



Skills for Learning Professionals

Draft National Occupational Standards for Learning Delivery

Section	Standard
The learning cycle	<p>Standard 1 Plan learning</p> <p>Standard 2 Facilitate effective learning</p> <p>Standard 3 Assess learning</p> <p>Standard 4 Design and implement provision</p>
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What these Standards are about

The National Occupational Standards for Learning Delivery are designed for practitioners who:

- engage the learner in the learning process including in the design and development of provision;
- work with the learner and others to develop individual learning priorities, to realise goals and aspirations;
- promote an environment of mutual respect that empowers the learner to learn and encourages every learner to express views about the learning;
- promote inclusion and participation;
- continuously improve their own practice and contribute to improving the practice in the context within which they work.

Professional attributes

Learning delivery practitioners in the lifelong learning sector value:

- the learner; each individual's learning goals and aspirations, the empowerment of the learner and the experiences brought to the learning; each learner's individual progress and development
- learning; its potential to benefit people intellectually, emotionally, economically and socially and its contribution to community development, social cohesion, global citizenship, sustainable development and environmental awareness;
- equality, diversity and inclusion in relation to all learners, the workforce and the community;
- professionalism; reflection and evaluation of their own practice and their continuous professional development and improvement as learning delivery practitioners contributing to changing people's lives;
- collaboration and development of equitable partnerships with other individuals, groups and organisations with a legitimate interest in planning effective learning.

Section 1 THE LEARNING CYCLE

Section I defines the learning cycle, which lies at the heart of learning delivery.

Standard 1 Plan learning

What this Standard is about

This Standard is about the planning of effective learning that meets regulatory requirements and the needs of the learner.

Performance Criteria

Learning delivery practitioners:

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.

Knowledge and understanding

Learning delivery practitioners know and understand:

1.1.1
The regulations, requirements and learner needs that must be met in the context within which they operate.

1.1.2
The national context for learning delivery that must be adhered to, including, where relevant, bilingualism.

1.1.3
The process of learning.

1.2.1
Ways that learning programmes and delivery sessions can be planned and adapted to promote equality and meet the diverse needs of all learners.

1.2.2
The importance of the learner's starting point and previous learning experience in planning a learning programme.

1.2.3
How to plan delivery to meet learning objectives

1.2.4
Ways to negotiate individual learning objectives with the learner.

1.2.5
How technology-enhanced learning can support individual learner needs.

<p>1.3. Identify, select and prepare appropriate resources and materials to enable learning to be effective</p>	<p>1.3.1 The resources and existing materials available in the context within which they operate.</p> <p>1.3.2 How technology-enhanced learning can influence planning.</p> <p>1.3.3 How planning and resource needs can be affected by the learner's abilities and needs, including use of language.</p>
<p>1.4. Plan how learning will be evaluated.</p>	<p>1.4.1 What needs to be considered when evaluating the effectiveness of learning.</p> <p>1.4.2 Why continuous evaluation of learning can help to shape learning programmes and practice and improve learning.</p>
<p>1.5 Plan for future learning</p>	<p>1.5.1 How to use assessment to inform planning, practice and further learning.</p> <p>1.5.2 How evaluation of learning can be used to shape learning programmes and practice and improve learning.</p> <p>1.5.3 How feedback from the learner can inform future planning of learning.</p>

Standard 2 Facilitate effective learning

What this Standard is about

This Standard is about facilitating effective learning that meets requirements, motivates each learner, encourages independent learning and ensures the progress of individual and groups of learners.

Performance Criteria

Learning delivery practitioners:

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.

Knowledge and understanding

Learning delivery practitioners know and understand:

2.1.1
The regulations, requirements and learner needs that must be met in the context within which they operate, including, where necessary, those relating to children and young people.

2.1.2
The national context for learning delivery that must be adhered to including, where relevant, bilingualism.

2.2.1
How to encourage appropriate behaviour and mutual respect from learners.

2.2.2
How to signpost learners to resources and services that support learning.

2.2.3
How to work with others in a productive learning environment appropriate to the setting within which learning takes place.

2.2.4
The different contexts and environments in which learning can occur, including in an informal setting.

2.2.5
How to ensure that every learner, regardless of ability and learning setting, enjoys learning

2.3
Use appropriate resources to promote and facilitate learning

2.3.1
How to select, develop, deliver and evaluate resources to ensure they are inclusive.

2.3.2
How different learning resources, including technology-enhanced, can support independent learning.

2.3.3
How to work with partners to facilitate effective collaborative learning, appropriate to the setting in which learning takes place.

