

## Appendix A – Online survey

### Review of the National Occupational Standards for Learning and Development

## CONSULTATION QUESTIONNAIRE

### Background

Lifelong Learning UK has begun a review of the National Occupational Standards for Learning and Development. The Standards were last updated by ENTO in 2001 and the suite will be reviewed to ensure they are 'fit for purpose' and still reflect the functions for which they were written. The Standards are applicable to a large workforce and therefore LLUK would like to offer the opportunity to people / organisations who are involved in the delivery of learning to input into the review. This includes those organisations whose primary business function is providing learning e.g. colleges, work-based learning providers and training organisations, businesses / organisations who deliver learning opportunities e.g. employers (in all sectors), professional / governing bodies, voluntary organisations and organisations involved in the assessment and awarding of vocational learning e.g. awarding organisations.

**We would like to invite you to give your views as part of this review. Please click on the 'online survey' link on this page to access the survey now.**

This questionnaire seeks your views about:

- Your familiarity and use of the Learning and Development Standards in your role
- Whether the Standards continue to reflect the skills, knowledge and understanding that are required within your role
- Aspects of your current role not covered by the Standards.

For some additional background information about the review and the Learning and Development Standards, please refer to the following links:

- Project information on the LLUK website - <http://www.lluk.org/3655.htm>
- The Learning and Development Standards - [http://www.ukstandards.org/Find\\_Occupational\\_Standards.aspx?NosFindID=4&SuiteID=533](http://www.ukstandards.org/Find_Occupational_Standards.aspx?NosFindID=4&SuiteID=533)

**We value your views and opinions that are kept in strict confidence in adherence to the Market Research Society Code of Conduct.**

### Contact information

- If you would like to discuss any aspect of this review, please contact Geraldine Craven, Project Manager, Lifelong Learning UK; Email: [geraldinecraven@lluk.org](mailto:geraldinecraven@lluk.org) Tel: 07921 291336
- If you experience any technical difficulties with this survey, please contact Alan Graver, Skyblue Research Limited; Email: [alan@skyblueresearch.co.uk](mailto:alan@skyblueresearch.co.uk) Tel: 01904 340942.

Name	
Job Title	
Organisation	
Type of organisation (tick one only)	<input type="checkbox"/> Training Organisation - Private <input type="checkbox"/> Training Organisation - PLC <input type="checkbox"/> Training Organisation – Voluntary <input type="checkbox"/> Further Education College <input type="checkbox"/> Higher Education Institution <input type="checkbox"/> Training Department within a private company <input type="checkbox"/> Training Department within a public organisation <input type="checkbox"/> Training Department within a voluntary organisation <input type="checkbox"/> Professional / Governing / Membership association <input type="checkbox"/> Sector Skills Council (SSC) / Standards Setting Body (SSB) <input type="checkbox"/> Awarding Organisation  <input type="checkbox"/> Other (please state):
Address	
Postcode	
Contact telephone number	
Contact email address	
What size workforce is involved in the delivery of learning within your organisation? (If you cannot provide an accurate number, please give an estimate)	
Where in the UK does your organisation operate? (tick all that apply)	<input type="checkbox"/> England <input type="checkbox"/> Scotland <input type="checkbox"/> Wales <input type="checkbox"/> Northern Ireland <input type="checkbox"/> UK-wide

**Section 1:**  
**Awareness and use of the Learning and Development NOS**

<b>1a</b>	Please indicate if your response is as an individual or on behalf of your organisation: <input type="checkbox"/> Individual response (Go to 2) <input type="checkbox"/> Organisational response (Got to 1b)
<b>1b</b>	How many people were involved in collating your organisational response?
<b>2</b>	How familiar are you with the current Learning and Development Standards? <input type="checkbox"/> Very familiar <input type="checkbox"/> Quite familiar <input type="checkbox"/> Aware but not familiar <input type="checkbox"/> Unaware of these Standards – this is the first time I’ve considered them.
<b>3</b>	How do you or your organisation use the Learning and Development Standards? (tick all that apply) <input type="checkbox"/> To assist the planning, management and delivery of qualifications <input type="checkbox"/> To assist the planning, management and delivery of training / development opportunities <input type="checkbox"/> To work with external clients to develop training / development opportunities <input type="checkbox"/> To provide assessor training opportunities <input type="checkbox"/> To provide internal verifier training opportunities <input type="checkbox"/> To provide external verifier training opportunities <input type="checkbox"/> To establish a network of assessors <input type="checkbox"/> To establish a network of internal verifiers <input type="checkbox"/> To establish a network of external verifiers <input type="checkbox"/> To provide CPD opportunities for staff <input type="checkbox"/> To develop training and development programmes for staff <input type="checkbox"/> To define job roles within the organisation <input type="checkbox"/> To assist the recruitment process – recruiting trainers / tutors, assessors, verifiers <input type="checkbox"/> To monitor performance (as part of performance review / appraisal processes) <input type="checkbox"/> Other            Please comment  <input type="checkbox"/> I / We do not use the Learning and Development Standards  Please add any additional comments below:

**4** The following list outlines the functions associated with the Learning and Development Standards. Please indicate below if these functions are relevant to your role or your organisation (tick all that apply).

- Developing learning and development strategies for your organisation
- Designing learning programmes
- Developing training sessions
- Developing resources to support learning
- Managing others' contribution to learning and development opportunities
- Creating the appropriate environment for learning
- Enabling learning (through presentations, group work, instruction / demonstration)
- Supporting learners in their learning / development
- Coaching learners
- Mentoring learners
- Monitoring and reviewing learners' progress
- Evaluating learning and development programmes
- Developing own skills in response to changes in learning and development practice
- Assessing learning / performance
- Verifying assessment practice within the organisation
- Verifying assessment practice for awarding organisations
- Planning and implementing basic skills training in the workplace
- Organisational development (workforce / personnel development)

**5** Are there any functions associated with the delivery of learning that are not listed in the previous question?

- Yes Please explain:
- No

**Section 2:  
Are the Standards 'fit for purpose'?**

<b>5</b>	<p>The Learning and Development Standards suite comprise 32 Standards. For each Standard in the table below please tell us:</p> <p>i) Whether the Standard continues to reflect the skills, knowledge and understanding required for your job role</p> <p>ii) If you think the skills, knowledge and understanding contained in each Standard require updating / revising to reflect current good practice.</p>
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For Standards L1-L24, P2, 8, 13 and HSS 8, please indicate for which role(s) you are applying your responses to (tick all that apply):

- Teacher / tutor / trainer
- Assessor
- Verifier (internal)
- Verifier (external)
- Coach
- Mentor
- Learning Support Practitioner
- Other:

Unit title	An accurate reflection of the skills, knowledge and understanding required within your role		Do you feel that the Standard should be retained, revised or discarded?			Comments <i>(please refer to any element, performance criteria or knowledge area where possible / appropriate).</i>
	Yes	No	Retain	Revise	Discard	
L1: Develop a strategy and plan for learning and development						
L2: Identify the learning and development needs of the organisation						
L3: Identify individual learning aims and programmes						
L4: Design learning programmes						
L5: Agree learning programmes with learners						

