National Occupational Standards for Learning and Development

Final version approved March 2010
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1. Introduction

National Occupational Standards (NOS) for Learning and Development (L&D) were first approved in 2001. Since their introduction, they have been extensively used within the learning and development community by a range of practitioners engaged in industrial and work-based training, qualification delivery and consultancy. Many individual NOS have been adopted by other sectors, such as justice, social care and land-based industries, to cover their learning and development roles. Individual NOS from the suite have been very widely used as part of the assessor and verifier qualifications which are a requirement for N/SVQ delivery.

During 2009, Lifelong Learning UK carried out an extensive programme of research and consultation with the learning and development community and with other Sector Skills Councils and Awarding Organisations. As a result we have now revised and updated these NOS to make them more streamlined and reflective of current good practice.

2. Who are the National Occupational Standards for?

The NOS are designed for learning and development practitioners who are involved in developing and assessing the skills, knowledge and competence of learners primarily in the workplace or in work-related programmes of learning. They apply therefore to the following types of job roles in the lifelong learning sector for which learning and development is the main purpose:

- in-house trainers and training managers
- external trainers, managers and consultants
- assessors
- verifiers.

In addition, individual NOS will be valuable to staff in all sectors who have an learning and development function as part of their job role; for example:

- workplace managers and supervisors
- experienced staff with responsibility for developing colleagues with less experience, skills and knowledge
- assessors
- verifiers.

3. What do the National Occupational Standards for Learning and Development cover?

There are 13 NOS for Learning and Development, which are based on a familiar structure known as the ‘training cycle’ or ‘learning cycle’. This is presented in the following phases or ‘key areas’.

A. Research learning and development needs.
B. Plan and develop learning and development opportunities.
C. Facilitate learner achievement.
D. Maintain and improve quality standards.

The diagram overleaf shows how the NOS for Learning and Development fit into this structure.

It is important to note that the NOS for Learning and Development only cover what is exclusive to learning and development. Other approved NOS – for example covering management and leadership or personnel – may be necessary to provide full coverage for some job roles.
4. Structure and coverage of the National Occupational Standards for Learning and Development

With a focus on training and development, the structure of the learning and development suite of NOS follows the typical training cycle.

**Key area A: Research learning and development needs**

1. Identify collective learning and development needs

**Key area B: Plan and develop learning and development opportunities**

3. Plan and prepare learning and development programmes
4. Plan and prepare specific learning and development opportunities
5. Develop and prepare resources for learning and development

**Key area C: Facilitate learner achievement**

6. Manage learning and development in groups
7. Facilitate individual learning and development
8. Engage and support learners in the learning and development process
9. Assess learner achievement

**Key area D: Maintain and improve quality standards**

10. Reflect on, develop and maintain own skills and practice in learning and development
11. Internally monitor and maintain the quality of assessment
12. Externally monitor and maintain the quality of assessment
13. Evaluate and improve learning and development provision
5. What’s new in the National Occupational Standards for Learning and Development?

Several features of the NOS have changed.

1. **The draft NOS have been presented in a new format.**
   The NOS are now much shorter with a clear emphasis only on essential areas of performance, knowledge and understanding. The new format should make it much easier for the NOS to be used for a range of purposes by learning and development organisations.

2. **There are now fewer NOS than before.**
   The 2001 NOS for Learning and Development contained 32 separate standards. The new suite contains only 13. This has been achieved by removing some of the overlap and duplication between the standards and focusing on what is essential to learning and development.

3. **The previous 2001 ‘A’ NOS have been merged into one standard covering assessment.**
   Background research suggested that the existing NOS for assessment could be brought together into one new standard that covers assessment of all kinds, not just workplace competence (although this is still included as a possible context). It was felt that the distinction between A1 and A2 was unhelpful and that a general assessment standard would be more appropriate to the diversity of qualifications that are emerging in the Qualifications and Credit Framework (QCF), the Scottish Credit and Qualifications Framework (SCQF) and the Qualifications and Credit Framework for Wales (CQFW). This standard addresses the fundamental principles of assessment and the essential outcomes. It still allows for the possibility that qualifications – for example, specifically for assessing workplace competence – can be developed based on this standard.

4. **There is some degree of integration with the new National Occupational Standards for Learning Delivery.**
   Lifelong Learning UK has recently developed a suite of standards for learning delivery. These address the needs of practitioners working in the further education sectors in England, Wales, Northern Ireland and Scotland. ¹ Many of the new NOS for Learning and Development closely map to learning delivery and the overall structure is based on the same training/learning cycle. Both of these features were felt to be helpful in maintaining consistency between further education and work based provision.

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¹ Further information on the NOS for Learning Delivery can be found at http://www.lluk.org/national-occupational-standards.htm
6. What other NOS could be useful to learning and development practitioners?

This suite of NOS focuses on what is unique and specific to learning and development. However there are a number of other NOS suites that contain standards that could be useful to Sector Skills Councils and other organisations that may wish to compile sets of NOS – perhaps through role maps or competence frameworks – within which learning and development features. These include the following:

1. Management and Leadership

2. Learner Involvement

3. Advice and Guidance

4. Coaching and Mentoring in the Work Environment

5. Personnel

7. What do the new NOS mean for qualifications?

Lifelong Learning UK is working closely with the sector and Awarding Organisations to develop units and qualification structures that will provide new qualifications for the Qualifications and Credit Framework (QCF), the Scottish Credit and Qualifications Framework (SCQF) and the Credit and Qualifications Framework for Wales (CQFW).
8. The National Occupational Standards for Learning and Development
Key Area A  Research learning and development needs

Standard 1  Identify collective learning and development needs

What this standard is about

This standard is about carrying out a training and learning needs analysis for teams, groups, departments or organisations.

Terminology

Within this standard the following explanations and examples apply.

