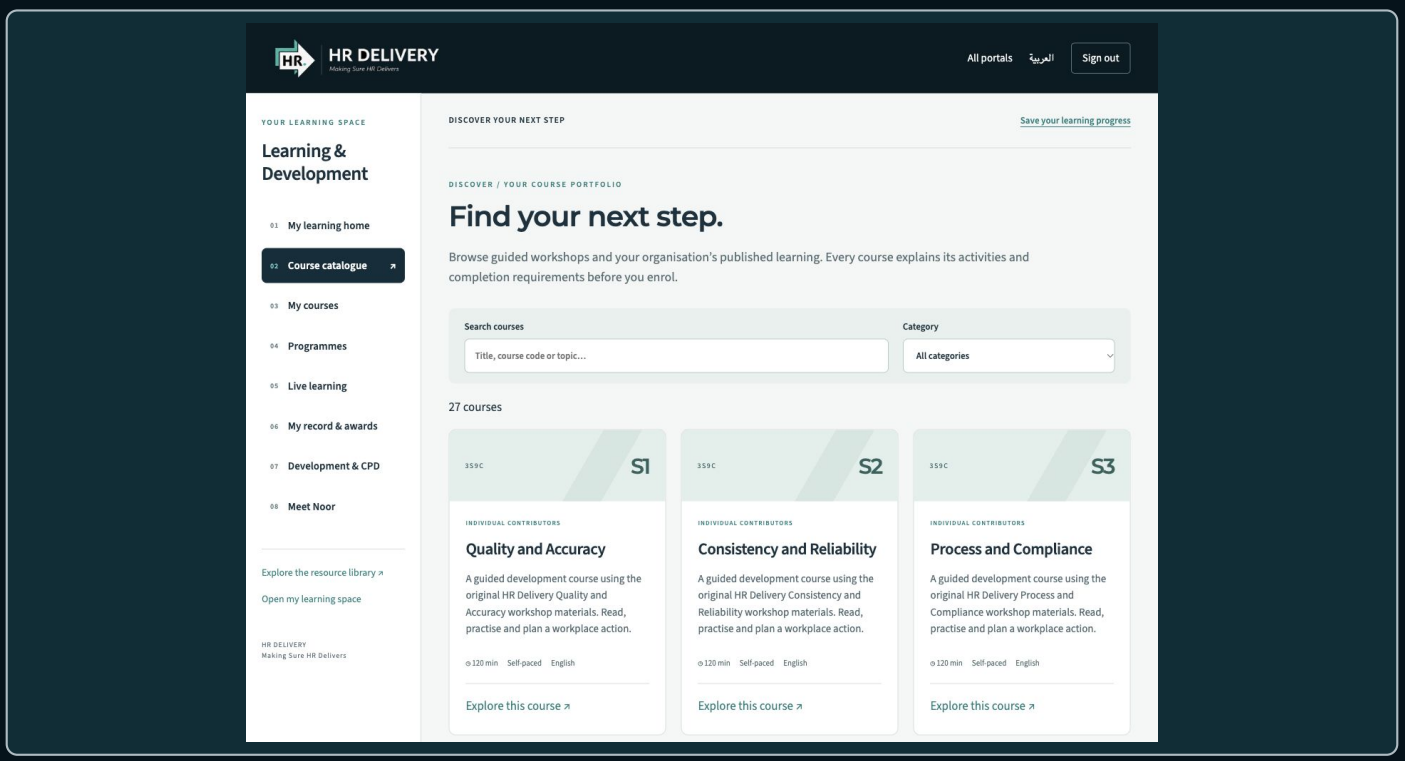
PUBLISHED WORKSPACE DEMONSTRATION / Workforce Planning Studio: models and navigation. English interface; isolated demonstration workspace, no client or employee records.

E / LEARNING AND DEVELOPMENT

03

See the service in practice

Two illustrative client journeys connect the tools with a business need, a working sequence and useful outputs.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

CLIENT JOURNEY / 01

Support a first-time manager through learning and practice

Illustrative example: a service organisation wants new managers to delegate more clearly. The learning team reviews role requirements and agrees a focused development goal. Each manager will explore relevant material, prepare a delegation task and discuss the experience with their own manager after trying it.