Unit title	An accurate reflection of the skills, knowledge and understanding required within your role		Do you feel that the Standard should be retained, revised or discarded?			Comments <i>(please refer to any element, performance criteria or knowledge area where possible / appropriate).</i>
	Yes	No	Retain	Revise	Discard	
L6: Develop training sessions						
L7: Prepare and develop resources to support learning						
L8: Manage the contribution of other people to the learning process						
L9: Create a climate that promotes learning						
L10: Enable learning through presentations						
L11: Enable learning through demonstrations and instruction						
L12: Enable individual learning through coaching						
L13: Enable group learning						
L14: Support learners by mentoring in the workplace						
L15: Support and advise individual learners						
L16: Monitor and review progress with learners						
L17: Evaluate and improve learning and development programmes						
L18: Respond to changes in learning and development						
L19: Provide learning and development in international settings						
L20: Support competence achieved in the workplace						

Unit title	An accurate reflection of the skills, knowledge and understanding required within your role		Do you feel that the Standard should be retained, revised or discarded?			Comments (please refer to any element, performance criteria or knowledge area where possible / appropriate).
	Yes	No	Retain	Revise	Discard	
L21: Plan how to provide basic skills in the workplace						
L22: Introduce training for basic skills in the workplace						
L23: Support how basic skills are delivered in the workplace						
L24: Support people learning basic skills in the workplace						
P2: Develop a strategy and plan to provide all people resources for the organisation						
P8: Develop a strategy and plan for the promotion of equality of opportunity and diversity						
P13: Design, deliver and evaluate changes to organisational structure						
HSS8: Review Health and Safety procedures in workplaces						

For Standards A1 and A2, please indicate for which role(s) you are applying your responses to (tick all that apply):

- Teacher / tutor / trainer
- Assessor
- Verifier (internal)
- Verifier (external)
- Coach
- Mentor
- Learning Support Practitioner
- Other:

Unit title	An accurate reflection of the skills, knowledge and understanding required within your role		Do you feel that the Standard should be retained, revised or discarded?			Comments <i>(please refer to any element, performance criteria or knowledge area where possible / appropriate).</i>
A1: Assess candidates using a range of methods						
A2: Assess candidates' performance through observation						

For Standards V1 and V2, please indicate for which role(s) you are applying your responses to (tick all that apply):

- Teacher / tutor / trainer
- Assessor
- Verifier (internal)
- Verifier (external)
- Coach
- Mentor
- Learning Support Practitioner
- Other:

Unit title	An accurate reflection of the skills, knowledge and understanding required within your role		Do you feel that the Standard should be retained, revised or discarded?			Comments <i>(please refer to any element, performance criteria or knowledge area where possible / appropriate).</i>
V1: Conduct internal quality assurance of the assessment process.						
V2: Conduct external quality assurance of the assessment process.						

### Section 3:

### Ensuring the Learning and Development Standards are 'fit for purpose'

<b>6</b>	<p>Do you think the Learning and Development Standards should be generic enough to describe the skills, knowledge and understanding required of the workforce involved in the delivery of learning in all learning environments?</p> <p>Definitions:</p> <p>Delivery of learning - relates to the whole learning cycle and therefore includes the planning, facilitation (delivery), assessment, quality assurance, design and implementation of learning provision.</p> <p>Learning environments - includes those organisations whose primary business function is providing learning e.g. colleges, work-based learning providers and training organisations, businesses / organisations who deliver learning opportunities e.g. employers (in all sectors), professional / governing bodies, voluntary organisations and organisations involved in the assessment and awarding of vocational learning e.g. awarding organisations.</p> <p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Not sure</p> <p>Please add any additional comments to your response below:</p>
<b>7</b>	<p>Please indicate which occupations you feel the Learning and Development Standards are applicable to (tick all that apply):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Teacher</li><li><input type="checkbox"/> Tutor</li><li><input type="checkbox"/> Trainer</li><li><input type="checkbox"/> Instructor</li><li><input type="checkbox"/> Presenter</li><li><input type="checkbox"/> Facilitator</li><li><input type="checkbox"/> Coach</li><li><input type="checkbox"/> Mentor</li><li><input type="checkbox"/> Lecturer (Further Education)</li><li><input type="checkbox"/> Lecturer (Higher Education)</li><li><input type="checkbox"/> Assessor</li><li><input type="checkbox"/> Internal Verifier</li><li><input type="checkbox"/> External Verifier</li><li><input type="checkbox"/> Moderator</li><li><input type="checkbox"/> Learning Support Practitioner</li><li><input type="checkbox"/> Learning and Development / Training Manager</li><li><input type="checkbox"/> HR Manager / Personnel Manager</li><li><input type="checkbox"/> Manager</li><li><input type="checkbox"/> Business Development Manager</li><li><input type="checkbox"/> Other</li></ul>

**Section 4:  
Summary**

<b>8</b>	<p>Are there any other comments you would like to make about the review process?</p> <p><b>NB</b> This may include any suggestions / issues / concerns you may have about the implications of the review.</p>
<b>9</b>	<p>May we contact you again about this project?</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<b>10</b>	<p>Permission to provide contact information to LLUK for future mailings</p> <p>The information supplied in this survey is being collected by the independent research company – Skyblue Research Ltd - undertaking this review for Lifelong Learning UK in strict confidence. The survey data will be used for reporting purposes only and under no circumstance will individuals be directly attributed to their responses.</p> <p>Skyblue undertakes to handle information about you in accordance with the Data Protection Act 1998. We wish to inform you that Lifelong Learning UK would like the opportunity to send you information regarding this review of the Learning and Development National Occupational Standards, and potentially other projects that Lifelong Learning UK <b>is</b> running. Please tick here <input type="checkbox"/> if you are happy for us to share your contact information with Lifelong Learning UK in order to receive such information from them in future.</p> <p>Please note you can opt out of the mailing list at any time by e-mailing <a href="mailto:nosproject@lluk.org">nosproject@lluk.org</a> or write to: Learning and Development National Occupational Standards Project, Portfolio Team, Lifelong Learning UK, 4<sup>th</sup> Floor, 36 Park Row, Leeds, LS1 5JL.</p>

**Thank you for your valuable time and support of this review.**

Please return your response no later than Monday 20<sup>th</sup> July 2009

All self-completed surveys (*Word* versions) should be returned to Alan Graver (Skyblue Research Ltd) at [alan@skyblueresearch.co.uk](mailto:alan@skyblueresearch.co.uk) by Monday 20th July.

## Appendix B – Discussion paper

Developed by Skyblue Research Ltd in response to the outcomes of the first Project Board (10<sup>th</sup> March 2009).

