



Competency Framework for Learning and Development Professionals in Ireland



March 2017

ComProCom (Communicating Professional Competence)
Project Number: 2015-1-EL01-KA202-013960



Co-funded by the
Erasmus+ Programme
of the European Union





Project	Communicating Professional Competence (ComProCom)
Project number	2015-1-EL01-KA202-013960
Title of Document	Profession Competency Framework for Learning and Development Professionals in Ireland.
Intellectual Output no.	Intellectual Output 5
File name (with extension)	IO5 Training & Development IITD final framework
Document Version	Final
Dissemination Level	Public
Authors	IITD
Date	30 th March 2017

The European Commission support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Copyright © The ComProCom Partnership 2017

This document may be used and distributed in its original and unabridged form for non-commercial purposes. No other public reproduction of this document, or publication of extracts from it, is permitted unless permission is obtained from the authors and reference is made to the source material and to ComProCom.



Profession Competency Framework for Learning and Development Professionals in Ireland.

The competency framework contains ten separate sections, all of which carry equal weighting. Each section is then broken down into sub-sections which describes the professional attributes, knowledge and understanding that the learning and development professional is expected to exhibit in order to effectively deliver against the section. The final element of the competency framework is a table which describes how the professional attributes, knowledge and understanding of the learning and development professional manifest themselves in different role levels. It is recognised that all learning and professions will not necessarily fit neatly into one level and that the scope of their existing role may span across the different levels impacting the relevance of the competencies within the framework.

This framework was designed in the context of a fairly large organisation with a T&D organisational structure which includes a strategic management role, operations management role, specialist T&D (non-managerial/leadership) role and T&D co-ordinator/administrative function. This approach was taken to assist in the clear identification of those competencies as relevant to four separate roles – these being i) strategic, ii) managerial, iii) operational and iv) administrative in nature.

Where an organisational structure differs from the one presented, it is intended that the post holders will assume the relevant competencies as applicable to their role, whether it be a strategic, managerial, operational or administrative role or a combination of a number of these. It is accepted that this will inevitably create a situation in smaller T&D functions where a role crosses over more than one of the functional roles as indicated below.



Overview

1. Undertaking Strategic Planning.....	5
2. Leading the T&D function	6
3. Identifying organisational and individual T&D needs	7
4. Planning within the T&D function.....	9
5. Designing & developing training programmes and activities:	10
6. Overseeing quality assurance processes within the T&D function.....	11
7. Managing the T&D budget.....	13
8. Undertaking T&D service delivery.....	15
9. Assessing & Evaluating T&D.....	17
10. Overseeing own development as a T&D professional.....	19
Role alignment to proposed T&D professional Competency Framework	20



1. Undertaking Strategic Planning

1.1 Providing strategic direction for T&D activities within the organisation

- ◆ Identifying the core aspects of the organisational strategy which will provide direction for T&D.
- ◆ Communicating how T&D can deliver to achieve the strategic direction of the organisation

1.2 Assessing the capability and capacity of the organisation to deliver on future challenges and opportunities

- ◆ Undertaking an internal SWOT review to identify the organisation's development needs.
- ◆ Performing an external PESTEL analysis to ascertain the impact with environmental factors will have on the organisation.
- ◆ Carrying out and an audit of organisational skills requirements to ascertain training needs and requirements

1.3 Developing T&D strategies with line managers by considering short and long-term staff requirements.

- ◆ Working with line management to develop unit based training needs analysis.
- ◆ Reviewing the current status of T&D activities for staff within the unit setting out training requirements for the short (12 months) and long term (3-5 years).