<table>
<thead>
<tr>
<th>Collective learning needs</th>
<th>The learning needs that a group of learners have in common. Groups in this context could be, for example, whole organisations or teams within organisations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus of learning</td>
<td>What it is that needs to be learnt, for example, customer service, managing people or how to use new equipment.</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>All those who have an interest in the training/learning needs analysis, for example, managers, Human Resource staff, learners themselves</td>
</tr>
</tbody>
</table>
Identify collective learning and development needs

Performance criteria

Learning and development practitioners:

1.1
Gain the support and commitment of key stakeholders

1.2
Identify the aims of the analysis, the information required, and efficient means of data collection

1.3
Collect sufficient information relevant to the learners and their context to identify learning and development needs

1.4
Prioritise learning and development needs, indicating the focus and volume of learning required

1.5
Communicate findings and recommendations to decision makers in ways that will aid their understanding

1.6
Negotiate any adjustments to findings and recommendations with decision makers

1.7
Maintain confidentiality agreements

Knowledge and understanding

Learning and development practitioners know and understand:

KU1
The principles that underpin learning needs analysis for teams, groups or organisations

KU2
The contribution that learning and development can make to helping teams, groups and organisations achieve their goals and objectives

KU3
The types of stakeholders involved in an analysis of collective learning needs and why their support and commitment are important

KU4
The types of qualitative and quantitative information required to undertake an analysis of collective learning needs

KU5
The importance of collecting and analysing relevant information including:

- learners’ collective goals and objectives
- the impact of change on roles and ways of doing things
- the requirements for skills, knowledge, attitudes and competence
- learners existing capabilities and potential
- attitudes to learning
KU6
Sources of information, and efficient data collection methods, including the use of technology

KU7
How to analyse qualitative and quantitative data to identify collective learning needs

KU8
Issues related to equality and diversity that may affect data collection and collective learning needs analysis

KU9
Issues related to technology and changing work practices that impact on collective learning needs

KU10
The issues to consider when prioritising collective learning needs

KU11
How to identify the focus and volume of learning required and the timescales required for implementation

KU12
Who may be involved in making decisions about findings and recommendations

KU13
Effective methods of communicating findings and recommendations to decision makers

KU14
Why a practitioner should use their professional experience and expertise to negotiate with decision makers on findings and recommendations

KU15
Why confidentiality is important when
identifying collective learning needs and how to maintain the confidentiality of data, findings and recommendations
Standard 2 Identify individuals’ learning and development needs

What this standard is about

This standard is about carrying out a training and learning needs analysis for individual learners.

Terminology

Within this standard the following explanations and examples apply.

<table>
<thead>
<tr>
<th>Term</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess and manage risk</td>
<td>This could be a formal and written risk assessment but could be informal and dynamic – monitoring and controlling risk on an ongoing basis</td>
</tr>
<tr>
<td>Learner achievements</td>
<td>These could be formal e.g. examination grades or informal e.g. periods of work experience and skills and knowledge gained through these</td>
</tr>
<tr>
<td>Requirements</td>
<td>These could be the requirements of the practitioner’s own organisation or those of an external organisation</td>
</tr>
<tr>
<td>Risk</td>
<td>This includes health and safety risks but may also include, for example, the risk of initial assessment methods not being accurate or evidence of past achievement not being authentic.</td>
</tr>
<tr>
<td>Safe</td>
<td>This includes physical safety as well as emotional well-being</td>
</tr>
</tbody>
</table>
Identify individuals’ learning and development needs

Performance criteria

Learning and development practitioners:

2.1 Identify the learner’s objectives, motivation to learn and any requirements relevant to the learning needs analysis

2.2 Review the learner’s achievements, evaluating these against relevant objectives and requirements

2.3 Use safe, reliable and valid methods to assess the learner’s capabilities and potential

2.4 Analyse the learner’s capabilities and potential in the context of their objectives and other requirements

2.5 Agree and prioritise the learner’s learning needs

2.6 Support learners in identifying their own preferred ways of learning

2.7 Give the learner constructive and realistic feedback on their expectations and possible learning and development

Knowledge and understanding

Learning and development practitioners know and understand:

KU1 The principles that underpin learning needs analysis for individual learners

KU2 Why it is important to identify a learner’s objectives and motivation to learn when analysing their learning needs

KU3 Other requirements from organisations or external agencies that may affect a learning needs analysis

KU4 Methods of reviewing a learner’s formal and informal achievements

KU5 Methods of giving recognition for prior learning and achievement

KU6 Methods, which include the appropriate use of technology, to carry out an initial assessment of capability and potential

KU7 How to select initial assessment methods which are safe, reliable and valid for the learner and their objectives

KU8
2.8 Maintain agreements about confidentiality

- How to assess and manage risk when carrying out initial assessments
- Issues related to equality and diversity that may affect an individual learning needs analysis and how to address these

- Who to make agreements with and the issues to consider when prioritising an individual’s learning needs
- The communication and personal skills that practitioners need when identifying individuals’ learning needs

- Preferred ways of learning and how these may affect choices about possible learning and development opportunities
- Different methods of supporting learners to identify their preferred ways of learning, and how to use this information to support their learning
- Different methods of providing feedback to a learner on the outcomes of the learning needs analysis, and the advantages and disadvantages of these methods
- Why confidentiality is important when identifying learning needs and what information to safeguard
Key Area B  Plan and develop learning and development opportunities

Standard 3  Plan and prepare learning and development programmes

What this standard is about
This standard is about planning and preparing learning and development programmes to meet identified needs and requirements. It applies to planning for both groups and individuals. ‘Programme’ refers to any planned sequence of learning opportunities which lead to agreed outcomes. Examples might include: a course, a programme of learning in the workplace, or an individual coaching programme.

Terminology
Within this standard the following explanations and examples apply.

<table>
<thead>
<tr>
<th>Delivery methods</th>
<th>Any method that supports learning and development, for example, presentations, instructions, demonstrations, opportunities to apply knowledge and practise skills, experiential learning, group and individual projects and research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and development opportunities</td>
<td>Any event that assists the acquisition of skills and knowledge. This includes formal sessions as well as experiences such as visits, time spent in the workplace, personal research etc.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>These could be outcomes for the group as a whole – for example enabling team effectiveness – and/or outcomes for the individuals who make up the group – for example individual skill acquisition</td>
</tr>
<tr>
<td>Programme</td>
<td>A planned sequence of learning and development opportunities over a period of time which lead to agreed learning outcomes, for example a ‘course’.</td>
</tr>
<tr>
<td>Requirements</td>
<td>These could be the requirements of the practitioner’s own organisation or those of an external organisation, such as funding body or awarding organisation</td>
</tr>
<tr>
<td>Resources</td>
<td>This covers any physical or human resource that supports the learning and development process and could include technical equipment, IT-based learning, handouts, workbooks, people – for example outside speakers – and visits to places of interest</td>
</tr>
<tr>
<td>Risk assessments</td>
<td>This could be a formal and written risk assessment but could be informal and dynamic – monitoring and controlling risk on an ongoing basis. Risk includes health and safety but may also cover e.g. finance, availability of resources etc.</td>
</tr>
</tbody>
</table>
Plan and prepare learning and development programmes