### Learning and Development NOS: A review

#### A discussion paper

##### Introduction

The purpose of this paper is to provide clarity and understanding for the review of the Learning and Development (L&D) National Occupational Standards (NOS) suite. It is an initial paper:

- to inform the project developments
- to provide clarity of message to the L&D NOS Project Board
- to act as a discussion document for planned focus groups, and
- to inform future communications internally and externally.

##### Who the L&D NOS apply to?

Some of the terminology used in the initial stages of this review has created misunderstanding and a lack of clarity about who the L&D NOS suite are applicable to. It is proposed that the L&D NOS suite is applicable to ***the workforce that is involved in the delivery of learning*** across all sectors. The term ‘learning’ in the context of this review refers to vocational training / development opportunities and qualifications; qualifications can be accredited provision or ‘non-accredited’<sup>1</sup>. This proposed broader approach is intended to embrace ‘development’ and also other terms that are associated with learning such as ‘formal’, ‘non-formal’ and ‘informal learning’ – see article from OECD<sup>2</sup>.

The L&D NOS suite were initially developed at a time when no other standards were available for those involved in vocational training and qualifications beyond the 16+ age group; commonly associated with FE Colleges and work-based learning providers (private training companies who mainly deliver and administer, as their core business, vocational qualifications and training to individuals within the workplace).

The competences outlined in the L&D Standards are cross-sector skills issues and occur within a wide-range of industries. Therefore, it is proposed that the approach to be taken for the review is similar to that adopted for the development of Standards for management and leadership; involving organisations from across the economy<sup>3</sup> and not only those organisations within the Lifelong Learning UK (LLUK) sector footprint.

##### What the review will consider?

Since the L&D Standards were reviewed in 2000, a number of standards-related developments have taken place within LLUK’s footprint and within other economic areas. The purpose of this review is to identify how these developments impact on the whole L&D NOS suite at this time. Additionally, Professional Standards have since been developed for

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<sup>1</sup> Qualifications not accredited on to recognised credit and qualification frameworks in the UK; but deemed as qualifications by the organisation.

<sup>2</sup> [http://www.oecd.org/document/25/0,3343,en\\_2649\\_39263238\\_37136921\\_1\\_1\\_1\\_37455,00.html](http://www.oecd.org/document/25/0,3343,en_2649_39263238_37136921_1_1_1_37455,00.html)

<sup>3</sup> Sector Skills Councils / Sector Skills Bodies will have opportunities to input into the review to reflect the use of the L&D NOS suite within wider economic areas.

the Lifelong Learning sector and these also have an impact on the functions described within the current L&D NOS suite – see below.

**Learning Delivery NOS** – these Standards are at a final stage of approval (to be ‘owned’ by LLUK). The Standards have been based on the Professional Standards for the FE sector (including WBL providers – in receipt of public funding) however, they show similarity to a number of the ‘teaching and learning’ units in the L&D NOS suite. This review will identify the relationship between the Learning Delivery Standards and the L&D NOS suite.

## Outputs of the review

The initial stages of research will be focussed on identifying Standards (and Professional Standards) that outline functions that relate to the current L&D suite to establish any overlap, duplication or better descriptions of functional roles. This systematic analysis of the current NOS Directory and related professional practice will be tested during the first stage of the review. The outputs of this research may present the following recommendations for Stage 2 of the review:

- Some / all units require no revision
- Some / all units require some revision
- New units are required (owing to restructuring or where gaps are identified)
- Some / all units are discarded as they are no longer relevant / out of date / covered elsewhere.

## A framework of NOS; a new concept

There are examples where current NOS suites define a particular job role – see Figure 1. This approach to using Standards is understandable where there are sector-specific functions however, suites of Standards such as L&D have a cross-sector impact and furthermore, the job roles now involved in the delivery of qualifications and training are diverse and draw on functions that sit outside of the LLUK footprint, and, particularly the current suite of Standards.

**Figure 1: Standards define a job role**

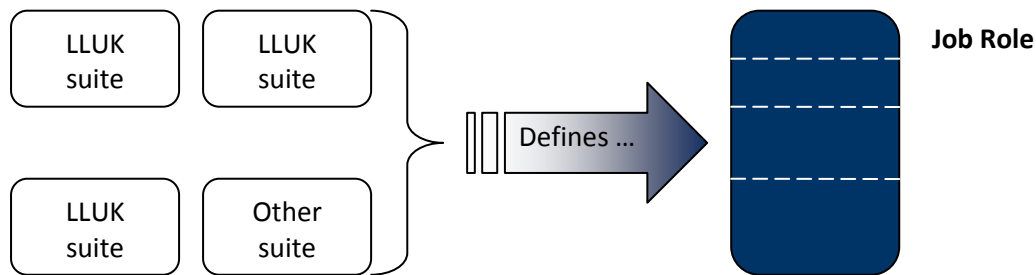


Following the SQS<sup>4</sup> activity within the Lifelong Learning sector, and subsequent developments, LLUK proposes to establish a framework of Standards that define functions related to the sector and the wider cross-sector workforce rather than confining job roles to suites of Standards; essentially, a framework of Standards within the NOS Directory. Job roles could then be established based on the functions required and may incorporate a range of functions (proportionally) from suites within the LLUK framework and also ‘import’ functions from other suites outside of the LLUK framework – see Figure 2 overleaf.

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<sup>4</sup> Sector Qualifications Strategy

**Figure 2: A range of Standards inputting into a job role**



### **A proposed approach to the review**

LLUK has proposed an approach to reviewing the L&D standards based on some identifiable themes (functions) – see below – and on recommendations of the Sector Qualifications Strategy (SQS). These themes will be explored during the review to test their appropriateness and relationship to other suites of Standards within the NOS Directory:

- Coaching & Mentoring
- Assessing & Verifying
- Teaching & Learning
- Learning Support
- Leadership & Management
- Employer Engagement.

Initial research using key word searches e.g. 'assess performance' returns 285 document returns out of 2290 for the word 'assess' within the NOS Directory. 'Assess learning' returns 115 documents and broadening the search to 'Teaching Professionals' in the occupational area of the NOS Directory returns 167 documents (mainly from LLUK owned units). Searches within suites reveals the following results - the number in brackets signifies the number of document returns from that particular key word search:

Coaching (129 <sup>[1]</sup> )	Mentoring <sup>[2]</sup> (48)	Assess <sup>[3]</sup> (2,288)
Verify (120)	Teaching (81)	Learning (750)
Learning support (329)	Leadership (318)	Management (1,631)
Employer engagement (0 <sup>[4]</sup> ).		

This initial research indicates that functions associated with the L&D suite may be covered in other suites within and outwith the LLUK-owned Standards. Through a process of focussed consultation and research in stage 1 of the review, a 'mapping' exercise will be conducted to identify related Standards and overlaps.

