



Learning and Development Consultant/Business Partner L5 Apprenticeship Standard



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A Learning & Development (L&D) Consultant/ Business Partner is accountable for ensuring L&D contributes to, and influences, improved performance in the workplace at an individual, team and organisation level. They also have the commercial responsibility to align learning needs with the strategic ambitions and objectives of the business. They are agents for change, influencing key stakeholders, making decisions and recommendations on what the business can / should do in an L&D context. They are also likely to lead on any L&D-related elements of business projects. The L&D Consultant / Partner will often have expertise and competence in a specific field whether it be technical, vocational or behavioural. They link the work they do to the context and strategic priorities of the business and measure the outcomes and impact of any learning interventions, to demonstrate a return on investment/expectation.

The role can be a generalist L&D or more specialist, where the focus and in-depth expertise is in a specific area such as organisation development, digital / blended learning, resourcing, or talent management. Whichever the area of focus, the role requires a good grounding across all areas of L&D, and is business and future focused.

The L&D Consultant / Business Partner role exists within a range of organisations including private, public and third sector. Typically, the individual works alongside colleagues who specialise in Human Resources (i.e. employee relations, reward, recruitment), often supported by an L&D Administrator and / or L&D Practitioner. They report to a Senior L&D Manager, Head of Department or Director. In larger organisations, they may be one of a team supporting the business, and may have responsibility for managing people and a budget.



The key modules included in the programme typically cover:

- Information, metrics and developing a business case
- Implementing coaching and mentoring
- The context of learning and development
- Organisational development
- Developing professional practice in L&D
- Consultancy skills
- Facilitation skills
- Developing Leadership & Management Skills

How it is delivered:

In between attending online or face to face workshops, each apprentice completes assignments and other work-related activities or projects.

Each apprentice builds a record of their continuing professional development (Learning Journal) throughout the apprenticeship. This forms part of the final end-point assessment tasks and supports the development of skills and application of their learning and development into the workplace.

Each apprentice has a named skills-assessor and attends three-monthly review meetings with their line manager and skills-assessor.

Studying maths and English during the apprenticeship, using our online diagnostic and learning platform, supported by the skills-assessor.

20% Off-The-Job Learning

Employers must allow apprentices to spend 20% of their contracted hours on off the job learning. We will help you identify the learning activities that the apprentice will participate in; this is likely to be attendance at workshops or coaching sessions, along with workplace learning and other off the job activities either within the organisation or externally.

How long will the apprenticeship programme last?

The programme duration is normally 18-24 months. There are a number of dates throughout the year when apprentices can begin the programme.

Duration:

Typically 18-24 months

Entry requirements:

Individual employers will set their own entry requirements

Qualifications:

Apprentices without level 2 English and maths will need to achieve this level prior to taking the end-point assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. British Sign Language qualification is an alternative to English qualifications for those whom this is their primary language.

Link to professional registration and progression:

The successful apprentice may be eligible to apply for Associate membership of the Chartered Institute of Personnel and Development (CIPD) or any other professional body that recognises this apprenticeship within its membership criteria (membership is subject to the professional bodies own membership requirements).

Level:

Level 5

Requirements

Knowledge, Skills and Behaviours you will have by the end of the programme

Knowledge

The L&D Consultant / Business Partner will have an understanding of:

Technical expertise

- Paradigms, theories and models that underpin effective adult learning, group behaviour and learning culture, for example behaviourism, cognitivism, constructivism, neuroscience.
- Legislation and policies that influence learning design and delivery
- The merits of different learning delivery channels to select an appropriate face-to-face, blended or digital solution.
- Current research and appropriate application of best practice/best fit solutions.
- The latest learning practice, trends and emerging thinking.
- Positively incorporating diversity and inclusion into L&D interventions and processes. Researching and applying current best practice in this area.
- Change management methodologies and the principles of project management.
- Consultancy tools and techniques, for example the use of SWOT, 5 Whys, weighted matrix etc providing costed recommendations and projected impact/ Return on investment/ Return of expectation.