Performance criteria

Learning and development practitioners:

3.1 Identify learning outcomes that meet agreed learning and development needs

3.2 Develop a coherent plan of learning and development opportunities appropriate to the learning outcomes and internal/external requirements

3.3 Identify realistic delivery and assessment methods appropriate to learning and development opportunities

3.4 Identify the resources needed to deliver the plan and ensure these are within allocated budgets

3.5 Ensure arrangements for the delivery of the plan are in place

3.6 Identify how the learning will be monitored and evaluated

3.7 Communicate the plan to learners and other people involved in the provision of

Knowledge and understanding

Learning and development practitioners know and understand:

KU1 How information acquired from analysing learning and development needs contributes to planning, and the factors that need to be taken into account

KU2 How to identify a range of options for meeting learning outcomes and the strengths and weaknesses of different approaches, including the use of technology

KU3 How to develop a plan of learning and development opportunities that meets different learning needs, including those relating to equality and diversity

KU4 The types of internal and external requirements that may affect planning, including, where relevant, bilingualism

KU5 Factors that need to be managed when arranging and co-ordinating learning and development opportunities

KU6 How to carry out risk assessments,
3.8
Ensure the plan conforms to relevant policies, procedures and legislation

and the factors that need to be considered in the learning context

KU7
The importance of flexibility and contingency planning when developing programmes

KU8
The learning cycle and how this should inform the planning process

KU9
Why it is important for learner needs to be at the centre of programme plans

KU10
How to involve learners in the development of programme plans

KU11
The range of resources – including the use of technology – that may be needed to facilitate, monitor and evaluate learning and development and how to identify them

KU12
How planning and resource needs can be affected by the learners’ identified abilities and needs, including the use of language

KU13
The organisational, legal and professional requirements that should be followed when planning learning and development programmes

KU14
The arrangements required for the delivery of the plan including the systems, structures and relationships needed for effective implementation

KU15
The factors that need to be considered when monitoring the
implementation of the plan and evaluating the effectiveness of learning

KU16
How continuous evaluation can help to shape the development and implementation of learning plans and improve learning

KU17
The colleagues with whom plans should be shared

KU18
How to encourage the commitment and understanding which learners and colleagues need to be effective in the implementation of programmes
Standard 4 Plan and prepare specific learning and development opportunities

What this standard is about

This standard is about planning and preparing specific/individual learning and development opportunities, for example formal training sessions or informal experiences such as periods in the workplace. It applies to planning for individuals as well as planning for groups.

Terminology

Within this standard the following explanations and examples apply.

<table>
<thead>
<tr>
<th>Delivery methods</th>
<th>Any method that supports learning and development, for example, presentations, instructions, demonstrations, opportunities to apply knowledge and practise skills, experiential learning, group and individual projects and research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and development opportunities</td>
<td>Any event that assists the acquisition of skills and knowledge. This includes formal sessions as well as experiences such as visits, time spent in the workplace, personal research etc.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>These could be outcomes for the group as a whole – for example enabling team effectiveness – and/or outcomes for the individuals who make up the group – for example individual skill acquisition</td>
</tr>
<tr>
<td>Resources</td>
<td>This covers any physical or human resource that supports the learning and development process and could include technical equipment, IT-based learning, handouts, workbooks, people – for example outside speakers – and visits to places of interest</td>
</tr>
<tr>
<td>Risk assessments</td>
<td>This could be a formal and written risk assessment but could be informal and dynamic – monitoring and controlling risk on an ongoing basis. Risk includes health and safety but may also cover e.g. finance, availability of resources etc.</td>
</tr>
</tbody>
</table>
Plan specific learning and development opportunities

Performance criteria

Learning and development practitioners:

4.1 Identify the purpose and outcomes of specific learning and development opportunities in relation to agreed goals

4.2 Communicate aims and objectives to learners

4.3 Identify how specific learning and development opportunities will be delivered and/or facilitated and managed

4.4 Identify the resources needed to deliver and/or facilitate specific learning and development opportunities

4.5 Identify how learning and development opportunities will be monitored and evaluated

4.6 Ensure preparations and arrangements for delivery and/or facilitation, management and evaluation are carried out in sufficient time

4.7 Ensure plans are appropriate to identified learning needs

Knowledge and understanding

Learning and development practitioners know and understand:

KU1 The importance of having clear outcomes for specific learning and development opportunities

KU2 Different methods of communicating aims and objectives to learners

KU3 Options for delivering and/or facilitating different types of learning and development opportunities

KU4 Factors to consider in selecting suitable delivery and facilitation methods

KU5 The range of planning considerations relevant to ensuring that equality, diversity and where relevant, bilingualism needs are met

KU6 Factors that need to be considered in the management of different learning and development opportunities and how to deal with these factors

KU7 The resources, including technology, available to support delivery and/or facilitation and management of learning and development opportunities
<table>
<thead>
<tr>
<th>KU8</th>
<th>The advantages and disadvantages of different types of resources in meeting learner needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>KU9</td>
<td>The types of preparations that need to be undertaken for different learning opportunities and why each of these is important.</td>
</tr>
<tr>
<td>KU10</td>
<td>How to carry out a risk assessment in relation to planning for specific learning and development opportunities, and the contingencies which should be put in place in response to risk assessments</td>
</tr>
<tr>
<td>KU11</td>
<td>The operational requirements that should be considered in planning specific learning and development opportunities, including organisational, health and safety, budgetary and legislative guidelines.</td>
</tr>
</tbody>
</table>

and meet organisational and legal requirements
**Standard 5**  
**Develop and prepare resources for learning and development**

**What this standard is about**

This standard is about preparing resources to support learning and development. It covers developing resources ‘from scratch’ as well as adapting and preparing existing resources to meet the needs of learners. It also covers the preparation of resources including the learning environment, learning materials and equipment used to support learning.

**Terminology**

Within this standard the following explanations and examples apply.