<sup>[1]</sup> The word 'coach' elicited a higher number of document returns - 179

<sup>[2]</sup> The word 'mentor' elicited a higher number of document returns – 70

<sup>[3]</sup> The word 'assessment' elicited a smaller number of document returns – 1,104

<sup>[4]</sup> The word 'employer' elicited 149 document returns. The word 'engage' elicited 95 document returns

## Terminology: a rationale for clarification

Recent work by LLUK conducted within work-based learning (WBL) stated that:

***'...regardless of where learning takes place, be it: at work, in a classroom, on work premises, in another building or in an educational institution, the content of the learning relates to the workplace.'***

Furthermore, this report goes on to state:

***'Learning can be in a formal or informal setting through 1:1, group learning, documentation such as workbooks, web-based learning or e-learning.'***<sup>5</sup>

Not all organisations involved in 'learning' recognise the term 'learning' as what they practice. Some organisations, particularly professional / governing bodies and voluntary organisations may associate learning with the delivery of training, development and / or qualifications. Similarly, employers in a range of economic sectors still refer to training and development and invest a large amount of resource in a workforce of tutors / trainers to deliver qualifications and / or training.

'Learning' may not be workplace-oriented as the environment in which they are applied is not considered a 'workplace'. For example, many volunteers do not consider work within a club, their 'workplace'. Thus, the intention of this review is to be as inclusive as possible to ensure that the L&D NOS suite can be applied to appropriate occupational roles, people and organisations rather than categories of provider. Hence the cross-sector approach is proposed; not confining the review to only those organisations included within the Lifelong Learning sector.

This proposed terminology shift is subtly different from stating that the L&D NOS suite are applicable to the FE or WBL sector as is perhaps the perception. By categorising the workforce associated with the L&D NOS suite into WBL providers and FE Colleges this may / will alienate many organisations who have a workforce that benefit from using the L&D NOS for other purposes.

Anecdotally, there are employers who have a network of S/NVQ assessors and verifiers within an employers' training department and these will have been trained using the L&D NOS suite. These employers may not consider themselves as a WBL training provider as they may not receive any public funding to deliver the qualifications; their core business is not to provide training but they do so to ensure their staff are well trained and qualified. Organisations that have a workforce of tutors / trainers to deliver essential qualifications for the industry will also use the L&D NOS suite to 'train their trainers', albeit this may not be accredited qualifications e.g. governing bodies of sport who deliver coaching and officiating qualifications.

Although recent classifications of WBL suggest no distinction between organisations receiving public funding from those who don't, not all organisations will be aware of this work, will not have engaged in it and may still not accept that they be categorised in such a way.

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<sup>5</sup> Source: Signposting National Occupational Standards and other Professional Standards for those in the Work-Based Learning sector (February 2008).

## Appendix C - UKCES criteria for NOS approval

	Criterion	Evidence as to how the SSC/SSB has met each criterion
1	The organisation checks that there are no other suitable NOS before developing new NOS	<ul style="list-style-type: none"> <li>• Outline of the system used to identify and review potentially suitable NOS</li> <li>• Rationale to justify the decisions made about the suitability of other NOS</li> <li>• Agreement to the adjustment from the organisation that developed the original NOS</li> </ul>
2	The organisation systematically gets, manages and uses feedback on NOS to ensure they can be used across the UK	<ul style="list-style-type: none"> <li>• Outline of the system for obtaining feedback from users and interest groups across the UK</li> <li>• Membership of project steering groups or other groups within the organisation that can endorse NOS</li> <li>• Outline of the system for managing, evaluating and using feedback</li> <li>• Examples of how feedback has been used</li> <li>• Explanation of how the organisation makes decisions about revising NOS</li> <li>• Summary of comments received</li> </ul>
3	The organisation undertakes research to ensure that NOS are up to date and reflect effective industry practice	<ul style="list-style-type: none"> <li>• Outline of the system for identifying and reviewing relevant practice</li> <li>• Frequency, scope and type of research activity</li> <li>• Summary of professional, regulatory and legislative requirements</li> <li>• Notes of expert reference groups</li> <li>• Research findings</li> </ul>
4	NOS describe consistent performance in terms of what an individual needs to do, know and understand in a way that can be measured	<ul style="list-style-type: none"> <li>• Feedback and support from employers across the UK</li> <li>• Correspondence with awarding bodies for the purposes of qualifications</li> <li>• Examples of how feedback has been used</li> <li>• Research findings</li> </ul>
5	The wording and content of NOS is free from direct or indirect discrimination against an individual or groups of individuals	<ul style="list-style-type: none"> <li>• Feedback and support from employers and awarding bodies</li> <li>• Correspondence with awarding bodies for the purposes of qualifications</li> <li>• References to appropriate legislation and regulations</li> <li>• Systems in place to ensure compliance with any anti discriminatory legislation</li> </ul>
6	NOS are suitable for a wide range of users and uses, written in plain English and clearly structured	<ul style="list-style-type: none"> <li>• Feedback from users and interest groups</li> <li>• Plain English review</li> <li>• Website accessibility review</li> </ul>



## Appendix D: Use of the L&D Standards by Sector Skills Councils and Standard Setting Bodies

Standard	Suite	Organisation	Date
Assess candidates using a range of methods (A1)	Learning and Development	Lifelong Learning UK	01/01/01
Assess candidates using a range of methods	Managers in Residential Child Care	Skills for Care & Development	03/10/02
Assess candidates using a range of methods	Professional, Managerial and Technical Occupations in the Built Environment	ConstructionSkills - CIC	01/06/05
Assess candidates using a range of methods	Supervision of Port Operations (Port Operations)	Ports Skills and Safety <sup>6</sup>	27/04/06
Assess candidates using a range of methods	Transportation	ConstructionSkills - CIC	28/06/06
Assess candidates using a range of methods	Business & People	Improve	03/01/07
Assess Candidates Using a Range of Methods	Nuclear Decommissioning	Cogent	03/06/08
Assess candidates using a range of methods	Apparel Manufacturing Technology	Skillfast-UK	14/05/08
Assess candidates using a range of methods	Manufacturing Textile Products	Skillfast-UK	17/07/08
Assessing candidates using a range of methods	Policing and Law Enforcement (2003)	Skills for Justice	30/04/03
Assess candidates' performance through observation (A2)	Learning and Development	Lifelong Learning UK	01/01/01
Assess candidates' performance through observation	Professional, Managerial and Technical Occupations in the Built Environment	ConstructionSkills – CIC	01/06/05
Assess candidates' performance through observation	Managers in Residential Child Care	Skills for Care & Development <sup>^</sup>	03/10/02
Assess candidates' performance through observation	Transportation	ConstructionSkills – CIC <sup>^</sup>	28/06/06
Assess candidates' performance through observation	Business & People	Improve <sup>^</sup>	03/01/07
Assess candidates' performance through observation	Apparel Manufacturing Technology	Skillfast-UK	14/05/08
Conduct internal quality assurance of the assessment process (V1)	Learning and Development	Lifelong Learning UK	01/01/01
Conduct internal quality assurance of the	Managers in Residential Child Care	Skills for Care & Development	03/10/02

<sup>6</sup> Although listed in one search method, the suite does not list this standard.

