

A set of Principles to which a Learning and Development Practitioner commits and by which their competence and behaviours are measured in respect to Personal, Operational and Commercial undertakings.



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The Standard for  
Learning and Development Practitioners

## The Standard

The Standard is a set of Principles:

- to which a Learning and Development Practitioner commits and
- by which their competence and behaviours are measured, in respect to Personal, Operational and Commercial undertakings.

## The Learning and Development Practitioner

Within both an internal and external role a learning and development practitioner may be required to:

- undertake consultancy services
- creates learning resources
- deliver and evaluates learning activities and events.

In order to be effective in these task, the practitioner will need to be competent in:

- communication and developing relationships
- investigating learning requirements pertinent to a market need, devising delivering and evaluating the effectiveness of appropriate events
- analysing and managing business requirements

The following competence framework sets out the principles by which an organisation can measure a practitioner's ability.

## 1. Personal Principle

The Personal Principle defines the ethos within which a professional Learning and Development Practitioner conducts themselves and thereby influences all other aspects of their commercial and operational conduct.

1.1. The Practitioner acts in a fitting manner in all aspects of personal, operational and commercial activities by:

- 1.1.1. Confirming they have read the 'Commitment to Ethical Practice' and continuously adheres to it.
- 1.1.2. Understanding and applying a code of behaviour that encourages respect.
- 1.1.3. Developing and maintaining relationships.
- 1.1.4. Communicating effectively with others.
- 1.1.5. Actively reviewing and regulating their personal impact in relationships with others.
- 1.1.6. Preparing for eventualities that impact on dealings with others.

1.2. The Practitioner demonstrates a generosity of spirit by:

- 1.2.1. Promoting an ethos of innovation.
- 1.2.2. Sharing of learning and knowledge with others.

1.3. The Practitioner actively engages in continuing development by:

- 1.3.1. Undertaking and refining an appropriate personal development planning process.
- 1.3.2. Carrying out relevant activities to deliver the outcomes of the plan.
- 1.3.3. Reviewing and evaluating the outcomes of the plan.



## 2. Operational Principle

The Operational Principle underpins how a Learning and Development Practitioner understands the requirement of their role within a learning activity. The Principle identifies how a Learning and Development Practitioner may investigate, develop, conduct and evaluate the learning activity, and where appropriate to their role, support learners and clients along the way.

- 2.1. The Practitioner is able to identify, prepare for; develop and maintain an environment conducive to learning by:
  - 2.1.1. Identifying an appropriate environment conducive to accessible and inclusive learning.
  - 2.1.2. Preparing, developing and maintaining a safe, inclusive and accessible environment conducive to learning.
- 2.2. The Practitioner is able to identify, prepare for; design and develop a learning activity/event/process suitable to the needs of the client by:
  - 2.2.1. Conducting appropriate and effective consultancy with the client to accurately identify the requirements of the client.
  - 2.2.2. Drafting objectives and content that accurately reflect client needs and that can be evaluated to determine if the learning outcomes are being met.
  - 2.2.3. Designing and structuring learning events which reflect good practice in how adults learn.
  - 2.2.4. Selecting a variety of appropriate learning resources for use within a specific learning environment.
- 2.3. The Practitioner is able to support the needs of all learners by:
  - 2.3.1. Supporting the transfer of learning.
  - 2.3.2. Helping individual and groups of learners to manage their own learning.
- 2.4. The Practitioner is able to conduct an appropriate learning activity/event/process that is effective for all learners by:
  - 2.4.1. Facilitating the learning activity/event/process in an effective, safe and timely way using appropriate skills, transfer tools and methodologies.
  - 2.4.2. Conducting relevant exercises, activities and practice for learners.
- 2.5. The Practitioner is able to plan for and advise on good practice in identifying learner progress by:
  - 2.5.1. Defining an appropriate mechanism within which learner progress will be monitored and recorded against defined objectives.
- 2.6 The Practitioner is able to assess and report learner progress by:
  - 2.6.1. Accurately monitoring and recording learner progress in meeting defined objectives.
  - 2.6.2. Monitoring and recording learner participation and outcomes with appropriate feedback to client.

## 3. Commercial Principle

The Commercial Principle re-enforces the concept that the Learning and Development Practitioner is operating (within) a commercially governed entity under an appropriate business model, subject to the needs and wants of their client group. This Principle helps to focus the Learning and Development Practitioner on the administrative side of 'behind the scene' activities that when undertaken efficiently and effectively can increase the success of the Learning and Development Practitioner commercially governed entity.

- 3.1. The Practitioner is involved in creating a commercially governed entity within a given market place, by:
  - 3.1.1. Setting up a commercially governed entity
  - 3.1.2. Setting up an identity for the commercially governed entity
- 3.2. The Practitioner is involved in running a sustainable commercially governed entity within a given market place by:
  - 3.2.1 Participating in an appropriate commercial (business) planning process.
  - 3.1.2. Maintaining a commercially governed entity.
  - 3.2.3. Complying with legal frameworks.
  - 3.2.4. Undertaking and refining a marketing planning process.
  - 3.2.5. Marketing the commercially governed entity using a variety of appropriate channels and media.
  - 3.2.6. Specifying criteria by which commercial success will be measured.
  - 3.2.7. Managing transactions that contribute to the success of the commercially governed entity.
  - 3.1.8. Monitoring and managing the ongoing success of the commercially governed entity.
  - 3.1.9. Monitoring and continuously updating the assets of the commercially governed entity where appropriate to maintain and improve quality.



## Who is the Standard for

The Standard has been designed to provide a benchmark of competence across the main engagement models. These engagement models are Direct and Associate/Employed.:

### Direct client model

- A client is a business that has been sourced directly and any learning related activity is delivered directly to and for the benefit of that client.

### Associate/Employed model

- The client is another adviser, developer or provider organisation for whom learning related activities are delivered for and on behalf of their customer (internal or external).

An organisation wishing to adopt the Standard as a competence framework to raise the effectiveness of learning and development services should contact TrainerBase to discuss specific needs and implementation options.

## Certification

The TrainerBase runs an accreditation scheme enabling learning and development practitioners to prove their competence. This accreditation is called Certified Learning and Development Practitioner.

The route to recognition as a Certified Learning and Development Practitioner is straightforward:

- Register for accreditation by contacting the TrainerBase
- Sign and return the Commitment to Ethical Practice
- Gather evidence of competence and behaviours against the 3 Principles
- Submit evidence for validation with an outline of a learning activity for assessment
- Undertake a learning activity assessment and interview
- Provide post assessment reflection on the accreditation process and what the candidate has learnt or gained

## Interested

If you are interested in the CLP accreditation please contact the TrainerBase on 01239 711544

## Architects of the Standard

The following individuals gave freely of their time and expertise in the creation of the Standard and the development of the CLP accreditation scheme:

- Dominic Demolder
- Heather Girling
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- Jan Brause