<table>
<thead>
<tr>
<th>Resources</th>
<th>This covers any physical or human resource that supports the learning and development process and could include technical equipment, Information Technology-based learning, handouts, workbooks and visits to places of interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Group</td>
<td>Those learners who will be using the resources</td>
</tr>
</tbody>
</table>
Develop and prepare resources for learning and development

Performance criteria

Learning and development practitioners:

5.1 Agree the range and purpose of resources required

5.2 Identify the resource needs of the individuals or groups that the resources are being prepared for

5.3 Identify and develop resources which are appropriate to the target group and the purpose for which they are required

5.4 Ensure anyone else who is using the resources receive the necessary guidance

5.5 Ensure adaptations to existing resources are consistent with learning needs and professional practice

5.6 Ensure resources are consistent with legislative, safety, equality and diversity and professional guidelines

5.7 Make sure that resources are checked and tested to ensure they meet required standards and learner needs

Knowledge and understanding

Learning and development practitioners know and understand:

KU1 The different types of resources that can be used to support learning across the full range of the training cycle

KU2 The range of resources available to support different types of needs

KU3 The importance of distinguishing between different user needs and the factors which are important in selecting and developing resources to meet these needs

KU4 The factors that need to be considered in the effective preparation and development of learning resources, including those for the learning environment, learning materials and equipment

KU5 How to identify costs and timescales for resource development

KU6 The factors which are important in selecting and developing resources to meet the needs of different learners, taking account of the need for equality and diversity

KU7 How to ensure that the language, style and format of the materials are appropriate to the needs of the learners.
KU8
How to develop simulated exercises that replicate real working challenges

KU9
How to set-up and use equipment to support learning and development

KU10
The contribution and challenges that technology can make to the development and adaptation of different types of resources and the challenges posed by these

KU11
How to develop guidance for the use of resources and how to encourage consistent application

KU12
The types of adaptations that could be made to resources to make them more appropriate to learning needs and user requirements

KU13
The legislative, safety and professional guidelines relating to the development and adaptation of resources, including those relating to intellectual property, copyright and patents

KU14
The importance of checking and testing resources to make sure they are of the required standard and how to do this effectively

KU15
How to make adaptations to the learning environment to support the learning process

KU16
The preparation, support and qualifications that staff require to contribute effectively to learning and development activities within own area of responsibility
Key Area C  Facilitate learner achievement

Standard 6  Manage learning and development in groups

What this standard is about

This standard is about using a range of methods to enable group members to learn and develop in a safe and supportive learning environment.

Terminology
Within this standard the following explanations and examples apply.

Delivery methods
Any method that supports learning and development, for example, presentations, instructions, demonstrations, opportunities to apply knowledge and practise skills, experiential learning, group and individual projects and research.

Environment
This includes the physical environment in which learning and development takes place but also covers group dynamics and behaviour.

Health and safety
This includes physical health and safety as well as emotional well-being.

Outcomes
These could be outcomes for the group as a whole – for example enabling team effectiveness – and/or outcomes for the individuals who make up the group – for example individual skill acquisition.

Requirements
These could be the requirements of the practitioner’s own organisation or those of an external organisation, such as funding body or awarding organisation.

Resources
This covers any physical or human resource that supports the learning and development process and could include technical equipment, Information Technology-based learning, handouts, workbooks, people – for example outside speakers – and visits to places of interest.

Risk
This refers to any risk to the effective facilitation of the group. Risks may be to individual learners, to the group as a whole or to those facilitating. This includes health and safety risks but may also include, for example, the risk of delivery methods not being appropriate.

Other people
This refers to others who may be involved in, or affected by, the learning activities, for example, staff members, volunteers, assistants or people in the same area.
Manage learning and development in groups

Performance criteria

Learning and development practitioners:

6.1 Manage a group environment in which individuals feel valued, supported, confident and able to learn

6.2 Communicate with learners in a way that meets individual and group needs

6.3 Make learners aware of the outcomes they are expected to achieve and how the planned activities will support these

6.4 Use a range of delivery methods, activities and resources to meet the needs of all group members, as appropriate to planned outcomes

6.5 Balance and adjust delivery to meet individual needs while achieving planned group outcomes and agreements

6.6 Monitor learner response and use appropriate strategies to motivate learners individually and collectively

6.7 Encourage effective communication within the group

Knowledge and understanding

Learning and development practitioners know and understand:

KU1 The learners needs, requirements and planned outcomes relevant to their own areas of work

KU2 The types of learning resources available, including those that are technology enhanced, that can support learning and development in groups

KU3 The factors to consider when selecting and using learning and development resources to facilitate learning and development in groups

KU4 The characteristics of a group environment that foster learning and development for all those involved

KU5 Different techniques to manage group dynamics

KU6 Aspects of equality, diversity and, where relevant, bilingualism, that need to be addressed when facilitating learning and development in groups

KU7 Different ways of encouraging behaviour and values that foster mutual respect and support the learning and development process

KU8 The importance of own communication
### 6.8
Maintain the health and safety of learners, self and other people

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KU9</strong></td>
<td>The range of delivery methods appropriate to learning in groups</td>
</tr>
<tr>
<td><strong>KU10</strong></td>
<td>How to co-ordinate learning and development activities to meet individual and group needs</td>
</tr>
<tr>
<td><strong>KU11</strong></td>
<td>The types of motivational strategies that would support group and individual learning and how to select these according to identified needs</td>
</tr>
<tr>
<td><strong>KU12</strong></td>
<td>Techniques that can be used to monitor learner response</td>
</tr>
<tr>
<td><strong>KU13</strong></td>
<td>Different ways of adapting delivery according to learner response whilst still achieving planned outcomes and agreements</td>
</tr>
<tr>
<td><strong>KU14</strong></td>
<td>How to assess and manage risk in own area of work whilst facilitating learning and development in groups</td>
</tr>
</tbody>
</table>
Standard 7 Facilitate individual learning and development

What this standard is about
This standard is about using a range of methods to enable individuals to acquire or improve skills and knowledge and practise their application in context. It also covers providing feedback to learners and encouraging them to reflect on and improve what they do. This standard could be achieved as part of a coaching and/or mentoring relationship.

Terminology
Within this standard the following explanations and examples apply.