Standard	Suite	Organisation	Date
assessment process			
Conducting internal quality assurance of the assessment process	Policing and Law Enforcement (2003)	Skills for Justice	30/04/03
Develop a strategy and plan for learning and development (L1)	Learning and Development	Lifelong Learning UK	01/01/01
Develop a strategy and plan for learning and development	Governance of Public Sector Services	Skills for Justice	13/07/07
Develop a strategy and plan for learning and development	Professional, Managerial and Technical Occupations in the Built Environment	ConstructionSkills - CIC	01/06/05
Develop a strategy and plan for learning and development	Personnel	ENTO	01/03/01
Develop a strategy and plan for learning and development	Animal Care and Management	LANTRA	17/03/06
Identify the learning and development needs of the organisation (L2)	Learning and Development	Lifelong Learning UK	01/01/01
Identify the learning and development needs of the organisation	Governance of Public Sector Services	Skills for Justice	13/07/07
Identify individual learning aims and programmes (L3)	Learning and Development	Lifelong Learning UK	01/01/01
Identify individual learning aims and programmes	Professional, Managerial and Technical Occupations in the Built Environment	ConstructionSkills - CIC	01/06/05
Design learning programmes (L4)	Learning and Development	Lifelong Learning UK	01/01/01
Design learning programmes	Transportation	ConstructionSkills - CIC	28/06/06
Design learning programmes to meet learners' requirements	Community Justice	Skills for Justice	31/07/00
Agree learning programmes with learners (L5)	Learning and Development	Lifelong Learning UK	01/01/01
Agree learning programmes with learners	Family learning	Lifelong Learning UK	01/04/05
Develop training sessions (L6)	Learning and Development	Lifelong Learning UK	01/01/01
Develop training sessions	Transportation	ConstructionSkills - CIC	28/06/06
Develop training sessions	Information and Library Services, Archive Services and Records Management	Lifelong Learning UK	21/10/07

Standard	Suite	Organisation	Date
Develop training sessions	Security Management 2007	Skills for Security	30/11/07
Develop training sessions	Civil Contingencies	Skills for Justice	25/07/08
Develop training sessions	Transportation Technical Support	ConstructionSkills - CIC	12/12/08
Develop training sessions	Security Consultancy	Skills for Security	23/11/06
Develop training sessions	Family learning	Lifelong Learning UK	01/04/05
Develop training sessions	Work with parents	Lifelong Learning UK	01/04/05
Prepare and develop resources to support learning (L7)	Learning and Development	Lifelong Learning UK	01/01/01
Prepare and develop resources to support learning	Transportation	ConstructionSkills - CIC	28/06/06
Prepare and develop resources to support learning	Civil Contingencies	Skills for Justice	25/07/08
Prepare and develop resources to support learning	Professional, Managerial and Technical Occupations in the Built Environment	ConstructionSkills - CIC	01/06/05
Prepare and develop resources to support learning	Early Years Care & Education* (Children's Care, Learning & Development)	Skills for Care & Development	22/03/05
Prepare and develop resources to support learning	Family learning	Lifelong Learning UK	01/04/05
Enable learning through presentations (L10)	Learning and Development	Lifelong Learning UK	01/01/01
Enable learning through presentations	Information and Library Services, Archive Services and Records Management	Lifelong Learning UK	21/10/07
Enable learning through presentations	Civil Contingencies	Skills for Justice	25/07/08
Enable learning through presentations	Automotive Glazing	Proskills	14/11/08
Enable learning through demonstrations and instruction (L11)	Learning and Development	Lifelong Learning UK	01/01/01
Enable learning through demonstrations and instruction	Laboratory and Associated Technical Activities	SEMTA	27/11/04
Enable Learning Through Demonstrations and Instruction	Vehicle Maintenance & Repair	Automotive Skills Ltd	04/11/05
Enable learning through demonstrations and	Business & People	Improve	03/01/07

Standard	Suite	Organisation	Date
instruction			
Enable Learning Through Demonstrations and Instruction	Chemical, Pharmaceutical and Petro-Chemical Operations	Cogent	02/06/08
Enable learning through demonstrations and instruction	Apparel Manufacturing Technology	Skillfast-UK	14/05/08
Enable learning through demonstrations and instruction	Footwear and Leathergoods	Skillfast-UK	14/05/08
Enable learning through demonstrations and instruction	Manufacturing Textile Products	Skillfast-UK^	17/07/08
Enable learning through demonstrations and instruction (ENTO L11)	Combined Working Practices	Proskills	30/09/05
Enable Learning Through Demonstrations and Instructions	Nuclear Decommissioning	Cogent	03/06/08
Facilitate learning in the driving environment through demonstration and instruction	Driving Instruction	GoSkills	28/08/03
Facilitate learning through demonstration and instruction	Carton Manufacture	Proskills	01/03/04
Facilitate learning through demonstration and instruction (ENTO Unit)	Machine Printing - Lithography	Proskills	22/10/04
Facilitate learning through demonstration and instruction (ENTO Unit)	Machine Printing - Pad Printing	Proskills	22/10/04
Facilitate learning through demonstration and instruction (ENTO Unit)	Pre-Press Printing	Proskills	22/10/04
Facilitate learning through demonstration and instruction (ENTO Unit)	Machine Printing - Web Offset	Proskills	22/10/04
Facilitate learning through demonstration and instruction (ENTO Unit)	Machine Printing - Screen Printing	Proskills	22/10/04
Facilitate learning through demonstration and instruction (ENTO Unit)	Machine Printing - Gravure	Proskills	01/03/04
Facilitate Learning Through Demonstration And Instruction (ENTO)	Print Administration	Proskills	22/10/04

Standard	Suite	Organisation	Date
Facilitate learning through demonstration and instruction (ENTO)	Envelope Manufacture	Proskills	01/03/04
Facilitate learning through demonstration and instruction (ENTO)	Handbinding	Proskills	01/03/04
Facilitate learning through demonstration and instruction (ENTO)	Desktop Publishing	Proskills	01/03/04
Enable individual learning through coaching (L12)	Learning and Development	Lifelong Learning UK	01/01/01
Enable individual learning through coaching	Footwear and Leathergoods	Skillfast-UK	14/05/08
Enable Individual Learning Through Coaching	Chemical, Pharmaceutical and Petro-Chemical Operations	Cogent	02/06/08
Enable Individual Learning Through Coaching	Nuclear Decommissioning	Cogent	03/06/08
Enable individual learning through coaching	Apparel Manufacturing Technology	Skillfast-UK	14/05/08
Enable individual learning through coaching	Traffic Management	Skills for Justice	27/10/08
Enable individual learning through coaching	Manufacturing Textile Products	Skillfast-UK	17/07/08
Enable individual learning through coaching	Policing and Law Enforcement (2003)	Skills for Justice	30/04/03
Enable individual learning through coaching	Children's Care, Learning and Development	Skills for Care & Development	22/03/05
Enable individual learning through coaching	Supervision of Port Operations	Ports Skills and Safety	27/04/06
Enable individual learning through coaching	Security Dog Handling	Skills for Security <sup>7</sup>	01/11/06
Enable individual learning through coaching (ENTO L12)	Combined Working Practices	Proskills	30/09/05
Enable learning through individual coaching	Business & People	Improve	03/01/07
Enable group learning (L13)	Learning and Development	Lifelong Learning UK	01/01/01
Enable group learning	Civil Contingencies	Skills for Justice	25/07/08
Support learners by mentoring in the workplace (L14)	Learning and Development	Lifelong Learning UK	01/01/01
Support learners by mentoring and coaching in	Transport Engineering And Maintenance	GoSkills	23/11/04