1.4 Developing local operational plan within Training & Development to meet T&D needs as identified by the organisational strategic plan

- ◆ Making a realistic operational plan which is specific and time focused to enable delivery of T&D needs

1.5 Translating organisational requirements into clear and specific T&D needs

- ◆ Identifying what skills, knowledge, capability and capacity improvements need to be made.
- ◆ Putting together a clear plan which specifies identified training needs and how these needs will be addressed

1.6 Carrying out skills audits to identify organisational capacity and gaps to address future organisational requirements

This involves taking a systems approach to ascertaining current skills and capacity with a view to determining potential future skills needs

- ◆ Assessing organisational needs for data in relation to skills capability and skills deficits, specifying what information is required within the organisation and identifying a suitable method and procedure for effectively capturing this information.
- ◆ Collating and presenting data setting out gaps and requirements to meet organisational needs



2. Leading the T&D function

2.1 Leading and managing the training team providing supervision, coaching, guidance and mentoring

- ◆ Developing the work *team* and individual employee skills and capabilities.
- ◆ Overseeing the organisation and delivery of work within the T&D area.
- ◆ Providing direction and oversight of approach to carrying out role to individual team members.
- ◆ Evaluating and managing individual and team performance.
- ◆ Providing effective guidance, feedback, support, coaching, mentoring and training

2.2 Promoting an open knowledge-sharing environment that builds skills and service for the benefit of the organisation

- ◆ Sharing information with others and facilitating the *open* exchange of information and ideas and knowledge.
- ◆ *Building a collaborative work environment which promotes the communication of knowledge* with others by networking, attending meetings, participating in committee work and providing briefings.

2.3 Inspiring and encouraging managers and colleagues to develop a proactive and engaged focused approach to staff development

- ◆ Coaching managers and colleagues to ensure they are engaged with T&D activities and processes and can articulate the clear and measurable benefits to the organisation, unit and individual.
- ◆ Educating managers and colleagues as to the full range of T&D resources, activities, programmes and events which are available within the organisation

2.4 Enabling strong and effective leadership across the organisation to enable delivery of the organisation's strategic plan

- ◆ Identifying and sourcing interventions to ensure that leaders and their successors have the appropriate capability to enable the achievement of identified current and future organisational goals.



3. Identifying organisational and individual T&D needs

3.1 Enabling the analysis of training needs within the organisation

This involves developing a systems approach to the identification and determination of training needs for individuals, functional units/teams and the organisation as a whole.

- ◆ Considering and analysing the information arising from the strategic and operational planning process and the outcomes of the performance review system to set out training needs.
- ◆ Planning and delivering implementation of an organised and systematic approach to training needs analysis (TNA), identifying and establishing clear operational and administrative procedures for identifying, recording and communicating on the outcomes of the TNA

3.2 Engaging internally to ensure the approach to training needs analysis supports the overall human resources strategy

- ◆ Supporting colleagues to engage with the identification of T&D needs.
- ◆ Enabling colleagues to feel comfortable and willing to openly discuss their development needs.
- ◆ Working with colleagues within HR and T&D to ensure alignment between overall HR strategy and T&D planning and to ensure that appropriate employee supports are in place to enable delivery of T&D within the organisation.

3.3 Working collaboratively with line managers in analysing training needs within their functional areas.

- ◆ Coaching and supporting line managers to ensure agreed approaches used in determining training requirements are consistently applied in accordance with organisational wide approach.
- ◆ Ensuring line managers are clear as to their role and responsibilities in relation to identifying training requirements and supporting staff to develop and grow both personally and professionally to deliver upon the performance goals of the organisation.

3.4 Identifying changing organisational requirements and the impact of these in terms of training needs

- ◆ Assessing internal and external drivers which will influence future skills and capability requirements.
- ◆ Making a realistic determination of changing trends in relation to future training needs and communicating these findings to senior management.
- ◆ Working with management to assess the influence of emerging trends on the organisation and creating a plan to address how the organisation wishes to respond to the changing external context.

3.5 Taking a fair and objective approach to training needs analysis providing equal access to all staff

- ◆ Putting in place procedures which are nondiscriminatory and unbiased and fair to all.



