
Human resource management — Learning and development

*Management des ressources humaines — Développement des
compétences*

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Foreword

ISO (the International Organization for Standardization) is a worldwide federation of national standards bodies (ISO member bodies). The work of preparing International Standards is normally carried out through ISO technical committees. Each member body interested in a subject for which a technical committee has been established has the right to be represented on that committee. International organizations, governmental and non-governmental, in liaison with ISO, also take part in the work. ISO collaborates closely with the International Electrotechnical Commission (IEC) on all matters of electrotechnical standardization.

The procedures used to develop this document and those intended for its further maintenance are described in the ISO/IEC Directives, Part 1. In particular, the different approval criteria needed for the different types of ISO documents should be noted. This document was drafted in accordance with the editorial rules of the ISO/IEC Directives, Part 2 (see www.iso.org/directives).

Attention is drawn to the possibility that some of the elements of this document may be the subject of patent rights. ISO shall not be held responsible for identifying any or all such patent rights. Details of any patent rights identified during the development of the document will be in the Introduction and/or on the ISO list of patent declarations received (see www.iso.org/patents).

Any trade name used in this document is information given for the convenience of users and does not constitute an endorsement.

For an explanation of the voluntary nature of standards, the meaning of ISO specific terms and expressions related to conformity assessment, as well as information about ISO's adherence to the World Trade Organization (WTO) principles in the Technical Barriers to Trade (TBT), see www.iso.org/iso/foreword.html.

This document was prepared by Technical Committee ISO/TC 260, *Human resource management*.

Any feedback or questions on this document should be directed to the user's national standards body. A complete listing of these bodies can be found at www.iso.org/members.html.

Introduction

0.1 General

Learning and development comprises planned activities undertaken in the workplace to increase the performance of people at individual, team or organizational levels. This document provides guidance on effective processes to manage and evaluate learning and development.

0.2 Learning and development in the organizational context

Learning in the workplace is influenced by organizational context, priorities, opportunities, regulatory frameworks, and available resources, including technological resources. [Figure 1](#) indicates how effective organizational learning and development involves a process of 'plan' (P), 'do' (D), 'check' (C) and 'act' (A) through identifying and meeting learning objectives at individual, group and organizational levels that will equip employees with knowledge, skills and capabilities to contribute to reaching organizational goals. This can contribute to organizational outcomes such as improved organizational capability, employee engagement, change-readiness and employee retention. [Figure 1](#) illustrates the learning and development process.