<sup>7</sup> Not listed in Skills for Justice 'originator' list

Standard	Suite	Organisation	Date
the workplace			
Support Learners by Mentoring and Coaching in the Workplace	Road Passenger Vehicle Driving	GoSkills	19/03/07
Support learners by mentoring in the work place	Children's Care, Learning and Development	Skills for Care & Development	22/03/05
Support learners by mentoring in the workplace	Land Registration	Asset Skills	31/03/03
Support Learners by Mentoring in the Workplace	Road Passenger Transport Operations	GoSkills	11/04/08
Support Learners by Mentoring in the Workplace	Bus and Coach Engineering and Maintenance	GoSkills	31/01/09
Support learners by mentoring in the workplace (ENTO)	Floristry Business Management	LANTRA	20/03/06
Support learners by mentoring in the workplace (L&D L14)	Supporting Teaching and Learning in Schools	Training and Development Agency for Schools	04/05/07
Support and advise individual learners (L15)	Learning and Development	Lifelong Learning UK	01/01/01
Support and advise individual learners	Community Justice	Skills for Justice	31/07/00
Support and advise individual learners	Early Years Care & Education	Skills for Care & Development	22/03/05
Monitor and review progress with learners (L16)	Learning and Development	Lifelong Learning UK	01/01/01
Monitor and Review Learner Driver Progress	Driver Training	GoSkills	07/10/08
Monitor and review learner driver progress with learners	Driving Instruction	GoSkills	28/08/03
Monitor and review progress with learners	Automotive Glazing	Proskills	14/11/08
Monitor and review progress with learners	Community Justice	Skills for Justice	31/07/00
Provide learning and development in international settings (L19)	Learning and Development	Lifelong Learning UK	01/01/01
Provide learning and development in international settings	Security Consultancy	Skills for Security	23/11/06
Provide learning and development in international settings	Security Management 2007	Skills for Security	30/11/07
Support competence achieved in the workplace (L20)	Learning and Development	Lifelong Learning UK	01/01/01
Support competence achieved in the workplace	Health and Social Care	Skills for Care & Development	01/01/05
Support competence achieved in the workplace	Managers in Residential Child Care	Skills for Care & Development	03/10/02

Standard	Suite	Organisation	Date
Support competence achieved in the workplace	Policing and Law Enforcement (2003)	Skills for Justice	30/04/03
Support competence achieved in the workplace	Professional, Managerial and Technical Occupations in the Built Environment	ConstructionSkills - CIC	01/06/05
Support competence achieved in the workplace (L&D L20)	Supporting Teaching and Learning in Schools	Training and Development Agency for Schools	04/05/07

Note: The shaded row is the standard within the L&D suite. Not all standards are listed as there is no other use (import into other suites) of the standard outwith the L&D suite. Reference Document 1 is the source document used to create this table; a keyword search of the directory was conducted in June 2009.

^ indicates standard added to this list after initial keyword search (see Reference Document 1)

\*no longer listed as a suite; potentially replaced by Children's Care, Learning and Development

## Appendix E: Mapping exercise – Learning and Development and Learning Delivery standards

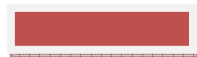
### Key

*L&D* – Learning and Development

*LDeI* – Learning Delivery

*pc* – performance criteria

*el* – element



Indicates a 'gap' *i.e.* No or minimal *Learning Delivery* performance criteria can be associated with the L&D Standards elements.

Learning and Development Standards Unit titles and Elements. Figures in brackets are the number of performance criteria associated with the element	Learning Delivery Standards Performance Criteria that relate to the elements in L&D	Comments
<b>L1: Develop a strategy and plan for learning and development</b>		
L1.1 Develop a plan for learning and development (10)	(1.1, 1.2, 4.1)	<i>LDeI</i> has minimal emphasis on organisational planning for learning and development
L1.2 Produce a learning and development programme for the organisation (9)		1.1 & 1.2 <i>LDeI pc</i> relevant but lack the organisation-specific emphasis
L1.3 Evaluate how effective the learning and development process is (8)	1.4, 2.6, 4.4, 6.1, 6.3, 9.4	
<b>L2: Identify the learning and development needs of the organisation</b>		
L2.1 Review how capable the whole organisation is of meeting its development needs (8)		No <i>LDeI pc</i> reference to reviewing the organisation's ability to meet needs
L2.2 Develop a learning and development programme for the organisation (10)	(1.1, 1.2, 4.1)	Linked to the 'map' against L1.1 – some relevance – however, the <i>LDeI pc</i> lack an application to the

Learning and Development Standards Unit titles and Elements. Figures in brackets are the number of performance criteria associated with the element	Learning Delivery Standards Performance Criteria that relate to the elements in L&D	Comments
		organisational setting (hence the bracket).
<b>L3: Identify individual learning aims and programmes</b>		
L3.1 Review learning and development achievements and opportunities (6)	9.1, 9.2,	
L3.2 Identify and agree learning aims and programmes (9)	7.2, 8.3, 9.1, 9.2, 9.3, 9.4	
<b>L4: Design learning programmes</b>		
L4.1 Choose options for meeting learning needs (5)	1.1, 1.2, 1.3, 4.1, 7.2, 8.1, 8.3, 9.1, 9.2, 9.3	
L4.2 Design learning programmes for learners (10)	1.1, 1.2, 1.3, 1.4, 2.4, 4.1, 7.2, 8.1, 8.3, 9.1, 9.2, 9.3	
<b>L5: Agree learning programmes with learners</b>		
L5.1 Negotiate learning programme with learners (8)	7.2, 8.3, 9.1, 9.2, 9.3	
L5.2 Review learning programmes and agree changes with learners (8)	2.6, 3.3, 3.5, 4.3, 4.4, 6.3, 6.5, 9.4	
<b>L6: Develop training sessions</b>		
L6.1 Identify options for training sessions (6)	1.2, 1.3, 4.1	<i>LDel pc</i> linked to the planning process but not covering training sessions – <i>LDel pc</i> refers to delivery sessions
L6.2 Deliver training sessions for learners (4)	2.5	Weak comparison
<b>L7: Prepare and develop resources to support learning</b>		
L7.1 Develop learning materials (11)	1.3, (4.1)	<i>LDel pc</i> refer to planning component and designing provision rather than specific to developing learning materials
L7.2 Choose materials to support learning (11)	1.3, (2.3)	<i>LDel pc</i> refers to ‘resources’ rather than ‘materials’
<b>L8:Manage the contribution of other people to the learning process</b>		
L8.1 Agree roles and resources with contributors (6)	(7.3)	<i>LDel pc</i> presents a weak comparison. No formal process of agreeing roles with contributors. <i>L&amp;D</i>
L8.2 Coordinate the activities of contributors (4)	(7.3)	refers to sources of help and support. <i>LDel</i> seems to lack the emphasis on working with others during