- ◆ Building commitment to the needs for a diverse workforce from senior management and communicating this through the dissemination of a clear values statement to all staff.
- ◆ Auditing current practice to assess fit with organisational values.
- ◆ Benchmarking current procedures against equality standards and best practice norms.
- ◆ Raising awareness of equality and fairness in all aspects of the human resource interface within the organisation through initiatives such as unconscious bias training, recruitment and selection training etc.

3.6 Considering opportunities to address training requirements for under-represented groups

- ◆ Using T&D events and activities to educate management and staff as to the needs of those groups that are currently in a minority within the organisation.
- ◆ Coaching managers to support and encourage the integration and full contribution of under-represented groups throughout the organisation.
- ◆ Taking account of cultural background on skill and capability assessments and training requirements and addressing needs in this area through the initiation of new approaches and methods to assessment, design and delivery of training interventions.



4. Planning within the T&D function

4.1 Planning a T&D infrastructure to accomplish the organisation's goals.

- ◆ Developing learning solutions through the application of best practice, innovation and results orientation.
- ◆ Creating a development infrastructure within the organisation to deliver a clear, systematic and structured approach to achieve organisational objectives.

4.2 Ensuring that both financial and resource commitment and organisational “buy-in” is in place to enable delivery of the T&D plan

- ◆ Determining the financial cost of proposed T&D proposals.
- ◆ Making a realistic assessment of the working time which will be spent on T&D activities on the basis of projected plan.
- ◆ Collaborating with senior management to assess level of resource and support available to enable and support the plan.
- ◆ Evaluating the plan in terms of co-operation and engagement demonstrated by senior management.
- ◆ Taking action as may be required to challenge levels of engagement.
- ◆ Engaging with senior management as required to ensure that commitment by this group to the T&D plan is clearly communicated throughout the organisation.

4.3 Determining training priorities and plan a 12 month rolling cycle to create a T&D calendar of events and activities

- ◆ Identifying a schedule detailing programmes, events and activities in order of importance to the needs of the organisation and in accordance with resourcing and scheduling plans.
- ◆ Using annual operations work cycle to shape and plan an annual T&D schedule which is fit-for purpose, user friendly, achievable and impactful in organisational terms.

4.4 Supporting line management to incorporate and promote a culture of learning, T&D within the organisation

- ◆ Working with line management to determine, establish and communicate the value of a learning environment.
- ◆ Creating awareness of the benefits and impact of T&D for individuals, teams and the achievement of organisational goals.
- ◆ Acting as a learning partner to progress an ethos of capability development at an individual and organisational level.

4.5 Reviewing the marketplace and engaging with professional associations to maintain an understanding and insight into current approaches within T&D

- ◆ Exploring approaches in industry and within professional organisations to identify contemporary training methodologies and review their impact.
- ◆ Bringing new ideas and advances in approaches in T&D back to the benefit of the organisation.
- ◆ Connecting with T&D colleagues internally and externally to identify and engage with new ideas and approaches to developing a learning culture



5. Designing & developing training programmes and activities:

5.1 Developing a comprehensive portfolio of T&D programmes and activities that meet the skills gaps identified through the training needs assessment.

- ◆ Supporting programme design personnel (both in-house and through external providers) to develop T&D interventions that clearly address training and business needs.
- ◆ Working with subject matter experts to plan and devise programmes, activities and events that are appropriate to the internal audience and are fit for purpose in addressing organisational requirements.

5.2 Planning and delivering bespoke training courses internally to deliver on organisational specific T&D requirements.

- ◆ Collaborating with line managers and subject matter experts to develop approaches to putting organisational specific programmes in place which address distinctive needs as identified.

5.3 Identifying external training and accreditation bodies and providers to deliver required training to appropriate standards.

- ◆ Identifying training providers of good professional standing and engaging their services to deliver programmes internally.
- ◆ Advising internal stakeholders of external quality focused expertise in specific areas which can add value to the organisation

5.4 Selecting and managing external training and accreditation bodies and providers in accordance with organisational policy and procedures.