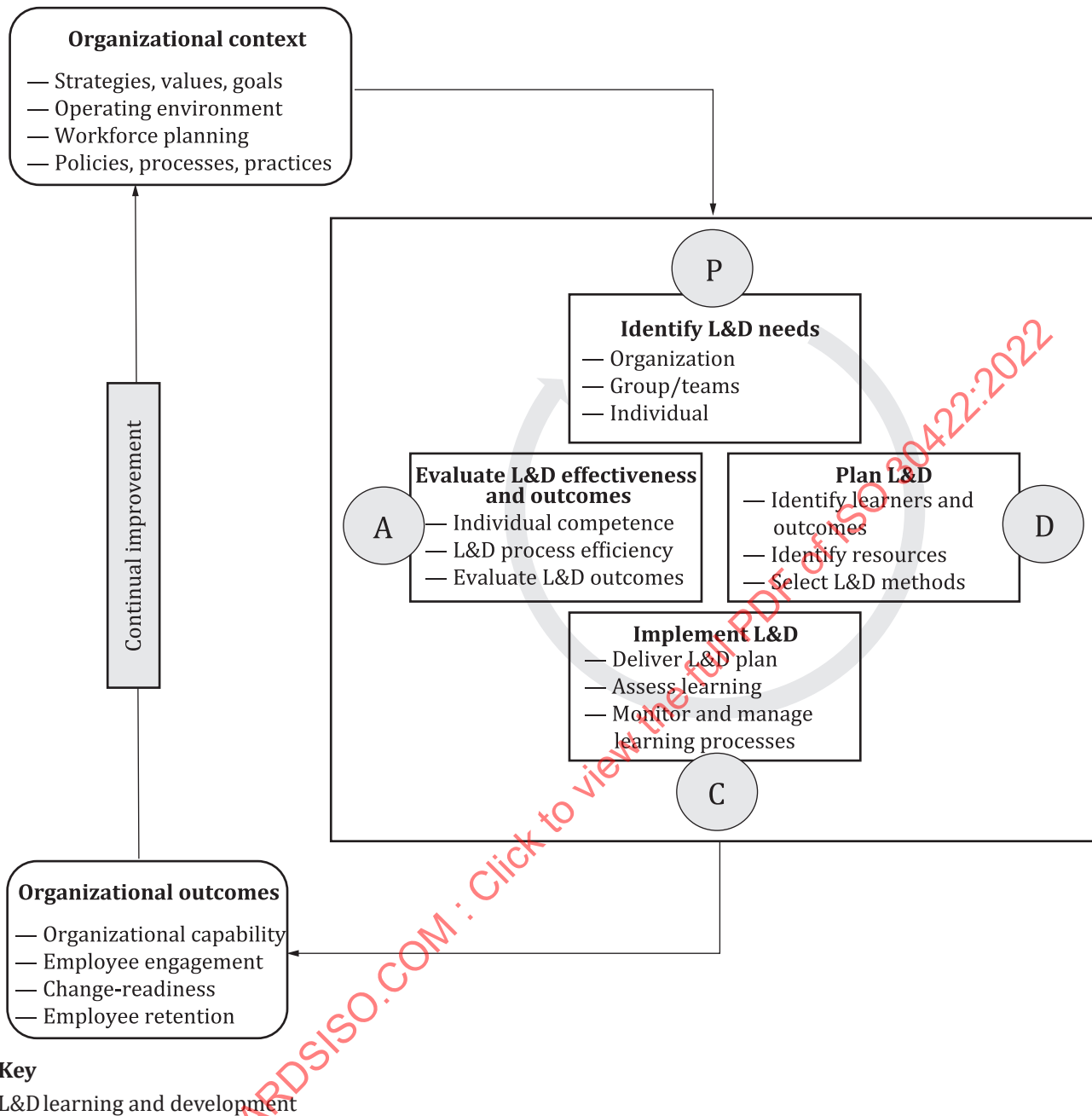


Figure 1 — Learning and development process

0.3 Using this document

This document provides guidance on a systematic process model for learning and development. This guidance will help managers and those with responsibility for learning and development in all types and sizes of organization to ensure that learning and development occurs in the most efficient and effective way. The guidance in this document focuses on planned learning and development in an organizational context. It will enable those with responsibility for learning and development to:

- analyse learning needs in alignment with organizational strategy and priorities;
- identify areas where skills shortages must be addressed to fulfil organizational goals;
- plan effective learning and development processes to meet identified needs at organizational and individual levels;

- d) facilitate and/or deliver learning processes in a consistent way;
- e) undertake assessment and evaluation of learning processes as a basis for continuous improvement;
- f) identify the impact of investment in learning and development through the use of appropriate measures and metrics relating to learning and development processes and outcomes.

The guidance in this document focuses on planned learning and development in an organizational context. [Clause 5](#) describes processes and procedures to identify learning and development needs that align to the individual, team and organizational context. [Clause 6](#) provides guidelines for planning effective learning and development activities. [Clause 7](#) sets out processes to deliver, assess and monitor learning processes in an effective way. [Clause 8](#) provides advice on measuring the effectiveness of learning and development processes. [Clause 8](#) identifies procedures to evaluate the contribution of learning and development to financial and non-financial outcomes that ultimately affect the organization's performance.

0.4 External relevance of this document

Increasing skills, knowledge and capability is important for the continual improvement of sustainable organizational effectiveness and performance. In addition, increased skills and knowledge enable individuals to participate more fully in every aspect of their lives and their community. The guidance in this document focuses on planned learning and development in an organizational context. This document is also relevant to the following United Nations Sustainable Development Goals:

- Goal 4, Quality education;
- Goal 8, Decent work and economic growth;
- Goal 9, Industry, innovation and infrastructure;
- Goal 10, Reduced inequalities.

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Human resource management — Learning and development

1 Scope

This document gives guidance for the organization of learning and development in the workplace. This guidance is concerned with formal and informal learning that addresses short-term operational needs and the long-term skills needs of an organization as well as the career-related and life-long learning needs of individual workers as these align with organizational context and strategy. The administrative operations connected with the organization of learning and development are outside the scope of this document.

