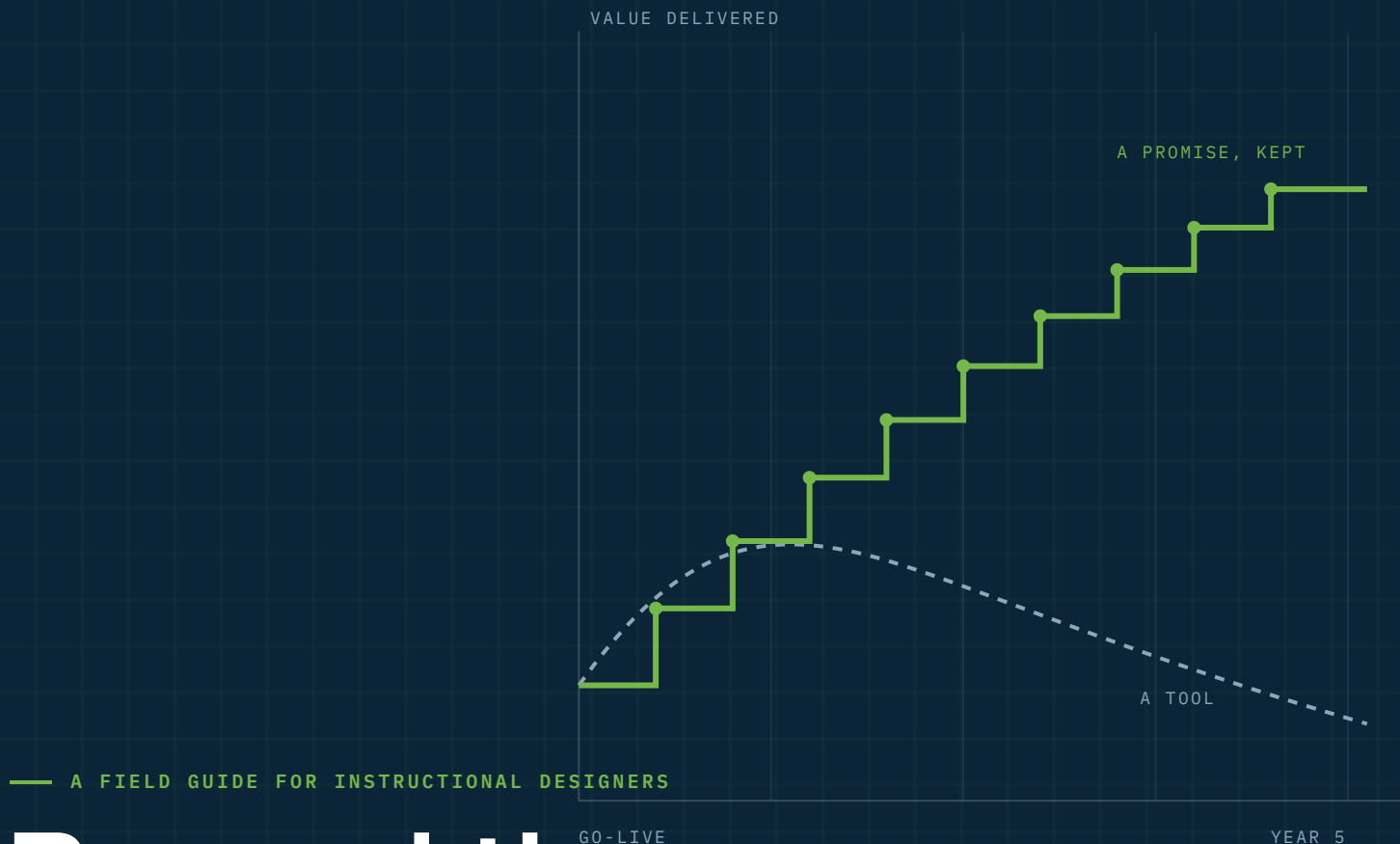




Beyond the Feature Checklist

Why the learning platforms worth recommending sell a result, not a tool — and how to tell the difference before you sign.

For instructional designers, learning consultants and the L&D teams who rely on them to choose, recommend and build on a learning platform.

BEFORE YOU BEGIN

You design the learning. Someone else picks the platform.

And when learners don't finish, the content is usually the first thing blamed.

Most platform decisions start with a checklist. Does it support SCORM? Can it issue certificates? Is there a mobile app? Will it talk to our HR system? These are reasonable questions. They just aren't the ones that decide whether your course succeeds.

A beautifully designed course on a platform nobody wants to log into is a course nobody takes. Packages that break after an upgrade, reporting that only counts completions, a migration every few years that means repackaging and retesting everything — instructional designers live with these consequences long after the purchase order is signed.