Business understanding

- Their organisation's vision, mission, values, strategy, plans and stakeholders; its external market and sector and the opportunities, challenges and issues it faces.
- How business, learning and HR key performance indicators and metrics build a clear picture of how the business is performing.
- The process of stakeholder mapping to define interactions with staff that are part of the learning needs analysis, design, delivery, and evaluation.
- How to measure the impact, return on investment/expectation of learning on the business.

L&D function

- The L&D structure required to meet business needs and whether this should be in-house, outsourced and how to source specialist expertise when required.
- The various L&D roles, responsibilities and skills required to design and deliver face-to-face, blended or digital solutions.
- The policies and processes required for effective organisation learning.
- How to prepare, monitor and manage a budget

Management information and technology

- The collection of data and information, both qualitative and quantitative, to analyse learning needs, implement effective delivery and measure outcomes and impact.
- How to identify sources, trends and anomalies in data/information.
- How to shape internal information systems and how they play a role to support learning.
- How technology can support learning, including understanding of digital platforms / delivery channels as relevant to the role.
- Emerging technologies that can support effective learning.

Skills

The L&D Consultant / Business Partner will be able to:

L&D Consultancy

- Work as an L&D business partner or consultant across the whole organisation or key functions / relevant stakeholders as appropriate, to build insight into existing levels of capability against future requirements, identifying organisational skills gaps and risks.
- Use a range of techniques to obtain an initial brief from internal stakeholders, and investigate and analyse data to validate the need for a learning intervention.
- Present a range of relevant and innovative solutions, logically and with credibility, to gain buy-in from senior stakeholders.
- Develop an Organisational Development / L&D / succession plan that addresses gaps and fulfils skills, resourcing, talent, and future leadership needs in the partner / business area, accounting for changing internal and external environment, business and learner needs.
- Initiate the design of interventions and monitor implementation.

Developing a Learning Culture

- Foster and develop an embedded culture of learning and continuous improvement (e.g. through using communication campaigns).
- Manage learning and knowledge transfer.
- Facilitate collective and social learning using innovative technological solutions.
- Influence management at all levels to collaborate and take responsibility for learning initiatives.
- Set up and manage Action Learning sets, coaching and mentoring programmes.
- Ensure quality of learning and training delivery through providing feedback to colleagues to ensure continuous improvement of self and others.

Budget/ Resource Management

- Construct and manage an L&D budget/project/intervention, including managing resources to effectively deliver.
- Identify and analyse potential cost savings to ensure maximum value.
- Effectively engage, negotiate and manage third party suppliers.

Relationship management

- Build effective working relationships with business managers (using the language of the business), peers and other L&D functions, together with relevant external organisations to deliver business results from L&D plans and solutions.
- Communicate confidently with people at all levels, including senior management.
- Work with senior leaders to carry out succession planning, organisational development and talent pipeline plans.

Facilitation Skills

- Build rapport and demonstrate the use of language patterns to facilitate and encourage discussions, debate, learning and decisions.
- Employ a range of questioning and listening skills to generate brainstorming, discussion and debate, learning and decisions.
- Effectively manage challenging learner and group behaviours.

Behaviours

The L&D Consultant / Business Partner will be able to demonstrate:

Constant and Curious Learner

- Pro-actively seeking opportunities and feedback to develop their business acumen, improve their performance and overall capability.
- Probing and inquiring to delve deeper into opportunities, options and solutions.
- A desire to understand and experiment with new ideas and techniques, identifying areas for self and wider development/improvements.
- That they act as a role model for learning within their organisation and across their networks.

Collaborative Partner

- They are a trusted partner, acting with integrity, ensuring that clients, partners and learners alike feel heard and are confident in their ability to deliver.
- They can enable different departments or stakeholders to effectively work together above their own agendas and priorities.

Commercial Thinker

- They understand and apply the commercial context, realities and drivers behind learning needs and solutions.
- They are focused on outcomes and impacts.
- They develop ideas, insights and solutions for defined business benefits.

Constructive Challenger

- Personal resilience to manage competing priorities, ensuring that they deliver the outcomes of their work through co-design and a full understanding of the impact they have on others.
- The courage to hold a mirror up to the organisation when diagnosing solutions.
- Skilfully navigating through organisational and personal politics.