<table>
<thead>
<tr>
<th>Application</th>
<th>The process applying new or improved skills and knowledge in a real or realistic context, for example a work situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>This refers to interim targets or steps towards learners meeting overall outcomes and objectives</td>
</tr>
<tr>
<td>Health and safety</td>
<td>This includes physical health and safety as well as emotional well-being</td>
</tr>
<tr>
<td>Learner objectives</td>
<td>These will usually be performance objectives – for example doing something or doing something better.</td>
</tr>
<tr>
<td>Methods</td>
<td>Any method that supports individual learning and development, for example, instructions, demonstrations, opportunities to apply knowledge and practise skills, experiential learning, individual projects and research</td>
</tr>
<tr>
<td>Other people</td>
<td>This refers to others who may be involved in, or affected by, the learning activities, for example, staff members, volunteers, assistants or people in the same area.</td>
</tr>
<tr>
<td>Reflection/reflective practice</td>
<td>The process of thinking critically about what we do, identifying opportunities for improvement and, where appropriate, further learning needs</td>
</tr>
<tr>
<td>Resources</td>
<td>This covers any physical or human resource that supports the learning and development process and could include technical equipment, Information Technology-based learning, handouts, workbooks, people – for example outside speakers – and visits to places of interest</td>
</tr>
<tr>
<td>Risk</td>
<td>This relates to any risk to the facilitation of learning and development. This includes health and safety but could also cover, for example, the risk of setting unrealistic goals or selecting inappropriate learning methods.</td>
</tr>
</tbody>
</table>
Facilitate individual learning and development

<table>
<thead>
<tr>
<th>Performance criteria</th>
<th>Knowledge and understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning and development practitioners:</strong></td>
<td><strong>Learning and development practitioners know and understand:</strong></td>
</tr>
<tr>
<td>7.1 Establish and maintain a professional relationship with the learner that supports individual learning and reflection</td>
<td>KU1 The principles, uses and value of learning and development on an individual basis</td>
</tr>
<tr>
<td>7.2 Explore and agree the learner’s objectives, learning needs and goals</td>
<td>KU2 The characteristics of a relationship that supports individual learning, application and reflection</td>
</tr>
<tr>
<td>7.3 Agree a plan of learning, application and reflection</td>
<td>KU3 Aspects of equality and diversity that need to be addressed when facilitating individual learning and development</td>
</tr>
<tr>
<td>7.4 Use a range of methods and resources to help the learner acquire/develop the skills and knowledge they need</td>
<td>KU4 The importance of reflective practice in individual learning and development</td>
</tr>
<tr>
<td>7.5 Support the learner in applying their learning in context</td>
<td>KU5 Key factors to consider when setting and agreeing goals with individual learners</td>
</tr>
<tr>
<td>7.6 Provide constructive and motivational feedback to improve the learner’s application of learning</td>
<td>KU6 The range of delivery methods appropriate to individual learning</td>
</tr>
<tr>
<td>7.7 Assist the learner to reflect on their practice and experience</td>
<td>KU7 The range of resources, including support from others, that are available to support individual learning</td>
</tr>
<tr>
<td>7.8 Adapt learning, application and reflection to meet further needs</td>
<td>KU8 How technology can enhance resources and delivery methods for</td>
</tr>
<tr>
<td>7.9 Maintain the health and safety of</td>
<td></td>
</tr>
<tr>
<td>the learner, self and other people</td>
<td>individual learning</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>KU9</strong></td>
<td>The range of techniques that can be used to encourage reflective practice by the learner</td>
</tr>
<tr>
<td><strong>KU10</strong></td>
<td>How to support different types of learners in applying new or enhanced learning in context</td>
</tr>
<tr>
<td><strong>KU11</strong></td>
<td>The types of barriers that learners encounter and how to develop strategies to overcome these</td>
</tr>
<tr>
<td><strong>KU12</strong></td>
<td>How to adapt learning plans in response to learner progress and reflection whilst still focusing on learner needs and desired outcomes</td>
</tr>
<tr>
<td><strong>KU13</strong></td>
<td>How to assess and manage risk in own area of work whilst facilitating learning and development for individuals</td>
</tr>
</tbody>
</table>
Standard 8  
Engage and support learners in the learning and development process

What this standard is about

This standard is about supporting learners through the learning process by, for example, providing them with information and advice, helping them overcome barriers, helping them access the learning and experience they need, monitoring progress against expected standards and providing constructive feedback.

Terminology
Within this standard the following explanations and examples apply.

<table>
<thead>
<tr>
<th>Term</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barriers</td>
<td>Anything that might prevent the learner taking a full part. This could include, for example, lack of confidence or essential skills and knowledge.</td>
</tr>
<tr>
<td>Expected standards</td>
<td>The standards the learner should achieve as part of their learning programme. These could include national occupational standards or standards set by other types of qualifications.</td>
</tr>
<tr>
<td>Learning process</td>
<td>This may include experience, such as time in the workplace, as well as formal and informal training.</td>
</tr>
<tr>
<td>Provide evidence of achievement</td>
<td>This could include providing witness statements to qualified assessors.</td>
</tr>
</tbody>
</table>
Engage and support learners in the learning and development process

<table>
<thead>
<tr>
<th>Performance criteria</th>
<th>Knowledge and understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning and development practitioners:</strong></td>
<td><strong>Learning and development practitioners know and understand:</strong></td>
</tr>
<tr>
<td>8.1 Establish and maintain a positive relationship with the learner which encourages and motivates learning</td>
<td>KU1 The characteristics of a relationship that supports learner’s progress and provides them with motivation to learn</td>
</tr>
<tr>
<td>8.2 Provide the learner with information and advice relevant to their needs</td>
<td>KU2 The types of information and advice that learners may require and how to provide or access this</td>
</tr>
<tr>
<td>8.3 Enable the learner to engage with, and contribute to, their own learning</td>
<td>KU3 Different strategies to enable learners to engage with learning</td>
</tr>
<tr>
<td>8.4 Assist the learner to access the skills, knowledge and experience they need</td>
<td>KU4 Aspects of equality and diversity that need to be addressed when supporting learners</td>
</tr>
<tr>
<td>8.5 Help the learner overcome any barriers that prevent them taking a full part in the learning process</td>
<td>KU5 The range of techniques through which different types of learners can contribute to their own learning</td>
</tr>
<tr>
<td>8.6 Support the learner in taking responsibility for their own development</td>
<td>KU6 The types of barriers to learning that different types of learner’s experience and how to address these</td>
</tr>
<tr>
<td>8.7 Monitor the learner’s performance against expected standards and provide evidence of achievement to others as required</td>
<td>KU7 How to help individuals with different types of learning needs access the skills, knowledge and experiences they need to progress</td>
</tr>
<tr>
<td>8.8</td>
<td>KU8 The boundaries of own role and when to refer the learner to other sources of</td>
</tr>
</tbody>
</table>
Provide constructive feedback to the learner

