



DIYA KAPOOR

Learning Consultant

capability analysis, learning strategy, stakeholder facilitation

Indore, India | diya.kapoor@example.com | ROLE 23-06

FICTIONAL SAMPLE - all employers, qualifications and outcomes are illustrative and unverified.

EXECUTIVE SUMMARY

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.

AT A GLANCE

11 years

ILLUSTRATIVE CAREER

4

CAREER APPOINTMENTS

3

WORK EXAMPLES

2

EDUCATION RECORDS

CORE COMPETENCIES

capability analysis / learning strategy

stakeholder facilitation / programme design

evaluation / change support

vendor review / research synthesis

PROFESSIONAL MISSION

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.

Career family: Professional Training & Learning | Snapshot: 2026-09-22

PROFESSIONAL EXPERIENCE / RECENT

Learning Consultant

Meridian Learning Services (fictional)

Jul 2024 - Present | Indore, India

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)

Jul 2020 - Jun 2024 | Indore, India

Owned defined assignments and supported cross-functional 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.

PROFESSIONAL WORKING PRINCIPLES

- Identify the target performance and learner context before choosing a training format.
- Use practice, feedback and clear assessment criteria instead of attendance-only claims.
- Document accessibility, facilitator instructions and limits of observed learning evidence.

PROFESSIONAL EXPERIENCE / EARLIER

Learning Consultant

Cedarbridge Learning Services (fictional)

Jul 2017 - Jun 2020 | Indore, India

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)

Jul 2015 - Jun 2017 | Indore, India

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.

SELECTED CONTRIBUTIONS

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.

SELECTED WORK / 01

Capability diagnostic

P1 | Jan 2025 - Jun 2025 | FICTIONAL WORK EXAMPLE

Context. 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.

Contribution and ownership. 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.

Suggested evidence (not supplied): needs analysis and learning objectives; facilitator or curriculum package; assessment and learner feedback review.

SPECIALIST PRACTICE

Learning claims

The sample focuses on capability analysis, learning strategy, stakeholder facilitation. Approvals, supervision and specialist input are identified in each work package; work outside this scope is referred to the designated responsible person.

Peer learning and practical guidance. Created short examples on capability analysis and programme design for colleagues. Separated personal preferences from agreed team procedures and recorded useful questions.

Review and handover discipline. Facilitated practical reviews of learning ecosystem plan, ensuring that unresolved issues retained a named owner rather than disappearing from final presentations.

Learner groups and results are synthetic; no real accreditation, certification outcome or employment guarantee is claimed.

SELECTED WORK / 02 AND 03

Learning ecosystem plan

P2 | Jan 2026 - Jun 2026 | Meridian Learning Services (fictional)

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.

Ownership. 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 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

Delivered. Learning ecosystem plan - scoped brief; Learning ecosystem plan - reviewed working package; Learning ecosystem plan - handover and learning summary

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.

Suggested evidence (not supplied): needs analysis and learning objectives; facilitator or curriculum package; assessment and learner feedback review.

Programme evaluation design

P3 | Jan 2021 - Jun 2021 | Northline Learning Services (fictional)

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.

Ownership. 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

Delivered. Programme evaluation design - scoped brief; Programme evaluation design - reviewed working package; Programme evaluation design - handover and learning summary

Illustrative outcome: the team 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.

Suggested evidence (not supplied): needs analysis and learning objectives; facilitator or curriculum package; assessment and learner feedback review.

EDUCATION AND SPECIALIST LEARNING

Master's in Learning and Development

Asterbridge Institute of Professional Studies (fictional institution)
Jul 2013 - May 2015 | completed - fictional record
Focus: 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)
Jul 2010 - May 2013 | completed - fictional record
Focus: stakeholder facilitation, evaluation, change support. Applied coursework in capability analysis, documentation and reviewed practical assignments.

CONTINUING PROFESSIONAL DEVELOPMENT

Adult learning design workshop (2023). 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 (2024). 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 (2025). 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.

Provider for these illustrative learning records: Meridian Professional Learning Studio (fictional). Not a licence or certification.

LANGUAGES AND WORKING PREFERENCES

English and Hindi - professional working proficiency in this fictional record.

Work arrangement: onsite or hybrid by role requirements. Relocation: open to discussion - sample preference.

Availability: not confirmed; discuss before an interview.

CREDENTIAL AND EVIDENCE STATUS

Learner groups and results are synthetic; no real accreditation, certification outcome or employment guarantee is claimed.
Synthetic qualification and institution names illustrate profile fields only; they are not a validated qualification route or recognised accreditation claim.
No real referee, endorsement, award, publication, membership or licence is supplied.

Use for templates, product demonstrations and test data only. Replace fictional claims and remove the demo label only after approval of real candidate information.

Contact placeholder: diya.kapoor@example.com. No phone, live profile URL or verified reference is supplied.

Complete machine-readable data: profile.json. Interactive companion: portfolio.html. Reference CV used for structure only; this is not Ajay Prajapat's biography.