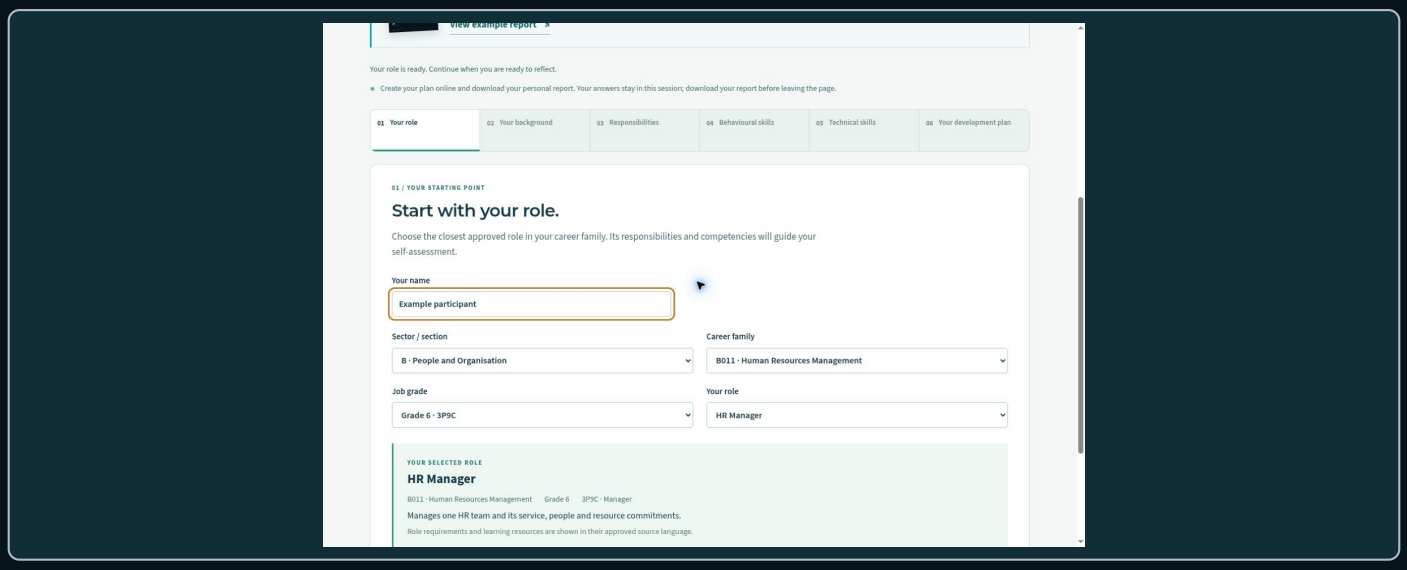
1. **Clarify the role need.** Use the role requirements and development discussion to identify the specific delegation capability needing attention.
2. **Choose the learning route.** Select a relevant workshop, manual or course and explain the intended workplace application.
3. **Prepare practical evidence.** Agree a suitable task, record the planned approach and reflect on the actual experience.
4. **Review the next attempt.** Use feedback and a manager check-in to discuss what should change in subsequent practice.

WHAT THE WORK PRODUCES

- An agreed delegation development goal
- A practical task with reflection or submitted evidence
- Feedback and a next practice action

THE VALUE FOR YOUR TEAM

The manager can connect selected learning with a real responsibility, while the review focuses on evidence and an achievable next action in their own work.



WEBSITE SCREEN / Public IDP Creator role-selection step.

EXPLORE NEXT / Training Needs Analysis (p024) · Create an individual development plan (p015) · Practical assignments (p039)

CLIENT JOURNEY / 02

Build a CPD record that explains the learning undertaken

Illustrative example: an HR practitioner plans a period of development around a new responsibility. They set a CPD goal, choose relevant learning and retain evidence of participation and application. A reviewer considers the submission before accepted hours enter the history for later development discussions together.

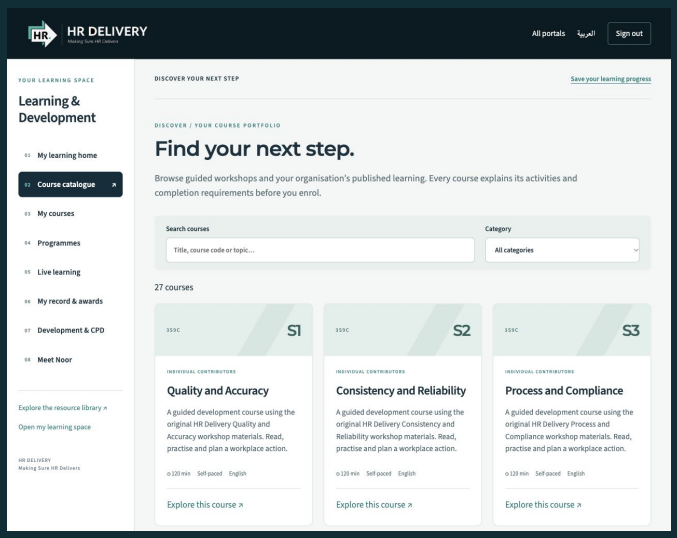
1. **State the development goal.** Describe the professional work question and identify an appropriate course, activity or reading route.
2. **Participate with purpose.** Complete the activity and note what it contributed to the stated learning goal.
3. **Submit evidence for review.** Provide the relevant activity information and supporting evidence for the workspace's CPD review process.
4. **Retain context and continue.** Review accepted-hour history and plan the next goal, checking external professional requirements separately.