8.9 Review learner progress and help them adapt their plans as necessary

help and support

KU9 The range of resources, including support from others and technology-based solutions, that are available to support learners

KU10 Why it is important that learners take responsibility for their own learning and different methods of helping them to do so

KU11 Methods that can be used to enable learners to provide honest and constructive feedback on their experiences and how to use this feedback when it has been collected

KU12 Methods that can be used to monitor learner’s performance against required standards

KU13 Different methods of presenting evidence of learner achievement to others

KU14 Different methods of providing the learner with constructive feedback and how to use these methods effectively

KU15 The importance of reviewing learner progress and appropriate times to do so

KU16 The factors which are important in helping learners to review their progress and, where necessary, adapt their plans for learning and progression
Standard 9  Assess learner achievement

What this standard is about

This standard is about assessing learning and development against agreed criteria. It covers a range of different assessments including competence, knowledge and understanding and skills.

Terminology

Within this standard the following explanations and examples apply.

<table>
<thead>
<tr>
<th>Assessment method</th>
<th>For example, observation, questioning, checking products of work, setting assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic</td>
<td>The candidate’s own work</td>
</tr>
<tr>
<td>Equality</td>
<td>A state of fair treatment that is the right of all people regardless of differences in, for example, culture, ability, gender race, religion, wealth, sexual orientation, or any other group characteristic</td>
</tr>
<tr>
<td>Diversity</td>
<td>Acknowledging that each individual is unique, and recognizing our individual differences in, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic</td>
</tr>
<tr>
<td>Identify and collect evidence</td>
<td>This is done through the assessment process, for example by assessor observations, checking products of work, asking questions, setting assignments etc.</td>
</tr>
<tr>
<td>Reliable</td>
<td>Consistently achieves the same results with the same (or similar) group of learners</td>
</tr>
<tr>
<td>Requirements</td>
<td>These could be the requirements of the practitioner’s own organisation or those of an external organisation, such as awarding organisation</td>
</tr>
<tr>
<td>Risk assessment</td>
<td>This could be a formal and written risk assessment but could be informal and dynamic – monitoring and controlling risk on an ongoing basis. Risk includes health and safety but may also cover other types of risk, for example the risk of problems arising which interfere with the assessment process, or the risk of using inappropriate assessment methods.</td>
</tr>
<tr>
<td>Sufficient</td>
<td>Enough evidence as specified in Evidence Requirements or Assessment Strategy.</td>
</tr>
<tr>
<td>Valid</td>
<td>Relevant to the criteria against which the candidate is being assessed.</td>
</tr>
<tr>
<td>Fair</td>
<td>Ensuring that everyone has an equal chance of getting an accurate assessment.</td>
</tr>
<tr>
<td>Safe</td>
<td>This covers both physical and psychological safety. It also includes ensuring that assessment evidence is safe in the sense that is sufficiently robust to make a reliable judgement that the learner does meet the assessment standard.</td>
</tr>
</tbody>
</table>
Assess learner achievement

Performance criteria

Learning and development practitioners:

9.1 Ensure learners understand the purpose, requirements and processes of assessment

9.2 Plan assessment to meet requirements and learner needs

9.3 Use valid, fair, reliable and safe assessment methods

9.4 Identify and collect evidence that is:
   - valid
   - authentic
   - sufficient

9.5 Make assessment decisions against specified criteria

9.6 Provide feedback to the learner that affirms achievement and identifies any additional requirements

9.7 Maintain required records of the assessment process, its outcomes and learner progress

9.8 Work with others to ensure the

Knowledge and understanding

Learning and development practitioners know and understand:

KU1 The key concepts and principles of assessment

KU2 The range of information that should be made available to learners

KU3 The current criteria against which assessments are made and the current regulations and requirements relating to their assessment

KU4 Guidelines for assessment planning as appropriate to own area of responsibility

KU5 How to involve learners in the planning of assessments

KU6 How assessment arrangements can be adapted to meet the needs of individual learners

KU7 The uses, benefits and drawbacks of different assessment methods, including the use of simulation and those that involve the use of technology

KU8 The types of risks that may be involved in the assessment process and how to manage these
<table>
<thead>
<tr>
<th>KU9</th>
<th>Issues related to equality, diversity and, where relevant, bilingualism, that may affect the assessment process and how to address these</th>
</tr>
</thead>
<tbody>
<tr>
<td>KU10</td>
<td>How to make sure that assessment decisions are made against specified criteria and are valid, reliable and fair</td>
</tr>
<tr>
<td>KU11</td>
<td>How to determine when evidence is sufficient to make an assessment decision</td>
</tr>
<tr>
<td>KU12</td>
<td>How to judge the authenticity and currency of evidence and what to do when there is doubt</td>
</tr>
<tr>
<td>KU13</td>
<td>How to record and store assessment decisions, who they should be made available to and the data protection and confidentiality guidelines that should be followed</td>
</tr>
<tr>
<td>KU14</td>
<td>Factors to consider when providing feedback to learners</td>
</tr>
<tr>
<td>KU15</td>
<td>The relevant procedures when there are disputes concerning assessment</td>
</tr>
<tr>
<td>KU16</td>
<td>Standardisation processes and how to contribute to these</td>
</tr>
<tr>
<td>KU17</td>
<td>How to co-operate and work effectively with others involved in the assessment process</td>
</tr>
<tr>
<td>KU18</td>
<td>The value and purpose of continuing professional development for assessment practitioners</td>
</tr>
</tbody>
</table>
Key Area D    Maintain and improve quality standards

Standard 10    Reflect on, develop and maintain own skills and practice in learning and development

What this standard is about

This standard is about reflecting on current practice, identifying own learning and development needs and taking part in continuing professional development.

Terminology

Within this standard the following explanations and examples apply.

Role

This is used to describe the job that you are contracted to carry out and the work that you must do.