In this document, where any process involving one-to-one or group interaction is referred to, such interaction can be either face-to-face or through some form of online technology.

Organizations include both commercial and non-profit employers of all sizes which directly employ individuals. The guidance principles set out in this document apply to all workers who have a relationship with the organization, such as contractors, subcontractors, trainees, interns and volunteers when they work on behalf of the organization in some contractual or non-contractual capacity.

2 Normative references

There are no normative references in this document.

3 Terms and definitions

For the purposes of this document, the following terms and definitions apply.

ISO and IEC maintain terminology databases for use in standardization at the following addresses:

- ISO Online browsing platform: available at <https://www.iso.org/obp>
- IEC Electropedia: available at <https://www.electropedia.org/>

3.1

ability

human attribute of being able

EXAMPLE To walk, to speak, to understand.

3.2

assessment

systematic method and procedure for ascertaining work-related knowledge, skills, abilities or other characteristics of people or a group of people, or the performance of people or a group of people

EXAMPLE Tests, assessment centres, instruments or tools used to assess people in workplace contexts.

Note 1 to entry: May include diagnostic assessment to identify what the learner already knows or the nature of difficulties the learner might have.

Note 2 to entry: May include formative assessment that is designed and used as part of an iterative process to develop and encourage further learning.

Note 3 to entry: May include summative assessment that occurs at the end of training or learning activities to measure an individual's learning against a benchmark standard.

[SOURCE: ISO 10667-1:2020, 3.2, modified — Examples added and notes to entry replaced.]

3.3 behaviour

interaction among people and other elements of the organization

EXAMPLE Work collaboratively, share information.

[SOURCE: ISO/IEC 38500:2015, 2.11, modified — Examples added and notes to entry removed.]

3.4 capability

ability to achieve a desired result

[SOURCE: ISO/TS 18667:2018, 3.1.3, modified — definition revised.]

3.5 career

work-related experiences that span a person's working life

Note 1 to entry: Generally, experiences are work-related but non-work interests can also feature.

[SOURCE: ISO 30400:2016, 5.9, modified — definition revised and Note 1 to entry added.]

3.6 coaching

specialist training or support to improve performance of an individual or specified group

Note 1 to entry: Coaching can be directive or non-directive.

[SOURCE: ISO 34101-1:2019, 3.6, modified — definition revised and Note 1 to entry added.]

3.7 competence

ability to apply knowledge and skills to achieve a desired result

Note 1 to entry: In the context of assessment

- it is the possession of adequate *knowledge* (3.12) and *skills* (3.18) by *education* (3.9) or *training* (3.19) to use, interpret and deliver *assessments* (3.2) to a level of *performance* (3.17) defined by professional guidelines
- it refers to the assessor as well as to all those working under the assessor's supervision, where appropriate, and not to the assessment participant
- it does not necessarily imply eligibility to practise in all countries.

Note 2 to entry: This constitutes one of the common terms and core definitions for ISO management system standards given in Annex SL of the Consolidated ISO Supplement to the ISO/IEC Directives, Part 1.

[SOURCE: ISO/IEC Directives, Part 1:2020, Annex SL, Appendix 2, 3.10, modified — Notes to entry added.]

3.8 development

<learning and development> set of *learning* (3.14) activities to raise the threshold of *performance* (3.17) of a person, group of people or organisation

Note 1 to entry: This development often includes both formal and informal methods or processes.

Note 2 to entry: Formal *learning* (3.14) is when the *learner outcomes* (3.13) are defined and structured by the curriculum, learning and instructional design and by the organizing body or individual.

Note 3 to entry: Can include reflective learning, which is a formal or informal process that deliberately draws on experience to think about events, relationships and learning activities to identify what has been learned and to generate and consider ideas.

Note 4 to entry: Can include team learning, which is a social and relational process that occurs from collaboration between individuals leading to coordination of *knowledge* (3.12) and *behaviours* (3.3) as a feature of their work processes.

Note 5 to entry: Workplace learning is the acquisition of work-related knowledge and *skills* (3.18) that is the result of *training* (3.19) that takes place at work.

Note 6 to entry: Can include learning through the means of communication technology, sometimes referred to as e-learning.

[SOURCE: ISO/TS 30428:2021, 3.2, modified — Notes 2 to 6 to entry added.]