This guide is about asking better questions. It will help you evaluate any learning platform, make the case to the people who hold the budget, and recognise a vendor that is **accountable for the result** rather than one that simply hands over software.

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HOW TO READ THIS

Each section ends with an **ID lens**: what the idea means for the person designing the learning. Page 11 is a checklist you can take straight into a vendor demo.

01 THE BETTER QUESTION

Every LMS has a feature checklist.

THE USUAL QUESTION

Which LMS has the most features?

THE BETTER QUESTION

Which platform will still be creating value for our learners **five years from now?**

A feature is only valuable when it produces a useful outcome. Moving from counting capabilities to evaluating value changes how a platform should be assessed, implemented and evolved.

FEATURE-FOCUSED THINKING	VALUE-FOCUSED THINKING
What features does it have?	→ Which outcomes will it improve?
How much does it cost?	→ What will it cost to live with?
Can it do this?	→ Will people actually use it?
Does it integrate?	→ Will it simplify operations?
Can we customise it?	→ Will it adapt as we grow?
Does it play SCORM?	→ Will my design work as intended, for every learner?

ID LENS

The goal isn't the platform with the longest list. It's the one whose capabilities matter most to your learners, your design approach and the outcomes your stakeholders are paying for.

02 THE HIDDEN COST

The purchase price is visible. The cost of living with the wrong platform is not.

Six costs that rarely appear in a proposal — and where instructional designers feel each one.

COST 01

Low adoption

Learners avoid a confusing or unintuitive experience.

WHERE YOU FEEL IT Completion drops, and the course gets rewritten to fix a platform problem.

COST 02

Manual administration

Staff spend hours on work that should be automated.

WHERE YOU FEEL IT You become the help desk for enrolments, resets and certificates.

COST 03

Weak reporting

Leaders lack the information to act with confidence.

WHERE YOU FEEL IT You can't show that your design changed anything beyond a completion count.

COST 04

Disconnected systems

Data is duplicated and workflows fragment.

WHERE YOU FEEL IT The same learner exists three times, and tracking data can't be trusted.

COST 05

Limited growth

The platform becomes a constraint as requirements expand.

WHERE YOU FEEL IT New formats — video, mobile, practice and feedback — don't fit the box.

COST 06

Replacement

Migration, retraining and lost momentum can dwarf the original purchase.

WHERE YOU FEEL IT Every package is repackaged, retested and relaunched — again.

ID LENS

Notice how many of these costs land on the people who design and deliver the learning, not on the people who bought the software. That's why the next question matters: who is on the hook when it goes wrong?

03 SELL THE RESULT, NOT THE TOOL

Some vendors sell software you operate. Others sell a result — and stay on the hook if it doesn't happen.

Most learning platforms are sold as tools. You license it, you configure it, you run it — and if adoption is poor, that's your problem to solve. The alternative is a partner that takes responsibility for the outcome itself: learners who show up, finish and apply what they learned.

A tool can be rebuilt over a weekend.

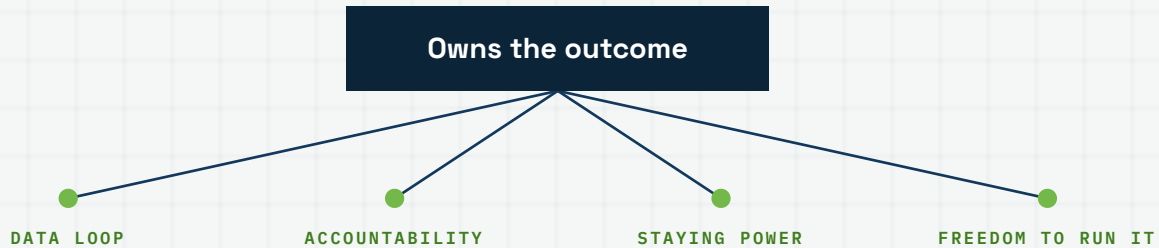
A promise has to be kept — month after month. And every month it's kept, the partner keeping it becomes harder to replace.

	A TOOL VENDOR	AN OUTCOME PARTNER
WHAT THEY SELL	Licences and seats	A learning program that works
GO-LIVE IS	The finish line	The starting line
IF ADOPTION IS LOW	"Have you tried more training?"	Their problem too — they work it with you
WHAT THEY MEASURE	Seats sold, renewals signed	Learners engaged, outcomes reached
HOSTING & UPGRADES	Yours to manage	Theirs to run
THE ROADMAP	Set by the vendor	Shaped by client conversations

04 WHAT FOLLOWS FROM A PROMISE

Once a partner owns the outcome, the rest follows on its own.