Passionate and Agile Deliverer

- Responsiveness and flexibility to changing internal and external environments and business needs.
- Being a role model for the L&D profession, inspiring and galvanising others around learning solutions, ensuring that learning is embedded and delivers ambitious goals, outcomes and timelines.

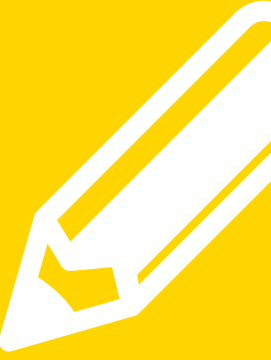
End Point Assessment

End-point assessment (EPA) is the final 'test' undertaken by all apprentices once they have completed their learning. This is carried out and marked by an independent EPA organisation (EPAO) whose role, through assessment of the EPA activities, is to determine if the apprentice has met the requirements of the apprenticeship standard. EPA is normally funded through the organisation's digital levy account.

The EPA activities for the Level 5 Learning and Development Consultant/Business Partner apprenticeship are a work-based project with professional discussion, and a presentation and question/answer session focused on the CPD record (Learning Journal). As the training provider we are not able to get involved in the EPA activity but will provide support in the form of:

- Information to help the employer decide which EPAO they would like to carry out end-point assessment.
- Scoping and agreeing the terms of the work-based project with yourselves and the EPA.
- Guidance to the apprentice on how to build the Learning Journal.
- Practice opportunities to help prepare apprentices for EPA.

The Apprentice will be given up to 5 months after the gateway to complete the project, for submission to the EPAO



The final Project should take the form of a formal business report of 5000 words (+/- 10%). The report should describe how the project was delivered, focussing on the actions and decisions taken, critically analysing the reasons for those, and the outcomes achieved. The project will require significant research both inside the organisation and into the learning and development profession to demonstrate breadth of understanding, and the application of this research to support the project decisions and outcomes.

The project will cover how the apprentice dealt with a significant issue facing the business/sector describing how they:

- Analysed the problem. This should include demonstrating significant consulting with relevant business stakeholders to understand the requirements of the business/team.
- Conducted relevant background research e.g. business requirements/implications, L&D/ industry developments, and any regulatory requirements. This should include relevant data analysis and budgetary/resource considerations.
- Researched and developed options for potential solutions, giving reasoned explanations as to their inclusion or rejection.
- Collaborated and consulted with colleagues and the business in the development of the agreed solution.
- Developed the Project plan with relevant solutions looking for impacted populations and implementing change management actions as appropriate.
- Implemented the solution.
- Evaluated the solution against the agreed criteria from stakeholders.
- Evaluated for lessons learnt and factors to improve upon for next time.

The project should include evidence of how the project was delivered and the outcomes achieved e.g. relevant emails; evidence of return on investment/expectations; and/or client feedback

Employers and training providers will use project guidance/criteria from the EPAO to support the apprentice to develop a project plan. The project should be based on a real business requirement (i.e. not simulated) to also best test competence.

For the avoidance of doubt see grading combinations table below:

Project with Professional Discussion	Presentation/Q&A based on Learning Journal	Overall Grade
Fail in one method or more		Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Merit
Distinction	Distinction	Distinction



Why Choose TESS?

- 2017 Ofsted Visit gave us a Good rating.
- Investors in People rated us Gold
- Won Apprenticeship Provider of the Year 2016 at the Apprenticeships4England Awards.
- We stand out from the industry as being a Learning & Development Provider with an MD that is CIPD qualified so the focus is definitely on learning!
- Learner & Employer Portal which shows real-time course progress plus allows learners to work on outstanding actions and attend e-learning sessions
- Reporting & Communication - the business has a dedicated Account Manager who is there to help with any queries. We also provide customised 24/7 live reporting to keep you up to speed with value from the apprenticeships.
- Tailored Marketing - we offer bespoke brochures and an online portal where interested learners can find out more about the qualifications. This marketing would have your business logo and input to it, to make it fit for purpose.
- Diverse Qualifications and training solutions for each person & department

For more information, please call 01604 210 500

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