3.9 education

process by which an individual or group of people conveys, transfers or obtains *knowledge* (3.12) about a subject or concept

Note 1 to entry: Education generally refers to an academic form of *learning* (3.14) that is distinct from *training* (3.19), which generally refers to work-related learning processes.

3.10 evaluation

<learning and development> systematic process of determining the quality, effectiveness and impact of organizational *learning* (3.14) and *development* (3.8) provision

Note 1 to entry: Evaluation can be based on formal or informal *assessment* (3.2) against predetermined benchmarks.

Note 2 to entry: Evaluation can occur at individual, group and organizational levels.

[SOURCE: ISO 10795:2019, 3.97, modified — definition revised and notes to entry added.]

3.11 facilitator

person who supports the *learning* (3.14) process

Note 1 to entry: A facilitator may fulfil the role of a teacher, a trainer, a tutor, an instructor, a coach or a mentor.

Note 2 to entry: Can include leading and delivering training or demonstrating skills and communicating good practice in a specified field of practice.

3.12 knowledge

human or organizational asset enabling effective decisions and action in context

EXAMPLE Insights, know-how and codified knowledge

Note 1 to entry: Knowledge can be individual or collective.

Note 2 to entry: The many types and forms of knowledge are relevant for different purposes and in different contexts.

Note 3 to entry: Knowledge is acquired through *learning* (3.14) or experience.

[SOURCE: ISO 30401:2018/Amd1:2022, 3.25]

3.13 learner outcome

specified expectation of what a person is expected to know, understand or be able to do by the end of a *learning* (3.14) activity

3.14 learning

<learning and development> broad, multifaceted set of activities focused on improving the *performance* (3.17) of individuals and organizations through the *knowledge* (3.12), *skills* (3.18) and *abilities* (3.1) of people

Note 1 to entry: Learning is the act of obtaining or acquiring new knowledge, skills and abilities and occurs through the impact of *education* (3.9), *training* (3.19) and instruction, practice or study on the individual.

Note 2 to entry: Formal learning is when the *learner outcomes* (3.13) are defined and structured by the curriculum, learning and instructional design and by the organizing body or individual.

Note 3 to entry: Can include reflective learning, which is a formal or informal process that deliberately draws on experience to think about events, relationships and learning activities to identify what has been learned and to generate and consider ideas.

Note 4 to entry: Can include team learning, which is a social and relational process that occurs from collaboration between individuals leading to coordination of knowledge and *behaviours* (3.3) as a feature of their work processes.

Note 5 to entry: Workplace learning is the acquisition of work-related knowledge and skills that is the result of training that takes place at work.

Note 6 to entry: Can include learning through the means of communication technology, sometimes referred to as e-learning.

Note 7 to entry: People also learn from others, which can raise awareness of the organization's diversity and inclusion principles and strategic objectives.

Note 8 to entry: Blended learning involves combining different modes of learning to achieve desired learner outcomes.

[SOURCE: ISO/TS 30428:2021, 3.1]

3.15 learning environment

physical or virtual environment in support of a learner

[SOURCE: ISO/IEC 2382-36:2019, 3.3.5]

3.16 mentoring

activity whereby an experienced person acts as a role model and supports the *development* (3.8) of others by sharing their *knowledge* (3.12) and expertise in a series of one-to-one and future-focused two-way discussions

Note 1 to entry: A mentor can be a workplace colleague with extensive experience within the organization or specific area of work.

3.17 performance measurable result

Note 1 to entry: Performance can relate either to quantitative or qualitative findings.

Note 2 to entry: Performance can relate to managing activities, processes, products (including services), systems or organizations.

Note 3 to entry: In the context of human resources, performance relates to the execution or accomplishment of work by people, groups or organizations.

Note 4 to entry: This constitutes one of the common terms and core definitions for ISO management system standards given in Annex SL of the Consolidated ISO Supplement to the ISO/IEC Directives, Part 1.

[SOURCE: ISO/IEC Directives, Part 1:2020, Annex SL, Appendix 2, 3.13, modified — Notes 3 and 4 to entry added.]

