

Diya Kapoor

Learning Consultant · FICTIONAL SAMPLE
Indore, India

□□ Summary

Fictional demonstration candidate. All employers, education, projects, achievements and outcomes are illustrative and unverified. Not a real application or licence record. Learning Consultant with an illustrative 11-year career in adult learning, capability development and educational design. Combines capability analysis, learning strategy, stakeholder facilitation with disciplined documentation, practical coordination and clear communication. The sample career progresses from focused execution to independent workstream ownership, with responsibilities and boundaries described for each appointment. Selected work includes capability diagnostic, learning ecosystem plan and programme evaluation design. These examples explain the original problem, individual contribution, deliverables, review approach and remaining limitations rather than relying on unsupported headline claims. Prepared for experienced learning consultant opportunities requiring dependable delivery, thoughtful professional judgement and collaboration. The qualification narrative includes Master's in Learning and Development. Every named organisation and outcome in this record is fictional; professional eligibility is not independently established. Turn a clear brief into dependable adult learning, capability development and educational design work: understand the context, apply capability analysis and learning strategy, record the evidence and explain the limitations before handover.

□□ Experience

Learning Consultant - Meridian Learning Services (fictional)

2024-07 - Present

Independent ownership of scoped learning consultant work, coordinating contributors and making review requirements explicit. Includes the first two selected work examples. Interviewed stakeholders and compared support options. Mapped journeys and proposed ownership standards. Led brief clarification and prioritised work using capability analysis, learning strategy and stakeholder facilitation. Raised unresolved constraints before committing to the next stage. Coordinated peer reviews and handover preparation; used a needs analysis and learning objectives to distinguish completed work, assumptions and follow-up needs. Supported colleagues with practical examples of programme design and maintained a concise learning record after important assignments. Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

Senior Learning Consultant - Northline Learning Services (fictional)

2020-07 - 2024-06

Owned defined assignments and supported cross-functional

□□ Education

Master's in Learning and Development - Asterbridge Institute of Professional Studies (fictional institution)

2013-07 - 2015-05

completed - fictional record capability analysis learning strategy programme design Specialist study on capability diagnostic; an illustrative learning project, not a published result.

Bachelor's in Psychology - Cedarhaven College of Applied Studies (fictional institution)

2010-07 - 2013-05

completed - fictional record stakeholder facilitation evaluation change support Applied coursework in capability analysis, documentation and reviewed practical assignments.

□□ Skills

capability analysis

Applied to capability diagnostic through documented preparation, execution and review.

learning strategy

Applied to learning ecosystem plan through documented preparation, execution and review.

stakeholder facilitation

Applied to programme evaluation design through documented

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coordination. Developed deeper practice in stakeholder facilitation and programme design. Defined bounded evaluation questions and practical data sources. Translated incoming requirements into a sequenced plan and aligned responsibilities with the project or service owner. Applied evaluation and change support to resolve delivery questions while maintaining source and decision notes. Introduced reusable working documents and reviewed exceptions with the responsible specialist rather than silently changing scope. Prepared a assessment and learner feedback review so the next team could understand the work and remaining questions. Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

Learning Consultant - Cedarbridge Learning Services (fictional)

2017-07 - 2020-06

Progressed from supported tasks to independently managed assignments, with review available for unfamiliar or higher-risk decisions. Handled recurring work involving capability analysis and learning strategy using a documented preparation and review process. Supported learning ecosystem plan by organising inputs, maintaining issue notes and incorporating reviewer feedback. Coordinated colleagues and internal stakeholders using concise status updates, clear questions and agreed next steps. Improved record consistency through vendor review and documented handover expectations. Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

Assistant Learning Consultant - Cedarbridge Learning Services (fictional)

2015-07 - 2017-06

Built practical foundations through supervised assignments, routine documentation and feedback from experienced colleagues. Assisted with capability analysis and stakeholder facilitation within an agreed scope and escalated unfamiliar work. Prepared inputs and checked completeness before passing work to the responsible reviewer. Maintained task records and learned to communicate assumptions, constraints and observed problems clearly. Applied review feedback to subsequent assignments and developed a dependable working routine. Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

preparation, execution and review.

programme design

Applied to capability diagnostic through documented preparation, execution and review.

evaluation

Applied to learning ecosystem plan through documented preparation, execution and review.

change support

Applied to programme evaluation design through documented preparation, execution and review.

vendor review

Applied to capability diagnostic through documented preparation, execution and review.

research synthesis

Applied to learning ecosystem plan through documented preparation, execution and review.

□□ Certifications

Adult learning design workshop

Meridian Professional Learning Studio (fictional) 2023
continuing learning - not a licence or certification
Capability analysis and programme design in the context of learning consultant work. Used reflective exercises and a bounded practice example related to capability diagnostic.