WHAT THE WORK PRODUCES

- A CPD goal linked to professional work
- Submitted evidence and a recorded review outcome
- Accepted-hour history with relevant learning context

THE VALUE FOR YOUR TEAM

The practitioner has an explainable development record for future discussion, with reviewed workspace evidence kept distinct from any separate requirements set by a professional body.



PUBLISHED WORKSPACE DEMONSTRATION / Learning Studio catalogue and learner navigation; published demonstration with 27 courses.

EXPLORE NEXT / Course catalogue (p029) · CPD goals, evidence and accepted hours (p051) · Learning records, achievements and certificates (p053)

SERVICE ARRANGEMENTS

A clear handover helps your team start well

Agree the people, workspaces, outputs and service connections required for your assignment.

SCOPE AND RESPONSIBILITY

Confirm the business question, participating colleagues, outputs and the decisions that remain with your authorised team.

ACCESS AND COMMUNICATION

Lama can coordinate the relevant portal route and service setup. Specialist AI profiles are virtual characters; enabled chat, call, email and Telegram channels depend on the agreed provider connections.

SCREENS AND EXAMPLES

Screens show the public website, published workspace demonstrations or related service views, as labelled. Examples in this brochure are illustrative; they do not report client results or completed private transactions.

REVIEW AND RELEASE

Adapt models and documents to the assignment. Agree professional review, approval, release and record-handling arrangements before organisational use.

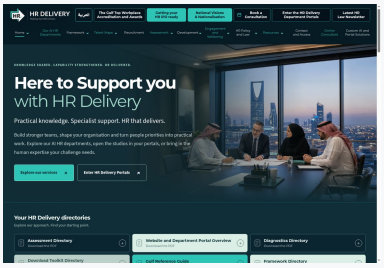
USEFUL DIRECT ROUTES

Speak with Lama

Explore the portal directory

Request a conversation with Dr Phillip

Contact HR Delivery



Source basis: the approved HR Delivery Client Guide and its linked site review, expanded with client applications. Mission, vision and pledges were checked against HR Delivery's public site in November 2026. Catalogue counts refer to the stated inventory, not a promise of future totals.

YOUR NEXT STEP

Bring the work requirement; shape the development journey

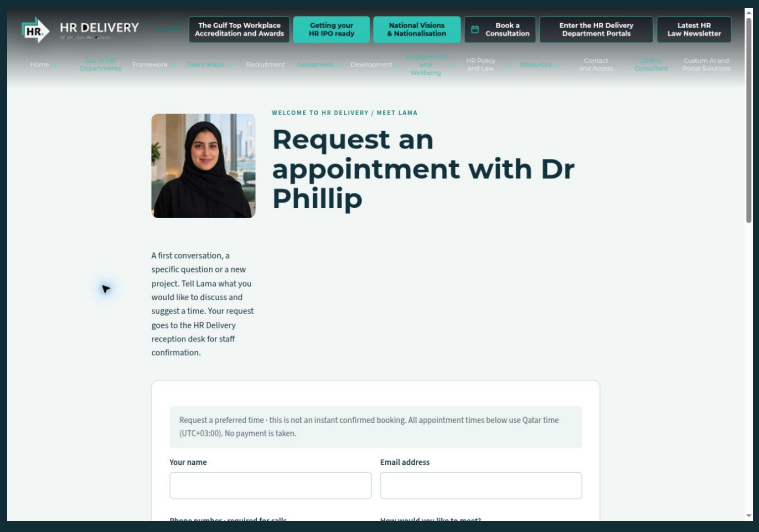
Start with the audience and one capability question that matters in their work. Explore the relevant public resources, then ask Lama to help frame the service and access discussion. Agree learning activities, practice opportunities and a review approach before assigning participation. Whether the route is a workshop, a course, a programme or professional reading, keep the development purpose visible and retain evidence that helps explain the next learning decision together.

A PRACTICAL START

- Describe the role requirement, audience and workplace application
- Shortlist suitable resources and prepare access or delivery questions
- Agree the learning journey, review responsibilities and next contact through Lama

A STARTING BRIEF YOU CAN ADAPT

We would like to develop [capability] for [audience] because [work requirement]. Our learners can practise through [task]. Please help us consider suitable resources, service arrangements and portal access, with [manager/reviewer] supporting the review and [timeframe] guiding a realistic next step.



WEBSITE SCREEN / Public appointment-request route: requests are reviewed by the team.

Start with Lama

www.hr.delivery | drphillip@hr.delivery