- ◆ Identifying suitable external training providers and accreditation bodies on the basis of a structured approach in accordance with organisational procurement policy.
- ◆ Assessing external providers on the basis of clear evidence based criteria.
- ◆ Working with external accreditation training providers and bodies to monitor service delivery and provide evidence based feedback to assess compliance with organisational requirements.

5.5 Promoting innovative approaches to training design including the application of new technologies i.e. e-learning, training apps, etc.

- ◆ Leading and encouraging advancements in developing a technologically innovative learning culture through engagement with IT providers.
- ◆ Advising managers and colleagues of the benefits of innovative technological approaches to T&D.
- ◆ Sharing knowledge and expertise with others in the organisation to support ongoing engagement with new technologies in T&D.

5.6 Drawing up and developing training materials, documents and manuals

- ◆ Putting resources for the delivery of training together in an organised and coherent way to best address the needs of participants.
- ◆ Assessing and evaluating materials and resources to ensure that they are relevant, current, “fit for purpose” and optimise the achievement of learning objectives.



6. Overseeing quality assurance processes within the T&D function

6.1 Co-ordinating all T&D activities into a coherent system to support organisational requirements and the promotion of a learning and development culture.

- ◆ Co-ordinating activities in a comprehensive, straightforward and unified way.
- ◆ Fostering a performance culture through ongoing engagement with line management.
- ◆ Supporting line managers and staff in achieving their personal and professional goals.
- ◆ Facilitating and encouraging on-going conversations to ensure that all staff are conversant with the key organisational values and goals which are being achieved through delivery of the operational plan.
- ◆ Encouraging engagement amongst managers and staff in all T&D activities.

6.2 Reviewing all T&D programmes and activities to ensure organisational 'fitness for purpose'.

This involves carrying out a periodic and regular review of the work of the T&D function to assess effectiveness and adequacy through internal and external review and evaluation i.e. staff feedback and evaluation, internal surveys, site visits etc.

- ◆ Developing a clear plan and approach for evaluating the effectiveness of T&D programmes and their impact on individual and organisational performance.
- ◆ Analysing data including feedback on delivery of learning objectives from line management and employees to support review and evaluation of the value of different aspects of the T&D programme

6.3 Overseeing the management of course accreditation processes

- ◆ Overseeing and working with internal and external partners to assess T&D programme offerings against the standards of accrediting bodies.
- ◆ Driving the process of continuous improvement processes to seek to attain the standards set by external agencies where these are seen as appropriate to the business.
- ◆ Leading the implementation of standards within programme offerings where this is identified as beneficial to the attainment of individual and business goals.

6.4 Ensuring effective performance of the T&D function and compliance with relevant policies and organisational requirements and professional best practice

- ◆ Leading the implementation of the operational plan for the T&D function.
- ◆ Overseeing and encouraging high standards of performance within the area to enable delivery of T&D plans and a culture of continuous improvement.
- ◆ Communicating relevant policies to relevant stakeholders both internal and external to the organisation.
- ◆ Carrying out role and responsibilities in accordance with professional standards and best practice



6.5 Reviewing all T&D activities and materials to ensure they meet with relevant organisational and statutory requirements, including health and safety, employment and equality legislation.

- ◆ Ensuring that T&D resources and approaches are in compliance with legislative requirements.
- ◆ Scrutinising resources, activities and current practice to identify matters arising that may be discriminatory or in conflict with organisational values and standards or legislative requirements.
- ◆ Developing an awareness of potential risks and paying particular attention within those areas of the T&D function which require particular attention in relation to compliance requirements i.e. health & safety training, criteria for programme eligibility etc.

6.6 Developing standard operating procedures and templates for the delivery and administration of T&D

- ◆ Establishing uniform methods and standards of planning and organisation to enable the smooth operation of the T&D function.
- ◆ Putting in place appropriate administrative processes, systems, paperwork and procedures to assist in the delivery, evaluation and reporting of T&D activities.

