

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



The Standard for Learning Practitioners

## The Standard

The Standard is a set of Principles:

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

## The Learning Practitioner

The Learning Practitioner undertakes three different learning related roles within the execution of their duties. These roles are:

- Adviser
- Developer
- Provider.

The Learning Practitioner can be assessed under any of the above roles.

Learning Practitioner roles are tiered in that:

- The adviser undertakes consultancy services only or
- The developer undertakes consultancy services and creates learning resources or
- The provider undertakes consultancy services, creates learning resources and delivers and evaluates learning activities and events.

## 1. Personal Principle

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

1.1. The Learning 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.

1.2. The Learning 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 Learning 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 Practitioner understands the requirement of their role within a learning activity. The Principle identifies how a Learning 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 Learning 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 Learning 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 Learning 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 Learning 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 Learning 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 Learning 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 Practitioner is running a commercial entity under an appropriate model, subject to the needs and wants of their client group. This Principle helps to focus the Learning Practitioner on the administrative side of 'behind the scene' activities that when undertaken efficiently and effectively can increase the success of the Learning Practitioner's commercial entity.

- 3.1. The Learning Practitioner has identified, created and is running a sustainable commercial entity in the market place, by:
  - 3.1.1. Undertaking and refining an appropriate commercial (business) planning process.
  - 3.1.2. Setting up and maintaining a commercial entity.
  - 3.1.3. Setting up and maintaining a brand/commercial identity.
  - 3.1.4. Complying with legal frameworks.
  - 3.1.5. Undertaking and refining a marketing planning process.
  - 3.1.6. Marketing their commercial entity using a variety of appropriate channels and media.
  - 3.1.7. Specifying and monitoring criteria by which commercial success will be measured.
  - 3.1.8. Monitoring and managing the ongoing success of the commercial entity.
  - 3.1.9. Monitoring and continuously updating the assets of the commercial 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 the Association to discuss specific needs and implementation options.

## Certification

The Association runs an accreditation scheme enabling learning practitioners to prove their competence. This accreditation is called Certified Learning Practitioner.

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

- Register for accreditation by contacting the Association
- 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

## Qualification

The Association runs a BTEC qualification accredited by Edexcel which enables learners to gain the knowledge and skills they need to provide commercially focused training services.

## Interested

If you are interested in either the CLP accreditation or the CertLPM qualification please contact the Association 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
- Phil Wheeliker
- Jooli Atkins
- Steve Rouse
- Charlotte Mannion
- Mike Morrison
- Stephanie Penning
- Mike Mortby
- Jan Brause