Learning and Development Standards Unit titles and Elements. Figures in brackets are the number of performance criteria associated with the element	Learning Delivery Standards Performance Criteria that relate to the elements in L&D	Comments
		learning or where there may be a co-tutoring role.
L8.3 Monitor and review how effective contributors are (6)	9.4, 9.5, (2.6)	Not overtly referenced as monitoring contributors' input – weak comparison – albeit a need to work with others.
<b>L9: Create a climate that promotes learning</b>		
L9.1 Develop a good relationship with learners (7)	2.2, 7.1, 9.1, 9.2, 9.4, 9.5	
L9.2 Support learners (6)	2.5, 3.1, 3.5, 7.2, 7.3, 8.3, 9.3, 9.5	
L9.3 Promote anti-discriminatory practice (6)	8.1, 8.2, 8.3, 8.4	Emphasis within <i>LDeI</i> is on inclusivity whereas <i>L&amp;D</i> is on anti-discrimination
<b>L10: Enable learning through presentations</b>		
L10.1 Give presentations to groups (7)	(2.3, 2.4, 2.5)	The <i>L&amp;D</i> standards would appear to be a sub-set of the <i>LDeI</i> Standard 2 – Facilitate effective learning. No specific reference to the methods used within the <i>LDeI</i> standard.
L10.2 Produce follow-up exercises (6)		
<b>L11: Enable learning through demonstrations and instruction</b>		
L11.1 Demonstrate skills and methods to learners (9)	(2.3, 2.4, 2.5)	The <i>L&amp;D</i> standards would appear to be a sub-set of the <i>LDeI</i> Standard 2 – Facilitate effective learning. No specific reference to the methods used within the <i>LDeI</i> standard.
L11.2 Instruct learners (6)		
<b>L12: Enable individual learning through coaching</b>		
L12.1 Coach individual learners (8)	(2.3, 2.4, 2.5)	The <i>L&amp;D</i> standards would appear to be a sub-set of the <i>LDeI</i> Standard 2 – Facilitate effective learning. No specific reference to the methods used within the <i>LDeI</i> standard.
L12.2 Assist individual learners to apply their learning (8)		
<b>L13: Enable group learning</b>		
L13.1 Manage group dynamics (7)	(2.3, 2.4, 2.5)	The <i>L&amp;D</i> standards would appear to be a sub-set of the <i>LDeI</i> Standard 2 – Facilitate effective learning. No specific reference to the methods used within the <i>LDeI</i> standard.
L13.2 Enable the group to learn together (8)		
<b>L14: Support learners by mentoring in the workplace</b>		

<b>Learning and Development Standards</b> Unit titles and Elements. Figures in brackets are the number of performance criteria associated with the element	<b>Learning Delivery Standards</b> Performance Criteria that relate to the elements in L&D	<b>Comments</b>
L14.1 Plan the mentoring process (9)		No specific emphasis on mentoring as a method used within the <i>LDeI</i> standards. No links to mentoring in the workplace. Could be viewed as a sub-set of the <i>LDeI</i> Standard 2 as a method to facilitate learning.
L14.2 Set up and maintain the mentoring relationship (7)		
L14.3 Give mentoring support (13)		
<b>L15: Support and advise individual learners</b>		
L15.1 Give individual learners guidance to help them plan their learning (8)	7.2, 7.3, 9.1, 9.2, 9.3, 9.4, 9.5	Could also be linked to the <i>LDeI</i> assessment standard (Standard 3) as this can inform the learning cycle.
L15.2 Advise and support individual learners in managing their own learning (8)		
<b>L16: Monitor and review progress with learners</b>		
L16.1 Review progress with learners (8)	2.6, 3.5, 9.4	
<b>L17: Evaluate and improve learning and development programmes</b>		
L17.1 Choosing how to evaluate programme (8)	(2.6)	<i>LDeI</i> focuses on the evaluation of learning rather than programmes (one informs the other to an extent).
	4.3, 4.4, 9.4, 9.5	
L17.2 Analyse information to improve learning and development programmes (7)		
L17.3 Make improvements to learning and development programmes (10)		No reference within <i>LDeI</i> to using monitoring and evaluation activity to modify / change learning and development programmes.
<b>L18: Respond to changes in learning and development</b>		
L18.1 Research the ways people learn (6)	5.3	<i>L&amp;D</i> standards very specific to the way people learn whereas the <i>LDeI</i> standards focus on change in practice (a more holistic approach to changing / developing practice).
	5.3, 5.5	
L18.2 Develop learning and training methods (8)	5.3, 5.4, 5.5	
L18.3 Test and change proposed training and development methods (8)		
<b>L19: Provide learning and development in international</b>		

<b>Learning and Development Standards</b> Unit titles and Elements. Figures in brackets are the number of performance criteria associated with the element	<b>Learning Delivery Standards</b> Performance Criteria that relate to the elements in L&D	<b>Comments</b>
<b>settings</b>		
L19.1 Identify the things that influence international learning and development (8)		LDeI has no reference to delivery within international settings.
L19.2 Design learning and development programmes for international settings (10)		
L19.3 Produce learning and development materials and support for international settings (8)		
L19.4 Deliver training internationally (13)		
<b>L20: Support competence achieved in the workplace</b>		
L20.1 Assess performance in the workplace against agreed standards (10)		The L&D standard relates to Standard 3 (LDeI) but the emphasis of L&D is on assessment in the workplace. L&D standard relates to the expert witness role / tutor within the workplace
L20.2 Give staff members support in the workplace and feedback on their performance (8)	(3.5, 7.2, 7.3, 9.5)	Workplace emphasis is not captured within the LDeI standards.
<b>L21: Plan how to provide basic skills in the workplace</b>		
L21.1 Persuade people that basic skills are important to the organisation (8)		Basic Skills emphasis and more a 'sub-set' or application of other processes outlined <i>i.e.</i> identifying needs
L21.2 Identify the needs for basic skills within the organisation (7)		
<b>L22: Introduce training for basic skills in the workplace</b>		
L22.1 Introduce programmes for delivering basic skills in the workplace (9)		Basic Skills emphasis and more a 'sub-set' or application of other processes outlined <i>i.e.</i> identifying needs
L22.2 Introduce learning support for people being trained in basic skills (8)		
<b>L23: Support how basic skills are delivered in the workplace</b>		
L23.1 Identify the needs and opportunities for learning basic skills in the workplace (9)		Basic Skills emphasis and more a 'sub-set' or application of other processes outlined <i>i.e.</i> identifying needs
L23.2 Help to deliver basic skills in the workplace (10)		
<b>L24: Support people learning basic skills in the workplace</b>		