2.4
Adapt delivery to meet individual and collective needs.

2.4.1
Principles of learning, including where appropriate, bilingual learning.

2.4.2
Ways to facilitate learning to meet individual needs and develop a competent learner.

2.4.3
How to recognise the starting point of each learner and develop a range of methods and practice that meets individual learner characteristics.

2.4.4
How to select delivery methods appropriate to learning objectives.

2.4.5
Who to get help from to identify, address and support literacy, language, numeracy and other development needs of the learner.

2.4.6
How delivery and resource needs can be affected by the learner's specific abilities and needs including use of language and additional learning support requirements.

2.5

Facilitate learning in ways that motivate the learner, encourage independent and collaborative learning and ensure learner progress.

2.5.1

Different ways to ensure active engagement of the learner.

2.5.2

How to communicate clearly and effectively.

2.5.3

Techniques that can be used to gauge the understanding of and response to each learner.

2.5.4

How to challenge the most able learner.

2.5.5

Ways to create a sense of independence and self-esteem in those with learning difficulties and/or disabilities.

2.5.6

How the subject matter relates to a wider context.

2.6

Evaluate learning to make sure it meets needs.

2.6.1

How to encourage continuous learner feedback and use it to improve learning.

2.6.2

Ways to measure learner progress.

2.6.3

The processes, purposes and limitations of evaluation in practice.

2.6.4

How to take action if planned learning is not meeting requirements.

Standard 3 Assess learning

What this Standard is about

This Standard is about the selection of assessment methodologies, use and evaluation of assessment methodologies that meet the needs of the learner, regulatory conditions, reporting and feedback requirements and how to exchange feedback with the learner with regards to assessment. It applies to both the assessment of learning and assessment for learning.

Performance Criteria

Learning delivery practitioners:

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.

Knowledge and understanding

Learning delivery practitioners know and understand:

3.1.1
The requirements, processes and purposes of assessment and how to communicate them effectively.

3.1.2
The distinction between and importance of: assessment for learning, assessment that informs learning and assessment of learning.

3.1.3
How to ensure that access to assessment is appropriate to the learner's needs.

3.2.1
External and internal policies and procedures for assessment.

3.2.2
The uses, benefits and drawbacks of different assessment including initial, formative, summative, peer and self-assessment.

3.2.3
How to devise, select, use and appraise assessment tools, including those used for continuous assessment.

3.2.4
How assessment can be modified to meet the individual needs of the learner.

3.2.5
How technology can be used for assessment.

3.3.
Accurately and impartially measure and record progress and attainment.

3.3.1
Concepts of consistency and validity as applied to assessment.

3.3.2
How to maintain equitable assessment while meeting the specific needs of each learner.

3.3.3
How formal and informal assessment methods can be used to record progress and achievement of individual learners.

3.3.4
The range of skills needed to assess progress and achievement.

3.4.
Plan and carry out assessments that meet requirements.

3.4.1
The regulations, requirements and learner needs that must be met.

3.4.2
The national context for assessment that must be adhered to, including, where relevant, bilingualism.

3.4.3
The importance of assessment information, its format and adherence to rules, the timeliness of reporting and to whom to report it.

3.4.4
The internal and external moderation process, as applicable.

3.4.5
How assessment outcomes can be affected by the learner's specific abilities and needs, including use of language.

3.4.6
How to evaluate the effectiveness of different forms of assessment.

3.5.

Give feedback to the learner in ways that promote and enhance learning, affirm achievement and inform future learning objectives.

3.5.1

The role of feedback and questioning in assessment.

3.5.2

How technology-enhanced methods can be used appropriately to provide feedback to the learner.

3.5.3

How to involve the learner in feedback activities that encourages the learner to take responsibility for future learning.

3.5.4

Ways to encourage the learner to take personal responsibility for assessment of own learning.

3.5.5

How assessment outcomes can inform the evaluation of learning.

3.5.6

How to ensure that assessment is used effectively in planning further learning.

Standard 4 Design and implement provision

What this Standard is about

This Standard is about the design, preparation, implementation and evaluation of provision to meet the needs of each learner.

