



BRITISH INSTITUTE  
FOR LEARNING &  
DEVELOPMENT



*The British Institute for Learning & Development's*

# STANDARDS FOR Learning & Development

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The BILD's **Standards for Learning & Development** provide guidance to any organisation concerned to ensure that its Learning & Development activities meet quality-assured best-practice. Chief Executive David Apparicio explains the background to development of the Standards:

“Without credible best-practice Standards there can be no effective quality assurance of professional performance at either individual practitioner or organisation level. However, in recent years, employers have faced a major difficulty in aligning their training to fit-for-purpose L&D Standards. Remarkably, since the demise of the relevant Sector Skills Council Lifelong Learning UK in 2011, no organisation has been responsible for maintaining and updating National Occupational Standards (NOS) for Learning & Development. So, as confirmed by the UK Commission for Education & Skills (UKCES) which is responsible for ensuring the NOS for the UK workforce, *“The 2010 version of Learning and Development Standards is the most recent version of the NOS”* (Leigh Dickinson Manager, Standards and Frameworks, UKCES, 2nd June 2016).

In the fast-moving L&D world, where organisational learning is increasingly of strategic importance to every organisation, this has been an extraordinary oversight. It has been exacerbated in that the NOS published by LLUK in 2010 were not properly focused on the needs of employers in the first place (ie organisational learning) but on the needs of *FE colleges* (ie individual learning). Regrettably, most formal training Qualifications are today still based on these outdated Standards.

Addressing this void, the Institute has published the 2016 Edition of its best-practice **Standards for Learning & Development**. The Standards represent generic best-practice for all aspects of the L&D Professional's many and varied roles including important areas not covered in the NOS such as e-Learning and Learning Transfer. The Standards Review Board, comprising senior L&D members from 10 major employers, updates the Standards annually to ensure their currency and applicability in the light of today's fast-moving L&D environment.

The Standards may be used by organisations as a basis for developing their internal L&D competency frameworks and/or training programmes. They are also the basis for professional grades of Institute membership and all applicants are required to evidence competence aligned to the Standards. Facilitating this is the comprehensive suite of TAP L&D Qualifications, whose Competency Framework is closely aligned to the Institute's Standards.”

**David Apparicio**

*Chief Executive of the British Institute for Learning & Development*



# The BILD Standards Review Board

2016

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# 1 Training Needs Analysis Standards

Establish learning needs in line with organisational performance outcomes

- 1.1: Scope projects by liaising with sponsors
- 1.2: Define required organisational outcomes
- 1.3: Agree performance improvement criteria that are aligned to a desired organisational outcome and timeframe
- 1.4: Gather information from the organisation about the performance gap to validate the sponsors' need
- 1.5: Review current technical infrastructure
- 1.6: Identify the audience characteristics, practical constraints and learning requirements
- 1.7: Determine the content including aims and outcomes with key and detailed learning points
- 1.8: Analyse learning environment for suitability and mitigate issues
- 1.9: Select appropriate delivery options and e-Learning approaches
- 1.10: Cost the learning solution and estimate timings
- 1.11: Forecast organisational benefits including how and when the impact of the intervention will be measured
- 1.12: Plan the recommendation
- 1.13: Gain sponsor support for the learning solution presented

# 2 Design and Development Standards

Design and develop learning solutions that aim to improve organisational performance

- 2.1: Initiate the design and development process
- 2.2: Analyse existing resources and online tools
- 2.3: Apply the principles of graphic design to all resources
- 2.4: Plan programmes / sessions / modules
  - 2.4.1: Plan for objective evidence-driven assessment in line with organisational outcomes
  - 2.4.2: Plan the support resources or suite of resources for the need
  - 2.4.3: Develop resources to support learners
  - 2.4.4: Select appropriate delivery methods and media building in social contexts
  - 2.4.5: Design learning activities and resources to optimise learning effectiveness
  - 2.4.6: Design strategies to engage learners
  - 2.4.7: Identify informal learning and social media opportunities
  - 2.4.8: Apply current learning theories to enhance learners' experience
  - 2.4.9: Storyboard e-Learning
  - 2.4.10: Design practice and monitoring mechanisms
  - 2.4.11: Author content for e-Learning projects
  - 2.4.12: Create quizzes and assessments for e-Learning

- 2.5:** Develop resources to support facilitators
- 2.6:** Gain stakeholder buy-in and support for the design
  - 2.6.1:** Promote the event
  - 2.6.2:** Promote and maximise course completions
  - 2.6.3:** Promote the performance support resource
- 2.7:** Implement Learning strategy
  - 2.7.1:** Publish e-Learning projects
  - 2.7.2:** Pilot and modify solutions
  - 2.7.3:** Implement efficient solutions