Facilitation practice lab

Meridian Professional Learning Studio (fictional) 2024

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□□ Projects

Capability diagnostic

Fictional internal work programme in adult learning, capability development and educational design; not a real client case study. Problem: Training requests did not identify the performance gap. Objective: Create a workable response to this issue through capability analysis, explicit review criteria and practical documentation. Agree the boundaries before execution and retain unresolved points for follow-up. Learning Consultant; owned the stated workstream, not the full organisation or every collaborator contribution. Interviewed stakeholders and compared support options. Prepared the scope with the commissioning team, identified unresolved inputs and used capability analysis to turn the brief into a sequenced work package. Applied learning strategy and stakeholder facilitation while coordinating reviews with the designated owner. Kept decision notes so collaborators could separate facts, assumptions and changes. Assembled the handover material, explained open limitations and agreed which items needed further review rather than presenting them as completed. Methods: capability analysis; learning strategy; stakeholder facilitation; programme design Deliverables: Capability diagnostic - scoped brief; Capability diagnostic - reviewed working package; Capability diagnostic - handover and learning summary Review: Reviewed the scoped output against the agreed brief, recorded exceptions and checked that key conclusions could be traced to observations. The review package calls for a needs analysis and learning objectives and a named human reviewer. Illustrative outcome: the team adopted a repeatable approach for capability diagnostic, with clearer ownership and reviewable records. This is a fictional qualitative result; no real performance measurement or external acceptance evidence is supplied. Limitations: Synthetic demonstration only. Learner groups and results are synthetic; no real accreditation, certification outcome or employment guarantee is claimed. No underlying client documents, independently verified measurements or signed approval records are attached.

Learning ecosystem plan

Fictional internal work programme in adult learning, capability development and educational design; not a real client case study. Problem: Resources were fragmented across platforms. Objective: Create a workable response to this issue through learning strategy, explicit review criteria and practical documentation. Agree the boundaries before execution and retain unresolved points for follow-up. Learning Consultant; owned the stated workstream, not the full organisation or every collaborator contribution. Mapped journeys and proposed ownership standards. Prepared the scope with the commissioning team, identified unresolved inputs and used stakeholder

continuing learning - not a licence or certification Learning strategy and evaluation in the context of learning consultant work. Used reflective exercises and a bounded practice example related to learning ecosystem plan.

Learning assessment studio

Meridian Professional Learning Studio (fictional) 2025 continuing learning - not a licence or certification Stakeholder facilitation and change support in the context of learning consultant work. Used reflective exercises and a bounded practice example related to programme evaluation design.

□□ Languages

English

professional working - fictional sample

Hindi

professional working - fictional sample



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facilitation to turn the brief into a sequenced work package. Applied programme design and evaluation while coordinating reviews with the designated owner. Kept decision notes so collaborators could separate facts, assumptions and changes. Assembled the handover material, explained open limitations and agreed which items needed further review rather than presenting them as completed. Methods: learning strategy; stakeholder facilitation; programme design; evaluation Deliverables: Learning ecosystem plan - scoped brief; Learning ecosystem plan - reviewed working package; Learning ecosystem plan - handover and learning summary Review: Reviewed the scoped output against the agreed brief, recorded exceptions and checked that key conclusions could be traced to observations. The review package calls for a facilitator or curriculum package and a named human reviewer. Illustrative outcome: the team adopted a repeatable approach for learning ecosystem plan, with clearer ownership and reviewable records. This is a fictional qualitative result; no real performance measurement or external acceptance evidence is supplied. Limitations: Synthetic demonstration only. Learner groups and results are synthetic; no real accreditation, certification outcome or employment guarantee is claimed. No underlying client documents, independently verified measurements or signed approval records are attached.

Programme evaluation design

Fictional internal work programme in adult learning, capability development and educational design; not a real client case study. Problem: Sponsors lacked evidence for continuation decisions. Objective: Create a workable response to this issue through stakeholder facilitation, explicit review criteria and practical documentation. Agree the boundaries before execution and retain unresolved points for follow-up. Learning Consultant; owned the stated workstream, not the full organisation or every collaborator contribution. Defined bounded evaluation questions and practical data sources. Prepared the scope with the commissioning team, identified unresolved inputs and used evaluation to turn the brief into a sequenced work package. Applied change support and vendor review while coordinating reviews with the designated owner. Kept decision notes so collaborators could separate facts, assumptions and changes. Assembled the handover material, explained open limitations and agreed which items needed further review rather than presenting them as completed. Methods: stakeholder facilitation; programme design; evaluation; change support Deliverables: Programme evaluation design - scoped brief; Programme evaluation design - reviewed working package; Programme evaluation design - handover and learning summary Review: Reviewed the scoped output against the agreed brief, recorded exceptions and checked that key conclusions could be traced to observations. The review package calls for a assessment and learner feedback review and a named human reviewer. Illustrative outcome: the team



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adopted a repeatable approach for programme evaluation design, with clearer ownership and reviewable records. This is a fictional qualitative result; no real performance measurement or external acceptance evidence is supplied. Limitations: Synthetic demonstration only. Learner groups and results are synthetic; no real accreditation, certification outcome or employment guarantee is claimed. No underlying client documents, independently verified measurements or signed approval records are attached.

□□ Achievements

Capability diagnostic

Interviewed stakeholders and compared support options. The achievement is the described workstream contribution; independent outcome evidence is not supplied.

Learning ecosystem plan

Mapped journeys and proposed ownership standards. The achievement is the described workstream contribution; independent outcome evidence is not supplied.

Programme evaluation design

Defined bounded evaluation questions and practical data sources. The achievement is the described workstream contribution; independent outcome evidence is not supplied.