3.18

skill

learned capacity to perform a task to a specified expectation

[SOURCE: ISO 30401:2018, 3.30]

3.19

training

process by which an individual or a group of people obtain knowledge, skills and abilities

3.20

worker

person or individual who performs work, whether an employee or someone who is self-employed or who conducts activities on behalf of the organization in some form of contractual or non-contractual capacity

Note 1 to entry: Employee refers to an individual in a relationship recognized as an 'employment relationship' in national law or practice.

Note 2 to entry: person or individual who performs regular work for, or on behalf of, the organization but is not recognized as an employee under national law or practice, for example a temporary worker, intern or volunteer.

[SOURCE: ISO 26000:2010, 2.27, modified — definition revised and notes to entry added.]

4 Organizational context for learning and development

Learning in the workplace is influenced by internal and external organizational contexts, such as organizational priorities, changes in the industry, regulatory frameworks and available resources.

Value is contributed by learning and development activities when they help the organization achieve its goals and realize sustainable competitive advantage. In order to align learning and development needs to organizational goals, senior managers and those with responsibility for decision-making about learning and development should ensure clarity about the long-term goals of the organization and the learning and development needs of all workers required to reach those goals.

To enhance the effectiveness of learning and development at the organizational level senior managers should:

- a) identify where learning and development is most relevant to the priorities and goals of the organization and which areas of the business would benefit most, taking into account the inputs of interested parties, such as direct employees, temporary workers and workers' representatives;
- b) support collaborative and consultative processes that encourage learning across the workforce;
- c) ensure consistency between the values and priorities that are communicated and employees' workplace experiences;
- d) promote knowledge sharing within the organization;
- e) encourage supervisors to help learners apply their learning in the workplace;
- f) provide formal learning processes that are delivered or facilitated by competent learning providers (these may be internal or external);
- g) demonstrate their own ongoing learning and development.

NOTE 1 Where appropriate, organizational priorities for learning and development can be informed by workers' representatives or other interested parties.

NOTE 2 Where appropriate, organizational learning priorities can be identified in high-level discussions between senior level managers and the learning and development function.

5 Identify learning and development needs

Learning needs arise at organizational, team or group and individual levels. They can be identified when organizations, teams or people need to carry out new tasks, solve problems and adapt to changes.

Gaps between present capabilities and job-role requirements are most effectively identified when workers and supervisors engage in dialogue reflecting on past experiences and achievements to identify areas of performance improvement and discuss learning resources or opportunities that may help individuals to achieve their learning priorities relevant to their role in the organization.

Regular management and appraisal processes provide opportunities to reflect on skills and learning for individual and organizational benefit. Organizations fostering life-long learning and development among workers while encouraging workers to reflect on their learning and development outside work further advance long-term individual and organizational benefits.

Identification of learning and development needs involves a consultative approach between workers and their supervisors to:

- a) determine the extent to which competencies, skills and knowledge required to achieve organizational goals currently exist within the workforce;
- b) determine whether learning and development is an appropriate solution for a problem that has been identified;
- c) prioritize learning needs against organizational goals where demand exceeds the resource available;
- d) specify learner outcomes and the time period within which they should be achieved;
- e) identify the resources required to achieve specified learning and development priorities.

NOTE 1 Learner outcomes specify what people ought to be able to understand and do in the workplace as a result of learning and development processes.

NOTE 2 In some cases, the intended learner outcomes can be aligned with a sector-specific, national or internationally recognized benchmark, standard or qualification.

6 Plan learning and development

6.1 General

Regular planning processes for learning and development require consideration of the potential learning population, and methods and resources and their suitability to meet identified learning and development needs. This is most effective when both the learners and their managers are involved, so current skill and knowledge capabilities of the learner can be taken into account.

Learning and development planning recognizes that learning occurs formally and informally. Most work-related learning occurs in applied settings in the workplace. Learning by individuals rarely occurs in isolation and the team or group in which work is carried out is an important setting for learning to be achieved.

Psychological and personality differences, as well as previous educational and other learning experiences, result in individuals responding in different ways to a variety of learning opportunities in the specific organizational context. As such, learning and development plans that take individual contexts and preferences into account are more effective.

It is important that the learning and development plan ensures appropriate resources are available and policies are in place to support formal and informal learning and development processes, with provision for varied learning opportunities. Supervisors should also provide workers with opportunities to develop or acquire the knowledge and skills they need to perform their roles and to meet their legal and regulatory requirements.