<b>Learning and Development Standards</b> Unit titles and Elements. Figures in brackets are the number of performance criteria associated with the element	<b>Learning Delivery Standards</b> Performance Criteria that relate to the elements in L&D	<b>Comments</b>
L24.1 Help individuals to identify their learning needs (7)	7.2, 9.1, 9.3	Basic Skills emphasis and more a 'sub-set' or
L24.2 Support others in the workplace to develop their basic skills (8)		application of other processes outlined <i>i.e.</i> identifying needs
<b>A1: Assess candidates using a range of methods</b>		
A1.1 Develop plans for assessing competence with candidates (13)	(1.1, 1.2, 3.1, 3.2, 9.1, 9.2)	<i>LDeI</i> standard (Standard 3) lacks emphasis on assessing competence
A1.2 Judge evidence against criteria to make assessment decisions (10)	(3.3, 3.4)	<i>LDeI</i> has minimal reference to 'judging evidence'
A1.3 Provide feedback and support to candidates on assessment decisions (7)	3.5, 7.2, 8.3, 9.1, 9.3	
A1.4 Contribute to the internal quality assurance process (4)	(6.1, 6.2, 6.3, 6.4, 6.5)	<i>LDeI</i> has minimal reference to the internal quality assurance of the assessment strategy
<b>A2: Assess candidates' performance through observation</b>		
A2.1 Agree and review plans for assessing candidates' performance (7)	3.1, 3.2, 7.2, 8.3, 9.1, 9.2, 9.3, 9.4	
A2.2 Assess candidates' performance against the agreed standards (9)	(3.2, 3.3, 3.4)	<i>LDeI</i> standard lacks emphasis on assessing performance against agreed standards
A2.3 Assess candidates' knowledge against the agreed standards (6)	(3.2, 3.3, 3.4)	<i>LDeI</i> standard lacks emphasis on assessing knowledge against agreed standards
A2.4 Make an assessment decision and provide feedback (6)	3.3, 3.4, 3.5	
<b>V1: Conduct internal quality assurance of the assessment process.</b>		
V1.1 Carry out and evaluate internal assessment and quality assurance systems (8)	(6.1), 6.2, 6.3	
V1.2 Support assessors (6)		Very specific to a particular role (IV) – not overtly outlined in the <i>LDeI</i> standards
V1.3 Monitor the quality of assessors' performance (13)	6.2	<i>LDeI</i> outlines monitoring as part of the process of collecting evidence but this is not explicit.
V1.4 Meet external quality assurance requirements (9)	(6.1, 6.5)	Not overtly referenced as working with external agencies / quality assurance mechanisms

<b>Learning and Development Standards</b> Unit titles and Elements. Figures in brackets are the number of performance criteria associated with the element	<b>Learning Delivery Standards</b> Performance Criteria that relate to the elements in L&D	<b>Comments</b>
<b>V2: Conduct external quality assurance of the assessment process.</b>		
V2.1 Monitor the internal quality assurance process (8)	(6.2)	No overt reference in the <i>LDeI</i> standards.
V2.2 Verify the quality of assessment (13)		
V2.3 Provide information, advice and support on the internal quality assurance assessment processes (11)		
V2.4 Evaluate the effectiveness of external quality assurance of the assessment process (5)		

## **Appendix E (cont) Learning Delivery – performance criteria**

### **Standard 1 – Plan learning**

- 1.1 Plan coherent, effective learning programmes that meet requirements
- 1.2 Plan learning programmes and delivery sessions that meet the needs of the learner
- 1.3 Identify, select and prepare appropriate resource and materials to enable learning to be effective
- 1.4 Plan how learning will be evaluated
- 1.5 Plan for future learning

### **Standard 2 – Facilitate effective learning**

- 2.1 Facilitate coherent, effective learning programmes that meet requirements
- 2.2 Create a productive learning environment where all learners feel safe, supported and confident
- 2.3 Use appropriate resources to promote and facilitate learning
- 2.4 Adapt delivery to meet individuals and collective needs
- 2.5 Facilitate learning in ways that motivate the learner, encourage independent and collaborative learning and ensure learner progress
- 2.6 Evaluate learning to make sure it meets needs

### **Standard 3 – Assess learning**

- 3.1 Ensure the learner understands the requirements, processes and purpose of assessment
- 3.2 Use valid and reliable assessment strategies and methods that meet the needs of the learner
- 3.3 Accurately and impartially measure and record progress and attainment
- 3.4 Plan and carry out assessments that meet requirements
- 3.5 Give feedback to the learner in ways that promote and enhance learning, affirm achievement and inform future learning objectives

### **Standard 4 – Design and implement provision**

- 4.1 Design provision to meet requirements
- 4.2 Effectively implement provision
- 4.3 Encourage other to input to improvements in provision
- 4.4 Monitor the effectiveness of provision

### **Standard 5 – Develop own skills and practice**

- 5.1 Critically reflect on own values and commitment to improving learning
- 5.2 Effectively manage self, work relationships and work demands
- 5.3 Keep up-to-date in the areas for which they deliver learning
- 5.4 Continually reflect on their own practice, skills and knowledge against expected levels of performance
- 5.5 Identify and access the development they need to carry out their work more effectively

### **Standard 6 – Improve quality**

- 6.1 Keep up-to-date with quality requirements
- 6.2 Collect evidence to monitor quality assurance
- 6.3 Analyse and interpret information to identify strengths and areas for improvement
- 6.4 Evaluate their own contribution to working within quality systems

6.5 Contribute to quality improvement in the context within which they are working

### **Standard 7 – Advise on learning and progression**

7.1 Encourage current and prospective learners to value the opportunities that learning can create

7.2 Advise the learner appropriately to meet individual needs and raise expectations

7.3 Recognise the boundaries of own role and refer the learner to source of help and support

### **Standard 8 – Create an inclusive learning environment**

8.1 Keep up-to-date with quality and diversity issues as they relate to their work

8.2 Promote positive attitudes to equality and diversity through their own practice

8.3 Use methods that anticipate and respond to the diverse needs and motivations of each learner

8.4 Challenge discrimination that affects the learner

### **Standard 9 – Engage and involve the learner in learning**

9.1 Encourage the learner to engage and be involved in learning

9.2 Encourage the learner to contribute to the design and development of provision

9.3 The importance of the learner contribution to developing and managing individual learning needs

9.4 Encourage the learner to provide feedback on learning and the learning process and contribute to quality improvement

9.5 Communicate effectively with the learner to gain views and respond appropriately