Performance Criteria

Learning delivery practitioners:

4.1.
Design provision to meet requirements.

Knowledge and understanding

Learning delivery practitioners know and understand:

4.1.1
The national government policy, regulations, awarding body parameters, funding requirements and resource constraints that will influence provision.

4.1.2
The needs of the learner related to previous learning experiences and interests.

4.1.3
How to design coherent provision, taking into account the needs of the learner and the learner's individual characteristics.

4.1.4
People they may need to influence concerning provision and ways to negotiate with them.

4.1.5
How to ensure that proposed provision will meet regulatory and quality requirements, as appropriate.

4.1.6
How to work with other learning delivery partners that offer complementary provision and with who provision needs to be agreed, as appropriate.

4.1.7
How appropriate methodologies and tools, including technology-enhanced, can be used to design provision that meets the needs of the learner.

<p>4.2. Effectively implement provision.</p>	<p>4.2.1 Ways to present the details about provision to others.</p> <p>4.2.2 What delivery options are and are not appropriate for the learner and how to communicate the options to others.</p> <p>4.2.3 The resources required to deliver the provision.</p> <p>4.4.4 Methods to assess whether the provision has met the needs of the learner.</p> <p>4.2.5 The development needs of those involved in implementation of provision.</p>
<p>4.3. Encourage others to input to improvements in provision.</p>	<p>4.3.1 Ways to motivate and support those in the learning process to give feedback on provision.</p> <p>4.3.2 How to work with others involved in the learning process to improve provision.</p>
<p>4.4. Monitor the effectiveness of provision</p>	<p>4.4.1 Appropriate ways to seek meaningful feedback from those involved in and those who benefit from the learning process.</p> <p>4.4.2 How to analyse feedback and make changes to provision.</p> <p>4.4.3 Trends and developments in the subject area that may influence the provision.</p> <p>4.4.4 Developments in design and delivery of provision and ways to keep up to date with them.</p>

Section 2 REFLECTIVE PRACTICE

Section 2 defines the role of reflective, professional practice at the heart of learning delivery.

Standard 5 Develop own skills and practice

What this Standard is about

This Standard is about the values, ethics, integrity and reflection that those involved in learning delivery bring to their practice and personal development.

Performance Criteria

Learning delivery practitioners:

5.1.
Critically reflect on own values and commitment to improving learning

5.2.
Effectively manage self, work relationships and work demands.

Knowledge and understanding

Learning delivery practitioners know and understand:

5.1.1
The requirements, rights and responsibilities of their role.

5.1.2
How their attitudes and practice influence their own learning.

5.1.3
The influence of their own practice on individuals and their learning.

5.1.4
How continuing professional development can affect their future practice.

5.2.1
How to manage self in a variety of work contexts and settings.

5.2.2
How conflicting demands can affect personal, emotional and physical wellbeing.

5.2.3
How to ensure their own health, safety and wellbeing.

5.2.4
How to build professional and inclusive working relationships.

	<p>5.2.5 Ways to evaluate the effectiveness of their own role within their own work context.</p>
<p>5.3. Keep up-to-date in the area for which they deliver learning</p>	<p>5.3.1 Developments in the subject or specialist area where they facilitate learning and how to keep their technical knowledge up-do-date.</p> <p>5.3.2 Ways in which their subject or specialist area relates to the wider policy and social, economic and environmental, including sustainable development, context.</p> <p>5.3.3 Ways to keep up to date with developments in learning delivery appropriate to their subject or specialist area.</p>
<p>5.4. Continually reflect on their own practice, skills and knowledge against expected levels of performance.</p>	<p>5.4.1 Their own goals, and where relevant, team and organisational goals.</p> <p>5.4.2 Ways to continuously reflect on and evaluate their own efficiency and effectiveness.</p> <p>5.4.3 How to check that they facilitate learning effectively.</p> <p>5.4.4 How to obtain and respond to useful feedback from the learner and all involved in the learning process.</p> <p>5.4.5 The importance of contributing to collaborative reflection on delivering and assessing learning.</p> <p>5.4.6 Their role in observation, mentoring and coaching.</p> <p>5.4.7 The breadth of their role including planning, facilitation and evaluation of learning.</p> <p>5.4.8 Their skills in language, literacy and numeracy and in the use of technology-enhanced learning.</p>

5.5.
Identify and access the development they need to carry out their work more effectively.

5.5.1
Sources and methods of relevant continuous and professional development to facilitate learning.

5.5.2
Ways that research can help to inform practice.

5.5.3
How sharing good practice with others can help to develop own practice.

5.5.4
How labour market changes and the needs of employers will influence their learning delivery.

5.5.5
How to negotiate access to continuing professional development.

Standard 6 Improve quality

What this Standard is about

This Standard is about the quality cycle and the role and responsibilities of the learning delivery practitioner in the improvement of the learner experience.