In the context of the organization in which they work, individuals should:

- identify their own personal learning priorities and continually look for opportunities for personal work-related learning;
- be open to challenges and learning during formal and informal workplace activities;
- consider their short-term or long-term development plan and align it with organizational goals.

Self-directed learning occurs when individuals proactively seek out opportunities to meet their priority learning needs. It is more likely to occur when the organization encourages people to:

- ask for help when something is not understood;
- observe or work alongside more experienced employees at work;
- try new ways of doing things and explore alternative methods;
- practice and apply new skills and techniques.

NOTE Workers are more able to undertake self-directed learning in an environment that promotes their psychological and mental wellbeing.

Important features of learning and development plans are that:

- learning materials have the potential to meet specified learner outcomes;
- learning materials and resources are up-to-date;
- appropriate and credible learning methods and practices are used;
- workers' context and situations are considered to make learning accessible and inclusive, accommodating specific individual needs where appropriate;
- opportunities for practical application of learning in the workplace setting are a feature of planning processes;
- processes are in place to identify the extent to which intended outcomes are achieved.

Plans for learning and development may include:

- learning practices that are spaced over time, which can improve retention of what has been learned and the application of learning;
- variation in learning methods, which can increase attention and motivation to learn;
- opportunities for self-reflection to motivate learners to learn more and improve;
- supportive feedback and constructive guidance on how to further improve, either formally or informally;
- facilitating the opportunities for reflection in the workplace to share knowledge, practice, competence and skills.

6.2 Learning and development methods

Although there are many different learning methods, none of them is superior to another. Different learning methods will suit different organizational and individual contexts. Some learning methods are undertaken 'off the job' and involve groups of people (e.g. classroom-based or group instruction) or are individually undertaken (e.g. mentoring). Other learning methods involve one-to-one interaction in workplace contexts (e.g. coaching or informal learning from a senior or work colleague). [Annex A, Table A.1](#) provides a summary of commonly used learning methods.

Combining different learning methods, sometimes referred to as blended learning, provides the basis for flexibility to meet learning requirements that can be contextualized to suit the cost, time-availability and location of learners and learning providers.

Technology can widen access to learning and flexibility of provision. It can take the form of formal instructional activities online or other forms of digitally enabled learning in a workplace environment. Informal learning can be supported by social media, online collaboration tools or virtual meeting spaces.

The choice of learning and development methods should take account of:

- aspects of learners' backgrounds and situations, such as relevant education and training, job role, prior learning, professional experience, language, culture;
- specific circumstances of people in underrepresented groups;
- the subject matter;
- available learning tools and methods;
- budgetary and other resource provision;
- the learning environment.

NOTE Where technology and forms of online learning are used as a feature of learning delivery, it is important that the organization considers whether they are fit for purpose and suitable to achieve the intended learner outcomes.

7 Implement learning and development

7.1 General

Learning and development implementation is fundamentally affected by the attitudes and behaviours of individual workers, their supervisors and those with authority for decision-making at a senior level.

Opportunities to learn should be recognized as part of any work role. Learning requires a conscious effort by workers and supervisors to allocate time, resources and support for the worker to learn.

Effective learning is more likely to occur when the environment in which the activity takes place is protected from noise, interference or distractions. Learning involving groups of people is more effective when it takes place in locations that are large enough, well-maintained and appropriately equipped.

Contextual factors such as lack of time and intense workload are common obstacles that prevent learning from taking place. Effective implementation of learning and development plans is more likely when work processes are organized to enable people to learn and develop within their operational activities.

The effective implementation of learning and development plans includes:

- acknowledging individuals' motivation, learning needs and the potential application of learning with individuals and teams as appropriate;

- formal and informal learning and development in operational planning processes;
- opportunities for workers to practise newly acquired skills;
- encouraging workers to share learning with others and remove as many barriers as possible to learning and its application;
- managing expectations about how the organization can support learning and development.

NOTE 1 Where appropriate, workers' representatives can be involved in implementing learning and development plans.

Effective learning and development is more likely to occur when:

- learners are motivated to engage in learning to achieve the intended learner outcomes as relevant to their situation;
- learners are engaged in a dialogue with trainers or facilitators to identify appropriate learner outcomes and how these can be assessed;
- discussion, problem-solving and reflection on the application of what is being learned takes place;
- learners are encouraged to compare what they are learning with their workplace context;
- real-life tasks are represented in the learning activities;
- supervisors encourage learners to apply what has been learned in practice, making use of new or enhanced skills, knowledge and competency as appropriate;
- learning and development experiences are spread over time.