Responsibility for the result isn't a slogan. It changes how the partner behaves — in four ways that matter to the people building the learning.



01 DATA LOOP

They see whether the work succeeded

A vendor that only sells licences never needs to know if learning happened. A partner on the hook has to watch — and that watching becomes a real feedback loop that improves the platform for everyone.

ID LENS Evidence about what's working in your design, not just who clicked "complete".

02 ACCOUNTABILITY

They carry the responsibility

When the partner shares the outcome, a slow rollout is a shared problem with a shared plan — not a ticket in a queue.

ID LENS You're no longer the only one answering for a launch that didn't land.

03 STAYING POWER

They become the partner nobody wants to replace

Keeping a promise month after month builds the kind of trust a feature list can't. Organisations stop shopping around because the thing simply works.

ID LENS Your courses stay live and improve, instead of being migrated every few years.

04 FREEDOM TO RUN IT

They run the technology, end to end

The customer never cared what software sat underneath — only that learning happened. So the partner hosts, patches, integrates and upgrades it.

ID LENS You spend your time on design, not servers, broken packages or upgrade weekends.

05 FIVE DIMENSIONS OF LONG-TERM VALUE

A great platform creates value at every level.

01

Learners

Learning that's easier, clearer, more relevant and more engaging.

02

Administrators

Less repetitive work; more control and visibility.

03

Leaders

Learning data turned into insight for better decisions.

04

Organisation

Learning tied to performance, compliance and growth.

05

Over time

Adapts to new needs, technologies and expectations.

Value for learners

Technology should inspire learning — not simply deliver content.

A great learner experience isn't defined by how modern the interface looks. It's whether people can find what they need, understand what's expected, stay motivated and apply what they've learned.

GOOD		GREAT
Course completion	→	Learning engagement
One-size-fits-all	→	Relevant learning journeys
Desktop-first	→	Learning wherever work happens
Content delivery	→	Practice, feedback and application
Tracking activity	→	Understanding progress and capability

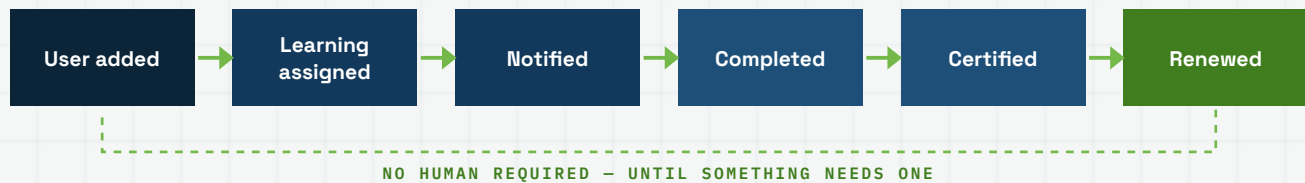
ID LENS

The right-hand column is your design intent. A platform either makes it possible or quietly forces you back to the left.

06 VALUE FOR ADMINISTRATORS

The best admin experience is the one that gives time back.

Automation should quietly handle the predictable work — enrolment, notifications, assignments, certification renewals, reporting and routine workflows — so people spend their time improving learning rather than maintaining it.



VALUE FOR LEADERS

Completion is a metric. Understanding is a capability.

Leaders need more than a count of finished courses. A mature platform helps answer questions about readiness, performance, risk and where attention is needed next.

LAYER	THE QUESTION IT ANSWERS
COMPLETION	Did people finish?
PERFORMANCE	Did they demonstrate learning?
RISK	Where are the gaps and upcoming expirations?
INSIGHT	What should leaders do next?

ID LENS

Design your assessments for the bottom three rows. That's the evidence that gets learning budgets renewed.

07 VALUE FOR THE ORGANISATION

An LMS becomes strategic when learning is connected to the work.

That connection might mean faster onboarding, stronger compliance, better customer education, improved workforce capability or clearer evidence of program effectiveness. The outcome varies. The principle doesn't: learning technology should contribute to organisational performance.

LEARNING	OPERATIONS	PERFORMANCE
Content	Workflow	Capability
Engagement	Efficiency	Outcomes
Assessment	Automation	Insight

VALUE OVER TIME

The true cost of an LMS isn't what you pay to buy it. It's what it costs to live with.

Organisations change. Regulations emerge. Learner expectations shift. A platform that creates value today must be capable of creating it tomorrow. Look for one that is:

Adaptable as learning strategies evolve

Connected to the systems people already use

Guided by a roadmap informed by real-world needs

Open to refinement, not locked into a static setup

Run by someone accountable — so keeping it current is a promise, not a project you have to fund every few years

08 HOW VALUE IS BUILT

Long-term value is built from the foundation up.