Performance Criteria

Learning delivery practitioners:

6.1.
Keep up to date with quality requirements.

Knowledge and understanding

Learning delivery practitioners know and understand:

6.1.1
External and internal requirements that must be met including statutory requirements and those of awarding organisations.

6.1.2
Quality and standards in learning delivery and the processes and activities which deliver excellence in the context within which they are working.

6.1.3
What constitutes quality and excellence in learning delivery and the indicators that can be used to measure it.

6.1.4
Systems and processes for recording learner information, progress and attainment.

6.1.5
The role and functions of individuals and teams in improving quality and raising standards.

6.1.6
The importance of involving the learner in quality improvement.

6.1.7
The impact of the wider learning environment on the learner experience.

6.1.8
How digital environments and other appropriate tools can be used to support quality processes.

<p>6.2. Collect evidence to monitor quality assurance.</p>	<p>6.2.1 Requirements for quality assurance in the context within which they are working.</p> <p>6.2.2 The range, amount and frequency of data that needs to be collected and analysed to give valid information about quality.</p> <p>6.2.3 What to monitor for specific purposes and how to record and store it.</p>
<p>6.3. Analyse and interpret information to identify strengths and areas for improvement.</p>	<p>6.3.1 How to analyse and interpret information about quality and standards.</p> <p>6.3.2 How to contribute to self-assessment and evaluation processes.</p> <p>6.3.3 How to encourage the learner to contribute to self-assessment processes.</p>
<p>6.4. Evaluate their own contribution to working within quality systems.</p>	<p>6.4.1 Their own role in the quality cycle.</p> <p>6.4.2 How to use feedback to develop own practice specific to the required quality systems in the context within which they are working.</p>
<p>6.5 Contribute to quality improvement in the context within which they are working.</p>	<p>6.5.1 How through self-assessment and evaluation, areas for improvement can be identified.</p> <p>6.5.2 How to act on the outcomes of quality assurance, including self-assessment and evaluation.</p> <p>6.5.3 How to contribute to quality improvement plans.</p> <p>6.5.4 How to act on actions and targets that improve learning delivery.</p> <p>6.5.5 How to work with those involved in the learning process to influence and implement quality improvement.</p>

Section 3 RELATIONSHIPS AND ENVIRONMENT

Section 3 defines the wider context for learning delivery.

Standard 7 Advise on learning and progression

What this Standard is about

This Standard is about the role of learning delivery practitioners in the continuous provision of information and advice to promote and support learning and to encourage progression to further learning and, where appropriate, employment.

Performance Criteria

Learning delivery practitioners:

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

Knowledge and understanding

Learning delivery practitioners know and understand:

- 7.1.1
How learning can empower the learner and transform lives.
- 7.1.2
The national context for learning delivery that must be adhered to, including, where relevant, bilingualism.
- 7.1.3
How learning can benefit communities and contribute to responsible citizenship.
- 7.1.4
The motivation, experience and aspirations of each learner and prospective learner.

<p>7.2 Advise the learner appropriately to meet individual needs and raise expectations.</p>	<p>7.2.1 How to ascertain the individual learning needs of every current and prospective learner.</p> <p>7.2.2 How effective information, advice and guidance can promote access to learning.</p> <p>7.2.3 How to avoid stereotyping when advising current and prospective learners.</p> <p>7.2.4 Why information and advice must be objective and unbiased to inform and support learner choice.</p> <p>7.2.5 How to develop rapport with current and prospective learners that encourages them to participate in learning.</p> <p>7.2.6 How to reassure the learner and give each the confidence to progress to the next stage of their learning.</p> <p>7.2.7 How to help the learner and those involved in the learning process to be aspirational when considering future progression opportunities.</p>
<hr/> <p>7.3 Recognise the boundaries of own role and refer the learner to sources of help and support.</p>	<hr/> <p>7.3.1 Own boundaries, role and responsibilities with regards to advising on and supporting learner choice.</p> <p>7.3.2 Other people's roles and responsibilities with regards to giving information, advice or guidance.</p> <p>7.3.4 The requirement for respect and trust when communicating with and about the learner.</p> <p>7.3.4 Roles and boundaries related to appropriate levels of confidentiality, respect and trust when communicating to the learner and about the learner.</p>

Standard 8 Create an inclusive learning environment

What this Standard is about

This Standard is about the role of the learning delivery practitioner in promoting, anticipating and responding to equality, inclusion and diversity within their own practice.