Those given the task by management of implementing learning and development can be internal or external to the organization. They are referred to as trainers, facilitators, instructors, coaches or mentors. Their performance is enhanced when they have regular opportunities for professional development. Professional development can include learning and teaching principles, including instructional and informational technologies; competence in using appropriate learning resources; practical experience and/or qualifications in the subject matter.

NOTE 2 Professional qualifications relating to learning facilitation can be recognized by, for example, a government regulatory body, a sector-specific body or an accredited university or college.

7.2 Assessment of learning

Ongoing assessment of learners' achievement against their identified learning needs is an important feature of the effective implementation of learning and development. Assessments motivate learners by giving accreditation or validation of learning. Assessments also inform learners and instructors what has been learned and retained and where to direct further learning. This involves ascertaining the extent to which learners' work-related knowledge, skills and abilities have changed before and after planned learning activities. If learning is not applied in practice on a regular basis, retention of learning may decline over time. Therefore, where possible, assessments of learning should occur before and immediately following any learning activity, and again after some time has passed.

As a feature of the assessment of learning processes, individuals should be prepared to provide constructive feedback to those who organize or facilitate learning. Assessment outcomes can provide a useful means of demonstrating competence. Different forms of assessment of learning, used singularly or in combination, can include;

- tests and quizzes or examinations given during or after learning activities (e.g. training; on-the-job instruction);
- simulations or role-playing exercises;

- review of on-the-job performance;
- observational assessments of a participant performing practical tasks;
- organizational processes such as performance review and appraisal.

Assessments should be valid, reliable and fair. Validity refers to whether the assessment measures what it is supposed to measure. A reliable assessment scores consistently and with little error. A fair assessment is impartial and free from subjectivity and bias. Assessment often provides the basis for award of certifications and qualifications.

NOTE ISO 10667-1 sets out requirements and guidance for clients to make evidence-based decisions about the methods of assessment on an individual, group or organizational level. ISO 10667-2 sets out requirements and guidance for service providers about procedures and methods to assess individuals, groups or organizations in the workplace.

8 Evaluate learning and development effectiveness and outcomes

Evaluation is informed by data that are relevant to the organization's goals or priorities. A planned approach to measurement and evaluation can provide a consistent basis against which interested parties can judge the effectiveness of learning and development as a basis for continual improvement and to identify future priorities for learning and development in the organization. Evaluation evidence should focus on the extent to which learning and development has contributed to the most important organizational priorities. The way in which this takes place varies depending on the size, sector and priorities of the organization.

Quantifiable measurements and qualitative forms of evidence are useful information for evaluation. Useful sources of organizational evidence include quantitative evidence, such as learner feedback data, post-course tests and qualitative evidence such as interviews, direct observation and social media posts or feedback. Depending on the organizational context, technology can be used to organize, manage, record and measure learning and development processes and results.

Evaluation provides information to estimate:

- changes that have occurred as a result of the learning process, including the contribution of learning and development to the development of new or existing competencies;
- the efficiency and effectiveness of learning and development methods, resources and facilities that have been used;
- changes needed in the scope of the learning and development activities that the organization is providing;
- the extent to which management and learner expectations have been met;
- changes that have occurred in individual performance levels;
- return on investment for specific learning activities;
- the extent to which learning and development has contributed to achievement against organizational or sector performance benchmarks or external standards of good practice.

Organizational measures that can be used to estimate the contribution of learning and development to organizational outcomes include:

- achievement of productivity, sales or service level targets;
- health and safety or occupational health goals;
- accident rates;
- compliance (legal and regulatory) targets;

- level of employee engagement;
- employee retention rate.

Consistent and transparent forms of information about the costs and organizational outcomes of learning and development can provide a robust basis for continual improvement. [Annex B](#) provides examples of learning and development metrics.

NOTE ISO/TS 30428 provides guidance on five metrics recommended in ISO 30414: total development and training cost, percentage of employees who participate in training, percentage of employees who participate in formalized training by category, average formalized training hours per employee and workforce competency rate. Guidance on additional metrics is planned.

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Annex A
(informative)

Commonly used learning methods

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