## 3 Delivery and Facilitation Standards

**Deliver engaging training that is role-relevant and learner-focused**

- 3.1:** Prepare for a learning event
- 3.2:** Facilitate a structured learning event
  - 2.4.1:** Plan for objective evidence-driven assessment in line with organisational outcomes
  - 3.2.1:** Deliver sessions that are interactive by employing questioning skills
  - 3.2.2:** Facilitate the use of methods and media
  - 3.2.3:** Utilise aids to support the delivery of the intervention
  - 3.2.4:** Involve the learners in activities to encourage participation
  - 3.2.5:** Manage groups
  - 3.2.6:** Manage challenging behaviours/situations
  - 3.2.7:** Conduct a developmental coaching session
  - 3.2.8:** Conduct an aspirational coaching session
- 3.3:** Apply strategies to maintain progress towards the event's outcome
- 3.4:** Confirm that the event's objective/outcome has been achieved

## 4 Evaluation Standards

**Evaluate the impact of learning solutions**

- 1.11:** Forecast organisational benefits
- 4.1:** Develop mechanisms for gathering feedback
- 3.4:** Confirm that the event's objective / outcome has been achieved
- 4.2:** Evaluate the impact of the learning interventions against the pre-defined, desired organisational outcomes
- 4.3:** Review the process of the learning interventions against the pre-defined budgetary, timeframe and sponsor constraints

- 4.4: Maintain and improve the quality of the resources, materials and delivery and assessment of learning solutions
- 4.5: Manage risk in a changing environment
- 4.6: Monitor the effectiveness of learning interventions

## 5 Learning Transfer Standards

Apply mechanisms to promote the transfer of learning back to work

- 5.1: Identify early measures for the likelihood of successful transfer of learning to the job
- 5.2: Establish and agree clear accountabilities with stakeholders
  - 5.2.1: Clarify 'what's in it for me?' with all stakeholders
  - 5.2.2: Develop an L&D charter
  - 5.2.3: Establish mechanisms to support line managers' encouragement and support of learners
  - 5.2.4: Develop and monitor mechanisms to identify potential breakdowns in accountability
- 5.3: Collaborate with stakeholders to encourage learning transfer
  - 5.3.1: Manage the collaborative activities cross-functionally
  - 5.3.2: Support and encourage personal application to the job
- 5.4: Reinforce learning application into workplace performance
  - 5.4.1: Implement formal and informal learning opportunities to support learning in the workplace
  - 5.4.2: Plan strategies for success across the entire learning process
  - 5.4.3: Plan and design appropriate performance support interventions to be implemented throughout the transfer process
- 1.2: Define required organisational outcomes
- 1.3: Agree performance improvement criteria that are aligned to a desired organisational outcome and timeframe
- 5.5: Develop an L&D strategy for the L&D function
- 5.6: Develop a learning strategy

## 6 Assessment Standards

Apply mechanisms to monitor the quality of internal and external assessment

- 6.1: Assess and develop the skills of staff who establish learning needs in line with organisational performance outcomes
- 6.2: Assess and develop the skills of staff who design and develop learning solutions that aim to improve organisational performance
- 6.3: Assess and develop the skills of staff who deliver engaging training that is role-relevant and learner-focused

- 6.4:** Assess and develop the skills of staff who evaluate the impact of learning solutions
- 6.5:** Assess and develop the skills of staff who apply mechanisms to promote the transfer of learning back to work
- 6.6:** Apply a flexible yet rigorous approach to the assessment process taking circumstances into account
- 6.7:** Provide developmental and motivational feedback
- 6.8:** Agree measurable developmental action plans

# 7 L&D Professional Standards

## Deliver engaging training that is role-relevant and learner-focused

- 7.1:** Care for each individual, creating a sense of personal value
- 7.2:** Display an authentic and genuine approach in which all parties feel they are honestly and fairly treated
- 7.3:** Engender a culture of cooperation
- 7.4:** Communicate openly to create an effective climate
- 7.5:** Involve each learner in the learning process to encourage self-discovery and strengthen personal commitment to learning and application
- 7.6:** Generate a positive emotional climate in which all parties are free to experiment and involve themselves in the experience
- 7.7:** Take opportunities to develop self and others
- 7.8:** Encourage people to find their own answers / solutions
- 7.9:** Encourage self-discovery supported by developmental and motivational feedback
- 7.10:** Exhibit an ethical approach in order to build respect
- 7.11:** Present a professional image
- 7.12:** Exhibit an enthusiastic approach
- 7.13:** Build and maintain rapport to create a positive climate
- 7.14:** Respect the time constraints of others during interactions
- 7.15:** Establish and maintain credibility
- 7.16:** Develop an insight into one's own attitudes and behaviours, and the effect these have on one's current practices
- 7.17:** Employ active listening in all interactions