6.7 Creating effective systems for managing and maintaining information on the system for reporting and records management on T&D within the organisation

- ◆ Putting in place 'fit for purpose' methods and systems to support and enable management reporting.
- ◆ Collecting and pulling together accurate data to assist with the measurement and evaluation of the outcomes and impact of T&D initiatives.
- ◆ Putting processes in place to enable measuring and reporting on return on investment (ROI).
- ◆ Establishing reporting tools to facilitate the ongoing evaluation of evidence based organisational outcomes from learning and development programmes.



7. Managing the T&D budget

7.1 Planning T&D budgets and forecasting associated costs

- ◆ Overseeing the preparation of financial plans in partnership with the finance function of the organisation.
- ◆ Assessing the costs of training and training delivery and associated costs i.e. travel, subsistence, etc. in accordance with company policy.
- ◆ Determining realistic costs and allocating funds on the basis of projected activities as set out in the T&D operational plan.

7.2 Monitoring functional spend on a periodic and continual basis and taking remedial action as required when variances arise.

- ◆ Reviewing expenditure on a regular basis to monitor spend, addressing any queries and/or discrepancies as they arise.
- ◆ Checking spend against budget projections and reporting up on any significant variances.
- ◆ Making the case with senior management and finance for additional budget allocation should unforeseen circumstances arise i.e. additional training requirements.
- ◆ Engaging with finance to seek expert guidance and support on budgetary matters when required.
- ◆ Communicating on the status of spend against budget as required and taking any agreed action as may be required to curtail or increase spend in particular areas.

7.3 Making effective budgetary spend decisions on the basis of clearly identified organisational priorities

- ◆ Aligning spending in line with projected budgetary decisions.
- ◆ Monitoring and checking budget against operational plan.
- ◆ Seeking clarity from management when required to ensure clear alignment between spend and organisational priorities and requirements

7.4 Overseeing budget management activities in accordance with finance and procurement policy and procedures and best practice

- ◆ Seeking advice and guidance from finance to ensure budget management activities are in line with company policy and procedures.
- ◆ Engaging with procurement policy to ensure that engagement of external providers is carried out in accordance with requirements in this area.
- ◆ Liaising with colleagues, industry and professional organisations to engage on best practice approaches to minimising costs and optimising spend.
- ◆ Working with organisations to form arrangements such as alliances and group based approaches to purchasing T&D services in a cost effective manner.

7.5 Operating in an environment where decisions on budget spend are made on the basis of sound business decisions and value for money

- ◆ Continually endeavouring to achieve best value for money and cost effective approaches to spending decisions on an ongoing basis.



- ◆ Reviewing and engaging with providers on a periodic basis to assess, evaluate and if necessary re-negotiate costs.



8. Undertaking T&D service delivery

8.1 Working with management on an ongoing basis to enable the full benefits of the investment in T&D to be realised

- ◆ Partnering senior and line management to promote and encourage engagement with T&D approaches, programmes, initiatives, activities and interventions.
- ◆ Working within the organisation to assist in the identification, delivery and communication of the value added contribution which T&D can make to the achievement of business goals.

8.2 Ensuring the effective delivery of T&D programmes within the organisation

- ◆ Overseeing the methods and approaches utilised in the delivery of training programmes.
- ◆ Ensuring training providers clearly understand the context and culture of the organisation together with organisational needs and can effectively enable the learning which is required.
- ◆ Engaging in opportunities for review and feedback with course providers, participants and line managers.
- ◆ Continually looking for ways to improve the manner in which T&D is provided.

