



*Recognised by a second
Queen's Award for Innovation in 2016*

The **3** Steps to Quality-Assured Learning & Development

Self-diagnostic questionnaire

*More than a decade of innovation in
Quality Assurance
2005 - 2016*



THE QUEEN'S AWARDS
FOR ENTERPRISE:
INNOVATION
2005 AND 2016

Assess your L&D Function for Quality Assurance

Find out with this self-diagnostic exercise

This short self-assessment questionnaire is in three sections, corresponding to the 3 Steps. Please rate your current performance as objectively as you can, it will enable you to identify which areas of the 3 Steps need attention for improvement, if any.

For each statement, put a tick in the box that best describes your perception of current L&D-related activities and performance. The scoring grid is defined as follows:

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

STEP 1: THE TRAINING SKILLS OF ALL INVOLVED IN FACILITATING OTHERS' LEARNING

Statement

We regularly monitor and develop the competence of our L&D professionals so as to meet the demands of our strategic and operational plans

1	2	3	4	5
<input type="checkbox"/>				

We have the right skills in our L&D team to consult credibly and effectively with key stakeholders in the business and develop agreed learning interventions

<input type="checkbox"/>				
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Our L&D professionals are skilled in learner-focused, engaging training design and delivery

<input type="checkbox"/>				
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All subject matter experts in training roles have been trained in the skills needed to transfer their technical knowledge and skills in an effective manner

<input type="checkbox"/>				
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Our L&D team members involved in e-Learning have been formally trained in online design and facilitation skills and blended learning approaches

<input type="checkbox"/>				
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Your score (max. 25):

STEP 2: THE QUALITY-CONTROL OF TRAINING PRACTICE TO BEST-PRACTICE STANDARDS

Statement

All training interventions consistently follow best-practice Standards, including TNA, training design and delivery, facilitation, coaching and e-Learning

1	2	3	4	5
<input type="checkbox"/>				

Our Training Needs Analyses are regularly assessed against our adopted Standards

<input type="checkbox"/>				
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Our learning designs (for face to face delivery) are regularly assessed against our adopted Standards

<input type="checkbox"/>				
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Our e-Learning designs (whether in-house or external) are regularly assessed against our adopted Standards

<input type="checkbox"/>				
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Performance support resources are built into all interventions at the design stage, and are regularly assessed against our adopted Standards

<input type="checkbox"/>				
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Your score (max. 25):

STEP 3: THE TRANSFER OF TRAINING INTO WORKPLACE PERFORMANCE

Statement

1	2	3	4	5
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The L&D team focuses first on enabling desired business outcomes rather than just course learning objectives when designing and implementing training

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Line managers collaborate in identifying and measuring appropriate metrics to accurately assess the business outcomes achieved from training

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All stakeholders maintain focus on the desired business outcomes throughout a Programme, avoiding being distracted by irrelevant outputs eg 'happy sheet' scores

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Line managers accept joint responsibility with L&D and the learners for the transfer of learning into performance improvement

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Mechanisms are in place to ensure early identification of potential breakdowns in accountability

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All stakeholders including individual learners, L&D professionals and line managers work co-operatively to ensure that learning is implemented in the workplace

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Line managers conduct pre and post training briefings with direct reports attending courses

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Line managers pro-actively ensure opportunities for team members' new skills to be practised and encourage them to sustain their changed behaviours

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Line managers make time to coach and develop all their direct reports and monitor the changes made and the results achieved

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The effectiveness of agreed learning interventions is monitored to identify early indications of success (or otherwise), and appropriate adjustments made

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Your score (max. 50):

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Of course, the L&D function cannot on its own deliver quality-assured learning and development. It also requires the collaboration and active support of the organisation's business managers.

So we have included a brief questionnaire (page 4) to solicit the perspectives of your line managers. We encourage you to obtain feedback from a number of managers across the business. If you are able to do that, you might then compare notes with them on your respective views. This would perhaps offer a productive way to start a more collaborative journey going forward.

Combining the scores from both questionnaires will indicate the extent to which each Step to quality-assured L&D is currently being achieved. If your total score for all 3 Steps is 120 or higher (80%), congratulations! You are clearly spearheading quality-assured learning and development in your organisation.

If not, by reading this far and in completing the questionnaire you have already started on your journey to success. By utilising the various 3-Steps development tools your L&D function will be able to make great strides. To discuss your outcome and explore potential resolutions please give one of our dedicated Account Managers a call on **024 7641 1288** or **0800 999 6040**.

As a business manager how do you think L&D is matching up?

For each statement, put a tick in the box that best describes your perception of current L&D-related activities and performance. The scoring grid is defined as follows:

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

STEP 1: THE TRAINING SKILLS YOUR PEOPLE EXPERIENCE FROM L&D

Statement

1	2	3	4	5
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The L&D team provides highly skilled, learner-focused and engaging training

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Trainers are commercially aware and speak the language of the business

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Subject matter experts delivering training have the skills to transfer their knowledge effectively

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Your score (max. 15):

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STEP 2: THE QUALITY CONTROL OF YOUR EMPLOYEES' TRAINING

Statement

1	2	3	4	5
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Robust and consistent analysis of real training needs ensures that training is never a waste of learners' time

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Training design always includes performance support tools to assist learners on return to work

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Training is always designed and delivered to consistent best-practice standards

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Your score (max. 15):

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STEP 3: THE TRANSFER OF TRAINING INTO WORKPLACE PERFORMANCE

Statement

1	2	3	4	5
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L&D programmes define up front the desired outcomes and specify the timeframe for achievement

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L&D briefs line managers of course content in advance to enable pre-training meetings with learners

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L&D provides post-course support to learners and line managers to ensure that the new skills are applied

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L&D stays involved with programmes after training until performance improvement has been measured

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Your score (max. 20):

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