Practice

This refers to the ‘way’ that you carry out your work and takes account of factors such as your approach to your work.
## Reflect on, develop and maintain own skills and practice in learning and development

### Performance criteria

**Learning and development practitioners:**

1. **Performance criteria**

   10.1 Identify current performance requirements relevant to your practice
   10.2 Identify trends and developments relevant to own skills, knowledge and practice
   10.3 Identify and critically reflect on how own beliefs and attitudes influence own practice
   10.4 Seek feedback, collect information and continually reflect on own performance
   10.5 Assess the extent to which own practice is inclusive and promotes equality and diversity
   10.6 Review and evaluate own skills, knowledge and practice against available information
   10.7 Prioritise areas for development and plan how learning and development will be achieved
   10.8 Inform relevant individuals and use appropriate systems to report and address factors that impact negatively on own practice

### Knowledge and understanding

**Learning and development practitioners know and understand:**

1. **Knowledge and understanding**

   1. KU1 The extent and limitations of the requirements and responsibilities associated with own role
   2. KU2 The health and safety practice and personal and social skills relevant to own area of work and management of own workload
   3. KU3 Team, organisational and own professional goals
   4. KU4 How to explore current performance requirements relevant to own practice, including role descriptors, standards, benchmarks, codes of practice, and values and principles relevant to own practice
   5. KU5 How to find out about and stay abreast of trends and developments relevant to own skills, knowledge and practice including those relating to technological developments
   6. KU6 Effective methods for assessing own values, beliefs and attitudes relevant to own skills and practice
   7. KU7 Why it is important to understand own values, beliefs and attitudes and how it can affect own work practice as well as own learning and development
10.9 Access development needed to carry out own work more effectively and continually use a range of resources to keep own knowledge, skills and practice up to date

10.10 Keep records of own actions, development plans and progress, and use them to support and inform ongoing reflective practice

10.11 Apply new knowledge and skills to consolidate learning, improve own practice, and review the effectiveness of newly acquired knowledge and skill

10.12 Share knowledge, skills and improvements to practice with colleagues where it is likely to be of benefit

KU8 Why it is important to seek feedback on own performance from all those involved in the learning process and ways that this can be done

KU9 The type of information that should be collected to inform a review of own skills, knowledge and practice

KU10 Ways to continuously reflect on and evaluate own efficiency and effectiveness and why this is important

KU11 Methods that can be used to assess the extent to which own practice is inclusive and promotes equality and diversity

KU12 Methods that can be used to evaluate own skills knowledge and practice and the range of information that should be used to inform this process

KU13 The information that should be considered in the prioritisation of own learning and development needs

KU14 Sources and methods of relevant continuous and professional development to facilitate own learning

KU15 How research can help to update practice

KU16 Methods, systems and processes for sharing evaluation information and suggesting improvements

KU17 How to provide constructive criticism when suggesting improvements to
colleagues

KU18
Why it is important to keep records of own actions, development plans and progress and how these can be used to inform ongoing reflective practice

KU19
Why it is important to evaluate the effectiveness of learning resources and learning provision used for own learning and development and who this information should be shared with

KU20
How sharing good practice with others can help to develop own practice

KU21
The importance of continuous professional development and collaborative reflection on learning development practice
**Standard 11 Internally monitor and maintain the quality of assessment**

**What this standard is about**

This standard is about monitoring assessment processes and decisions within an organisation, and helping to maintain and improve the quality of assessment.

**Terminology**

Within this standard the following explanations and examples apply.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment method</td>
<td>For example, observation, questioning, checking products of work, setting assignments</td>
</tr>
<tr>
<td>Candidate</td>
<td>The learner being assessed</td>
</tr>
<tr>
<td>Equality</td>
<td>A state of fair treatment that is the right of all people regardless of differences in culture, ability, gender, race, religion, wealth, sexual orientation, or any other group characteristic</td>
</tr>
<tr>
<td>Diversity</td>
<td>Acknowledging that each individual is unique, and recognizing our individual differences in culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic</td>
</tr>
<tr>
<td>Organisation</td>
<td>For example, an awarding organisation, internal department or any other organisation involved in assessment.</td>
</tr>
<tr>
<td>Reliable</td>
<td>Consistently achieves the same results with the same (or similar) group of learners</td>
</tr>
<tr>
<td>Requirements for their role</td>
<td>This could include holding an assessor qualification and/or being expert in the subject being assessed</td>
</tr>
<tr>
<td>Sufficient</td>
<td>Enough evidence as specified in Evidence Requirements or Assessment Strategy.</td>
</tr>
<tr>
<td>Valid</td>
<td>Relevant to the criteria against which the candidate is being assessed.</td>
</tr>
</tbody>
</table>
Internally monitor and maintain the quality of assessment

Performance criteria

Learning and development practitioners:

11.1 Plan and prepare monitoring activities according to the requirements of own role

11.2 Determine whether assessment processes and systems meet and operate according to quality requirements

11.3 Check that assessors meet the requirements for their role

11.4 Check that assessments are planned, prepared for and carried out according to agreed procedures

11.5 Check that assessment methods are safe, fair, valid and reliable

11.6 Check that assessment decisions are made using specified criteria

11.7 Compare assessor decisions to ensure they are consistent

11.8 Provide assessors with feedback, advice and support to help them maintain and improve their assessment practice

Knowledge and understanding

Learning and development practitioners know and understand:

KU1 The current quality requirements for assessment processes and systems in their area of responsibility

KU2 The key concepts and principles of quality assurance

KU3 The key concepts and principles of assessment

KU4 The role of the assessor and the relevant requirements of the role

KU5 The roles of those involved in maintaining the quality of assessment and the relevant requirements of these roles

KU6 The agreed procedures for planning, preparing for and carrying out assessments

KU7 Techniques for sampling evidence of assessment, including making appropriate use of technology

KU8 Appropriate criteria for judging the quality of the assessment process

KU9 How to ensure the health and safety of the learner is maintained during
11.9
Work with others to ensure the standardisation of assessment practice and outcomes

11.10
Follow agreed procedures when there are significant concerns about the quality of assessment

11.11
Follow agreed procedures for the recording, storing, reporting and confidentiality of information

assessment

KU10
The uses, benefits and drawbacks of different assessment methods

KU11
The types of feedback, support and advice that assessors need and how to meet these needs

KU12
Issues related to equality, diversity and if relevant, bilingualism, that may affect assessment and quality assurance, and how to address these

KU13
Procedures to follow when there are concerns about the quality of assessment: when and how to use them

KU14
Standardisation processes and how to co-ordinate and contribute to these

KU15
The procedures to follow when there are disputes concerning assessment and quality assurance

KU16
Procedures to follow when planning and preparing for, carrying out and recording monitoring activity

KU17
The requirements for information management, data protection and confidentiality in relation to assessment and quality assurance

KU18
The value and purpose of continuing professional development for assessment and quality assurance practitioners
**Standard 12**  
*Externally monitor and maintain the quality of assessment*

**What this standard is about**

This standard is about monitoring assessment processes and decisions from outside an organisation, and helping to maintain and improve relevant quality assurance systems.