8.3 Providing individual development interventions including coaching and mentoring

- ◆ Enabling individual employees to advance their own personal and professional development through coaching and mentoring.
- ◆ Supporting employees to feel comfortable and willing to engage with individual development interventions.
- ◆ Inspiring employees to identify and communicate the value and impact of personal development initiatives.
- ◆ Sourcing suitable coaches and mentor to challenge and support personal learning and growth

8.4 Facilitating leadership learning and development events and activities within the organisation

- ◆ Challenging organisational leaders to engage with the leadership development agenda.
- ◆ Supporting leaders to enable open discussions around challenges that they face in the leadership space.
- ◆ Enabling leaders in assessing their own strengths and development needs.
- ◆ Putting in place effective tools to measure and assess personal style and approaches.
- ◆ Providing coaching to leaders to provide feedback and encourage open conversations about individual development needs.
- ◆ Supporting leaders to feel open and willing to engage with leadership development interventions.
- ◆ Inspiring leaders to articulate the value and impact of leadership development initiatives.
- ◆ Sourcing suitable facilitators to challenge and support senior leadership in the leadership space.



8.5 Assessing individual leadership capability to meet current and future organisational needs

This involves assessing individual leadership capability and abilities against current and future organisational requirements and overseeing the development and implementation of interventions to address capability gaps at team and individual levels.

- ◆ Putting in place tools, frameworks and approaches to identify and measure leadership capacity that are fit for purpose and appropriate to organisational requirements.
- ◆ Working with internal stakeholders to identify current and future leadership requirements.
- ◆ Developing a clear time focused plan for the delivery of measurable improvement to address gaps between current and future leadership requirements.
- ◆ Engaging and challenging senior management to understand and champion the rationale for leadership development interventions.
- ◆ Monitoring progress in the delivery of the leadership improvement plan. Identifying opportunities to seek ongoing engagement in addressing capability gaps.
- ◆ Taking action as required to re-direct or re-engage leadership in leadership activities as may be required.

8.6 Arranging for the purchase and maintenance of all necessary material resources to enable the delivery and measurement of T&D programmes and activities.

- ◆ Assessing the requirement for expenditure in relation to resources which may be required to enable effective delivery of training and development programmes and activities.
- ◆ Ascertaining where licences are required.
- ◆ Ensuring the resources are utilised to their full potential.
- ◆ Overseeing the upkeep and maintenance and upgrading of materials as and when required to ensure relevancy of resources and that they are “fit for purpose”.
- ◆ Conducting regular reviews within industry and with professional associations to keep abreast of developments in this area.

8.7 Managing facilities to achieve efficient training attendance and delivery.

- ◆ Overseeing the upkeep and maintenance of internal training rooms.
- ◆ Assessing local options in the provision of training venues.
- ◆ Developing a clear policy in relation to the use of internal and external facilities that is “user friendly” and enables the effective and efficient organisation and delivery of training.

8.8 Developing and implementing policy and practice in place in the area of training support and administration

- ◆ Putting in place policies and standard operational procedures in conjunction with internal stakeholders relation to the broad range of support, administrative and housekeeping functions within the T&D function including such areas as training leave, reimbursement of travel costs & subsistence etc. to enable a fair and consistent approach within the function.



9. Assessing & Evaluating T&D

9.1 Evaluating the delivery of T&D programmes, activities and events and carrying out follow-up action as may be necessary.

- ◆ Working with senior management to put in place metrics to assess and evaluate impact of the work of T&D within the context of individual and organisational performance.
- ◆ Monitoring and measure performance within the T&D area against these agreed measures.
- ◆ Communicating measures, deliverables and evaluation outcomes to senior management and taking any agreed actions as required.

9.2 Developing systems of evaluation to assist with undertaking an analysis of return on training investment

- ◆ Working with senior management to agree appropriate levels of evaluation appropriate to the organisation.
- ◆ Setting out appropriate methods and frameworks for measuring the impact of the investment in training on the organisation.
- ◆ Putting in place protocols around assessment and evaluation and for dealing with the outcomes of these.

9.3 Evaluating the impact and delivery of T&D programmes on an ongoing basis

- ◆ Creating a robust and effective reporting mechanism to evaluate the impact of T&D activities within the organisation.
- ◆ Monitoring, measuring and assessing all T&D activities and programmes and recording this information on a continuous basis.
- ◆ Putting in place appropriate reporting tools and approaches to communicate this analysis to relevant stakeholders within the organisation on a regular and continuous basis.