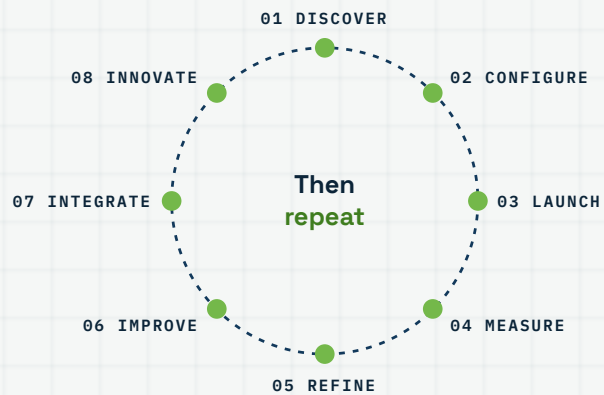
The technology matters. But the foundation — a partner who listens, owns the result and keeps improving — is what lets the technology keep creating value.

Most evaluations start near the top of the pyramid. The organisations that get lasting value start at the bottom.

CONTINUOUS IMPROVEMENT NEVER ENDS

Implementation isn't the finish line. It's the start of the relationship.

The best programs create a feedback loop between learners, administrators, leaders and the technology team — and repeat it, because needs never stand still.



— 09 THE OUTCOME TEST • TAKE THIS INTO YOUR NEXT DEMO

Ten questions that separate a tool from a promise.

Ask every vendor on your shortlist. Listen for whether the answers are about **features** or about **results they'll stand behind**.

- ☐ **01 Which outcome will you commit to measuring with us?**
And how will we both see it, month to month?

- ☐ **02 Who is responsible if adoption is low six months after launch?**
A name and a plan, not a link to the help centre.

- ☐ **03 What happens after go-live?**
Who do we work with, and how often?

- ☐ **04 Will my SCORM packages run as designed? Show me with my file.**
Tracking, resume, scoring and mobile behaviour included.

- ☐ **05 Who hosts, patches and upgrades the platform, and what does it cost us?**
Including the staff time you'd expect from our side.

- ☐ **06 How do client conversations shape your roadmap?**
Ask for a recent example you can verify.

- ☐ **07 What does a learner see on a phone, between tasks?**
Ask to see it live, not in a slide.

- ☐ **08 Which routine admin tasks run without a person?**
Enrolment, reminders, certificates, renewals, reports.

- ☐ **09 What can leaders see beyond completions?**
Performance, risk, expirations, recommended next steps.

- ☐ **10 If we left in three years, what would it cost — and would you help?**
Confident partners answer this one without flinching.

SCORING

Mostly feature answers? You're being sold a tool. Mostly specific commitments, named people and evidence? You're talking to a partner willing to be held to the result.

10 WHY MOMENTUM THINKS DIFFERENTLY

We don't want to be another LMS vendor. We want to be held to the result.

At Momentum IT Group, implementing a learning platform isn't the finish line — it's the start of a long-term partnership. We measure success not by how many organisations use our platform, but by how much value it keeps delivering long after implementation.

WE RUN IT

Hosting, updates, integrations and performance are ours to manage, so your team's time goes into learning.

WE WATCH THE RESULTS WITH YOU

Adoption, engagement and completion are reviewed together, and acted on together.

WE BUILD FROM YOUR CONVERSATIONS

Many enhancements — new functionality, reporting, integrations — start with the people who use the platform every day.

WE STAY AFTER GO-LIVE

Configure, launch, measure, refine — and repeat, as your organisation evolves.

FOR INSTRUCTIONAL DESIGNERS

Your work earns once. It can keep earning.

Instructional designers are usually paid once for a course that delivers value for years. Our programs share that ongoing value with the people who create and recommend the learning.

PATH A • YOUR CONTENT

Content Creator Program

License your SCORM courses through Momentum.
Non-exclusive; you set minimum prices.

30%+ of net revenue on every sale

PATH B • YOUR CLIENTS

Learning Partner Program

Introduce clients to the platform. Works even when the client owns the content.

20–50% of client LMS revenue, by tier

Combine both paths. Full terms are set out in the program agreements.

Great learning isn't built in isolation.

It's shaped by learners.

Designed by instructional designers.

Strengthened by administrators.

Supported by leadership.

Kept improving by a partner who owns the result.

**Because learning never stands still.
Neither should your learning platform.**

NEXT STEP

Explore the instructional designer program

See both paths, read Volume 2, *The Residual Gap*, and apply online.

momentumitgroup.com/instructional-designers

The “sell the result, not the tool” framing in sections 03–04 draws on ideas from Mathias Klenk's *Tech Founder Stack* (techfounderstack.com).