

LEARNING AND DEVELOPMENT CONSULTANT BUSINESS PARTNER APPRENTICESHIP STANDARD

Standard Code ST0563

Course Level 5

Work based

Funding Level £7000

Duration 21mths including EPA

Course Description

Learning and development consultant business partner is accountable for ensuring learning and development 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 or should do in a learning and development context. They are also likely to lead on any learning and development -related elements of business projects. The learning and development consultant business 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 and expectation.

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

The learning and development 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 a learning and development administrator and/or learning and development practitioner. They report to a senior learning and development 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.

Off the Job Training

A key requirement of an Apprenticeship is Off-the-job training. This must make up at least 20% of the apprentice's contracted hours, over the total duration of the apprentice's planned training period. Off-the-job training must be directly relevant to the apprenticeship standard and must take place within the apprentice's normal working hours.

The new learning must be documented and reflected on through the Learner Journal on their e-portfolio.

Entry Requirements

The Apprentice will need to be in a relevant role and show a willingness to undertake the knowledge, skills and behaviours required. They will also need to have Level 2 Maths and English (GCSE at Grade 4/C or above or equivalent) or be prepared to attend a block study period for Maths and English if this is required.

Apprentices may be required to attend an interview and undertake relevant skills assessments.

Once they have been accepted on to the programme all apprentices will be required to attend a Lincoln College Induction. Apprentices will require access to a tablet/computer to access their e-portfolio.

Knowledge, Skills and Behaviours

KNOWLEDGE

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 and best fit solutions.
- The latest learning practice, trends and emerging thinking.
- Positively incorporating diversity and inclusion into learning and development 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 human resources 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 and expectation of learning on the business.

Learning and development function

- The learning and development structure required to meet business needs and whether this should be in-house, outsourced and how to source specialist expertise when required.
- The various learning and development 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 and 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 and delivery channels as relevant to the role.
- Emerging technologies that can support effective learning.

SKILLS

Learning and development consultancy

- Work as a learning and development business partner or consultant across the whole organisation or key functions and 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, learning and development and succession plan that addresses gaps and fulfils skills, resourcing, talent, and future leadership needs in the partner and business area, accounting for changing internal and external environment, business and learner needs.

- Initiate the design of interventions and monitor implementation.

Communication

- Deals effectively with a range of stakeholders using appropriate communication methods to deliver accurate and timely results.
- Avoids jargon and uses the correct technical terms where appropriate.
- Demonstrates good listening and speaking skills to be able to communicate effectively in the right manner.

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 and resource management

- Construct and manage an learning and development 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 learning and development functions, together with relevant external organisations to deliver business results from learning and development 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

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 and 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 learning and development profession, inspiring and galvanising others around learning solutions, ensuring that learning is embedded and delivers ambitious goals, outcomes and timelines.

Assessment

Assessment is done through a combination of practical tasks, written assignments, oral discussions and online tests throughout the programme. To ensure that we can support you to meet these, we will complete an in-depth initial skills analysis to ensure that we can tailor our delivery to meet these unique requirements. We will then use the most relevant delivery methods to support your learners which include:

- One to one coaching from a dedicated, professional assessor/instructor allocated to the learner for the duration of the programme.
- Work based assignments and projects to be completed in an e-portfolio. Case studies and in College course days as and when required for each learner.
- Job shadowing and mentoring.
- Review of progress every 4 – 10 weeks.
- Employer led in house training.
- Independent learning and research as directed by the assessor/instructor.

End Point Assessment

There will be an End Point Assessment (EPA) as the final stage of an Apprenticeship. The Apprentice must demonstrate their learning to an independent end point assessor and the overall grade available is distinction, merit, pass or fail.

End-Point Assessment includes:

Work based project with Professional Discussion:

This method has two components. First the Apprentice completes a Work based Project before progressing onto a Professional discussion (75 minutes) based on the project. The Work based Project report should be submitted to the EPAO for remote marking a minimum of one month prior to end of the 5- month EPA period.

Presentation and Q&A based on Learning Journal:

25 -minute presentation of the key points from the Learning Journal followed by a 35-minute Q&A. The apprentice should be given at least 3 weeks prior notice of the date for their Professional Discussion.

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).

Fees

As an Apprentice, you will pay no course fees. However, your employer may have to pay towards your training as well as providing you with a wage. All Apprentices must receive a minimum wage of £4.30 per hour within their first year of training from their employer, although they can, and often do, pay more. In the second and subsequent years of an Apprenticeship programme, the national minimum wage for your age would apply.

If you are an employer and want to find out more information regarding employer contributions and any further costs related to the Apprenticeship programme, please contact our dedicated Apprenticeship team at employers@lincolncollege.ac.uk

Business Benefits

Employers have designed the Apprenticeship Standards to meet the needs of the sector and industry. Ensuring they include:

- Relevant Knowledge, skills and behaviours ensure that the Standard is relevant to the occupation.
- Widening participation Apprenticeship standards provide opportunities to employees that may not previously have been available.
- Development tools A cost effective way to train your employees to undertake specific roles in your business.
- Return on Investment On average, an apprentice who has completed their course will increase business productivity by £214 per week (CEBR, 2015).