9.4 Working with management to ensure thorough implementation and evaluation of T&D activities and programmes

- ◆ Partnering senior and line managers to embed a culture of training and development excellence within the organisation.
- ◆ Seeking ways to continually challenge the organisation to assess, measure and report on the impact of T&D against organisational performance to encourage ongoing engagement with T&D as an enabler to business performance.
- ◆ Putting in place incentives and recognition programmes to encourage ongoing and future engagement in T&D.

9.5 Assisting the organisation to identify new and innovative approaches in T&D to achieving organisational needs

- ◆ Acting as a learning partner to work actively with managers and individual employees to be open to non-traditional approaches to skills development.
- ◆ Facilitating pilot initiative to encourage engagement with new T&D initiatives.
- ◆ Facilitating connections across the organisation and the sharing of successful interventions.



- ◆ Providing demonstrations and briefings to groups and individuals on T&D best practice approaches.
- ◆ Engaging external speakers and professional contacts within industry and professional associations to engage with the organisation on contemporary approaches to T&D that may be of relevance to the organisation.



10. Overseeing own development as a T&D professional

10.1 Taking active ownership of one's own professional development

- ◆ Reviewing own personal development experiences, objectives and priorities
- ◆ Undertaking own planned formal and informal development experiences
- ◆ Reviewing , reflecting on and evaluating on learning in line with development objectives and impact on workplace performance
- ◆ Tracking and documenting learning outcomes achieved and their application in the work setting
- ◆ Seeking feedback and availing of mentoring and coaching opportunities to develop professional competence as a T&D professional
- ◆ Seeking opportunities to share learning within team and broader T&D networks

10.2 Acting as a role model for the T&D function

- ◆ Maintaining, updating and growing the knowledge and skills required for one's own professional role
- ◆ Developing a personal development plan which is linked to achievement of functional role objectives and career plans.
- ◆ Seeking actively to enhance one's own skills base and capabilities by engaging with CPD activities and professional networks.
- ◆ Pursuing opportunities to engage with internal and external networks to promote the benefit and value of T&D activities and programmes.



Role alignment to proposed T&D professional Competency Framework

Activity Descriptors (Level 1)	Senior management role involvement in activities as indicated	Functional management role involvement in activities as indicated below	Specialist T&D role involvement in activities as indicated below	Co-ordinator T&D role involvement in activities as indicated below
Undertaking Strategic Planning	Training & Development Director	Training & Development Manager		
Leading the T&D Function	Training & Development Director	Training & Development Manager	Training & Development Specialist	
Identifying organisational T&D needs	Training & Development Director	Training & Development Manager	Training & Development Specialist	
Planning within the T&D Function	Training & Development Director	Training & Development Manager	Training & Development Specialist	
Designing and Developing Training Programmes and Activities	Training & Development Director	Training & Development Manager	Training & Development Specialist	
Overseeing Quality Assurance Processes within the T&D Function	Training & Development Director	Training & Development Manager	Training & Development Specialist (some operational aspects)	Training & Development Co-ordinator (some operational aspects)
Managing the T&D budget	Training & Development Director	Training & Development Manager	Training & Development Specialist (some operational aspects)	Training & Development Co-ordinator (some operational aspects)
Undertaking T&D Service Delivery	Training & Development Director	Training & Development Manager	Training & Development Specialist (some operational aspects)	Training & Development Co-ordinator (some operational aspects)



Assessing and Evaluating T&D	Training & Development Director	Training & Development Manager	Training & Development Specialist (some operational aspects)	Training & Development Co-ordinator (some operational aspects)
Overseeing own development as a T&D professional	Training & Development Director	Training & Development Manager	Training & Development Specialist	Training & Development Co-ordinator