**Terminology**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment method</td>
<td>Ways of measuring learning and development, for example, observation, questioning, checking products of work, setting assignments</td>
</tr>
<tr>
<td>Equality</td>
<td>A state of fair treatment that is the right of all people regardless of differences in, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other group characteristic</td>
</tr>
<tr>
<td>Diversity</td>
<td>Acknowledging that each individual is unique, and recognizing our individual differences in, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic</td>
</tr>
<tr>
<td>Staff competence</td>
<td>This could include holding an assessor qualification and/or being expert in the subject being assessed</td>
</tr>
</tbody>
</table>
## Externally monitor and maintain the quality of assessment

<table>
<thead>
<tr>
<th>Performance criteria</th>
<th>Knowledge and understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning and development practitioners:</strong></td>
<td><strong>Learning and development practitioners know and understand:</strong></td>
</tr>
<tr>
<td>12.1 Plan, communicate and establish procedures for the external monitoring of quality assurance systems as required</td>
<td>KU1 The key concepts and principles of assessment</td>
</tr>
<tr>
<td>12.2 Check that internal quality assurance systems and administrative arrangements meet current requirements</td>
<td>KU2 The key concepts and principles of quality assurance</td>
</tr>
<tr>
<td>12.3 Check that staffing and staff competence, assessment arrangements, methods and decisions meet requirements</td>
<td>KU3 The role of the assessor and internal quality assurance staff and the current relevant requirements to undertake these roles</td>
</tr>
<tr>
<td>12.4 Provide advice and support to help improve internal quality assurance and assessment arrangements and practices</td>
<td>KU4 The current requirements that must be met for internal and external quality assurance</td>
</tr>
<tr>
<td>12.5 Work with others to ensure the standardisation of assessment practice and outcomes</td>
<td>KU5 The current requirements that must be met for internal assessment arrangements and practices</td>
</tr>
<tr>
<td>12.6 Follow the agreed procedures when internal quality assurance and assessment arrangements and practices do not meet requirements</td>
<td>KU6 How to monitor and evaluate internal quality assurance arrangements and practices, including the use of technology</td>
</tr>
<tr>
<td>12.7 Follow agreed procedures for the recording, storing, reporting and confidentiality of information</td>
<td>KU7 How to monitor and evaluate internal assessment arrangements and practices, including the use of technology</td>
</tr>
<tr>
<td></td>
<td>KU8 The procedures to follow when internal quality assurance and assessment arrangements do not meet requirements</td>
</tr>
</tbody>
</table>
KU9
The types of support and advice that organisations need on internal quality assurance and assessment arrangements and practices

KU10
The importance of providing consistent support and advice that follows agreed guidance and requirements

KU11
How to adapt monitoring and evaluation approaches in relation to customer need without compromising standards

KU12
Issues related to equality, diversity and if relevant, bilingualism, that may affect assessment and quality assurance and how to address these

KU13
Different methods of providing appropriate support and advice in line with own organisation’s guidance

KU14
Record keeping procedures relating to external quality assurance

KU15
The requirements for information management relating to external quality assurance

KU16
The requirements for data protection and confidentiality in relation to external quality assurance

KU17
The value and purpose of continuing professional development for assessment and quality assurance practitioners
Standard 13  Evaluate and improve learning and development provision

What this standard is about

This standard is about evaluating learning and development provision and planning/implementing quality improvements.

Terminology

Evidence

This could be for example learner progress, learner attainment, learner satisfaction, staff engagement as appropriate to the quality indicators.

Quality requirements

These could be for example, organisational, legal/statutory, funding or awarding organisation requirements.

Scope

What the evaluation will cover.
Evaluate and improve learning and development provision

Performance criteria

Learning and development practitioners:

13.1 Identify the purpose and scope of the evaluation

13.2 Identify quality requirements and appropriate measures of performance

13.3 Identify methods for monitoring, and collecting, managing and analysing data

13.4 Collect and analyse data according to identified monitoring procedures

13.5 Identify strengths and areas for improvement

13.6 Evaluate own contribution to working within quality systems

13.7 Ensure that potential improvements are realistic and achievable

13.8 Work with others to plan and implement improvements to learning and development

13.9 Monitor and evaluate the

Knowledge and understanding

Learning and development practitioners know and understand:

KU1 The key concepts and principles of quality assurance and continuous improvement

KU2 The quality requirements appropriate to own work context and work role

KU3 How to research and keep up to date with quality requirements relevant to learning and development

KU4 Industry recognised standards relevant to learning and development and the processes and activities which deliver excellence in the work context being evaluated

KU5 How to identify performance indicators relevant to the area of learning and development being evaluated

KU6 How to set realistic targets, the contribution that targets can make to evaluation processes and the drawbacks associated with target driven work

KU7 The strengths and weaknesses of different monitoring and information collection methods and how to develop and administer these methods
impact of improvements

KU8
The range, amount and frequency of data – including qualitative and quantitative – that needs to be collected and analysed to give valid information about quality

KU9
The contribution that technology can make to the monitoring and evaluation process

K10
The principles of information management and how to establish systems for the monitoring and management of qualitative and quantitative data

KU11
Processes, procedures and methods involved in data analysis and interpretation

KU12
What to monitor for specific purposes and how to record and store it

KU13
How to contribute to self-assessment and evaluation processes

KU14
The role and functions of individuals and teams in improving quality and raising standards

KU15
The importance of involving the learner in quality improvement

KU16
How to encourage the learner to contribute to self-assessment processes

KU17
The impact of the wider learning environment on the learner experience
KU18
How to use feedback to develop own practice specific to the relevant quality systems

KU19
How to act on the outcomes of quality assurance, including self-assessment and evaluation

KU20
How to contribute to quality improvement plans

KU21
How to work with those involved in the learning process to influence and implement quality improvement

KU22
The confidentiality and data protection legislation relevant to the collection and storage of information in learning and development