Performance Criteria

Learning delivery practitioners:

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

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

Knowledge and understanding

Learning delivery practitioners know and understand:

8.1.1
The national context for learning delivery that must be adhered to including, where relevant, bilingualism.

8.1.2
Current legislation, codes of practice and requirements that require compliance.

8.1.3
Appropriate terminology that must be used.

8.1.4
How to work effectively with learners of different genders, ages, ethnic backgrounds, faith, sexual orientation or with learning difficulties and/or disabilities.

8.2.1
Attitudes, values and beliefs and how they can influence the learner.

8.2.2
How to exemplify good practice in relation to equality, social and cultural diversity and the protection and welfare of children, young people and vulnerable learners.

8.2.3
How to encourage positive learning behaviour and mutual respect.

8.2.4
How to role model positive attitudes to remove real and perceived barriers to learning.

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

8.3.1
How to facilitate inclusive learning, including actively involving each learner in the learning process.

8.3.2
How to use individualised learning to promote equality and diversity.

8.3.3
How delivery and resource needs can be affected by the learner's needs and abilities, including use of language.

8.3.4
How to recognise, celebrate and make effective use of different cultures and languages when planning, delivering and assessing learning

8.3.5
How to ensure that methods and materials used recognise diversity and promote equality.

8.3.6
How learning materials, delivery and assessment methods can be adjusted to overcome real and perceived barriers to learning.

8.4.
Challenge discrimination that affects the learner.

8.4.1
How plans and procedures, in the context within which they are working, can be adapted to support the eradication of discrimination in learning.

8.4.2
Ways to work with those involved in the learning process to actively challenge discriminatory behaviour.

8.4.3
How plans and procedures, in the context within which they are working, actively support self and the learner in promoting equality and diversity.

Standard 9 Engage and involve the learner in learning

What this Standard is about

This Standard is about the role of the learning delivery practitioner in actively engaging and involving the learner in the design, development and improvement of their learning.

Performance Criteria

Knowledge and understanding

Learning delivery practitioners:

Learning delivery practitioners know and understand:

9.1

Encourage the learner to engage and be involved in learning.

9.1.1

The benefits to the learner of involving themselves in the planning and management of the learning.

9.1.2

Ways of encouraging involvement of the learner in the learning setting, including in the workplace or in the community, by making use of appropriate new and emerging technologies.

9.2.

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

9.2.1

How to encourage the learner to contribute to the design and development of provision.

9.2.2

How every learner can be supported to identify individual learning priorities and how they can be incorporated into provision.

9.2.3

Ways to involve the learner in discussions with relevant stakeholders in order to shape and improve provision.

9.2.4

Ways to recognise the contribution the learner can make to the design and development of provision.

9.3

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

9.3.1

How to agree with each learner, learning that meets individual needs.

9.3.2

How to encourage the learner to take responsibility for learning.

9.3.3

How to respond constructively to the ideas and

concerns of the learner.

9.3.4

The role of learner self-assessment and peer assessment to improving learning.

9.4

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

9.4.1

The methods (including technology-enhanced) that can be used to encourage the learner to express views on provision and individual progress.

9.4.2

How to create an environment of mutual respect and trust that encourages constructive feedback from the learner.

9.4.3

How to respond and act appropriately to learner feedback on learning.

9.4.4

How to refer quality issues affecting formal and informal learning, and to whom.

9.4.5

The value of learner involvement in addressing quality concerns and the learner contribution to quality improvement.

9.4.6

Ways to work within the learner involvement policy of the nation and any statutory requirements.

9.5.

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

9.5.1

How to select and use appropriate methods and forms of communication to gain the views of the learner.

9.5.2

Ways to communicate appropriately with each learner, including verbal, non-verbal and written communication.

9.5.3

The obligation of those contributing to the learning process to listen to and act upon the voice of the learner.
