

## National Occupation Standards for Learning and Development

<b>NOS Ref</b>	<b>Relevant NOS title</b>
CLDLD01	Identify collective learning and development needs
CLDLD02	Identify individual learning and development
CLDLD03	Plan and prepare learning and development programmes
CLDLD04	Plan and prepare specific learning and development opportunities
CLDLD05	Develop and prepare resources for learning and development
CLDLD06	Manage learning and development in groups
CLDLD07	Facilitate individual learning and development
CLDLD08	Engage and support learners in the learning and development process
CLDLD09	Assess learner achievement
CLDLD10	Reflect on, develop and maintain own skills and practice in learning and development
CLDLD11	Internally monitor and maintain the quality of assessment
CLDLD12	Externally monitor and maintain the quality of assessment
CLDLD13	Evaluate and improve learning and development provision

Identify collective learning and development needs

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**Overview**

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

Identify collective learning and development needs

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**Performance criteria**

*You must be able to:*

1. gain the support and commitment of key stakeholders
2. identify the aims of the analysis, the information required, and efficient means of data collection
3. collect sufficient information relevant to the learners and their context to identify learning and development needs
4. analyse information and data to identify collective learning needs and to inform recommendations
5. prioritise learning and development needs, indicating the focus and volume of learning required
6. communicate findings and recommendations to decision makers in ways that will aid their understanding
7. negotiate any adjustments to findings and recommendations with decision makers
8. maintain confidentiality agreements

## Identify collective learning and development needs

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### Knowledge and understanding

*You need to know and understand:*

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes
2. the principles that underpin learning needs analysis for teams, groups or organisations
3. the contribution that learning and development can make to helping teams, groups and organisations achieve their goals and objectives
4. the types of stakeholders involved in an analysis of collective learning needs and why their support and commitment are important
5. the types of qualitative and quantitative information required to undertake an analysis of collective learning needs
6. 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; and attitudes to learning
7. sources of information, and efficient data collection methods, including the use of technology
8. how to analyse qualitative and quantitative data to identify collective learning needs
9. issues related to equality and diversity that may affect data collection and collective learning needs analysis
10. issues related to technology and changing work practices that impact on collective learning needs
11. the issues to consider when prioritising collective learning needs
12. how to identify the focus and volume of learning required and the timescales required for implementation
13. who may be involved in making decisions about findings and recommendations
14. effective methods of communicating findings and recommendations to decision makers
15. why a practitioner should use their professional experience and expertise to negotiate with decision makers on findings and recommendations
16. why confidentiality is important when identifying collective learning

Identify collective learning and development needs

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needs and how to maintain the confidentiality of data, findings and recommendations

## Glossary

### **Collective learning needs**

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.

### **Diversity**

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.

### **Equality**

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.

### **Focus of learning**

What it is that needs to be learnt, for example, customer service, managing people or how to use new equipment.

### **Goals**

This refers to interim targets or steps towards learners meeting overall outcomes and objectives.

### **Organisation**

For example, an awarding organisation, internal department or any other organisation involved in learning and development delivery and/or assessment.

### **Stakeholders**

All those who have an interest in the training/learning needs analysis, for example, managers, Human Resource staff, learners themselves.

### **Sufficient**

Enough evidence as specified in Evidence Requirements or Assessment Strategy.

### **Technology**

This refers to both hardware and online tools/apps which can be used in the delivery and assessment of learning programmes.

## Identify collective learning and development needs

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<b>Suite</b>	Learning and Development
<b>Keywords</b>	collective learning needs, development needs, focus of learning, identify learning needs, learning, learning needs analysis, prioritise learning needs, training needs, learner confidentiality, learning development practitioners

## Identify individual learning and development

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### Overview

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



Identify individual learning and development

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**Performance criteria**

*You must be able to:*

1. identify the learner's objectives, motivation to learn and any requirements relevant to the learning needs analysis
2. review the learner's achievements, evaluating these against relevant objectives and requirements
3. assess the learner's capabilities and potential using robust, reliable and valid methods
4. analyse the learner's capabilities and potential in the context of their objectives and other requirements
5. agree and prioritise the learner's learning needs
6. support learners in identifying their own preferred ways of learning
7. provide the learner with constructive feedback on their expectations and discuss learning and development opportunities
8. maintain confidentiality agreements

## Identify individual learning and development

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### Knowledge and understanding

*You need to know and understand:*

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes
2. the principles that underpin learning needs analysis for individual learners
3. why it is important to identify a learner's objectives and motivation to learn when analysing their learning needs
4. other requirements from organisations or external agencies that may affect a learning needs analysis
5. methods of reviewing a learner's formal and informal achievements
6. methods of giving recognition for prior learning and achievement
7. methods, which include the appropriate use of technology, to carry out an initial assessment of capability and potential
8. how to select initial assessment methods which are valid, authentic, robust, reliable and current for the learner and their objectives
9. how to assess and manage risk when carrying out initial assessments
10. issues related to equality and diversity that may affect an individual learning needs analysis and how to address these
11. who to make agreements with and the issues to consider when prioritising an individual's learning needs
12. the communication and personal skills that practitioners need when identifying individuals' learning needs
13. preferred ways of learning and how these may affect choices about possible learning and development opportunities
14. different methods of supporting learners to identify their preferred ways of learning, and how to use this information to support their learning
15. different methods of providing feedback to a learner on the outcomes of the learning needs analysis, and the advantages and disadvantages of these methods
16. How to maintain confidentiality and manage information in accordance with legal and organisational procedures and current legislation.

## Glossary

### **Assess and manage risk**

This could be a formal and written risk assessment but could be informal and dynamic – monitoring and controlling risk on an ongoing basis.

### **Assessment method**

A means of generating evidence of a candidate's knowledge and/or skills. Ways of measuring learning and development, for example, observation, questioning, checking products of work, setting assignments.

### **Authentic**

The candidate's own work.

### **Candidate**

The individual entered for a qualification. Often used interchangeably with 'learner' and can be used in reference to a learner who is at the point of assessment.

### **Current**

Current evidence should allow decisions to be made confidently about the currency of skills and knowledge claimed, and that the candidate is competent at the point of assessment.

### **Diversity**

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.

### **Equality**

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.

### **Learner achievements**

These could be formal e.g. examination grades or informal e.g. periods of work experience and skills and knowledge gained through these.

### **Learning and development opportunities**

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.

### **Organisation**

For example, an awarding organisation, internal department or any other organisation involved in learning and development delivery and/or

## Identify individual learning and development

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assessment.

### **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.

### **Reliable**

Consistently achieves the same results with the same (or similar) group of learners.

### **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.

### **Risk**

This includes health and safety risks but may also include, for example, the risk of initial needs assessment methods not being sufficient, evidence of past achievement not being authentic or confidentiality not being maintained.

### **Robust**

Robust evidence is able to withstand criticism and its use can be easily justified.

### **Technology**

This refers to both hardware and online tools/apps which can be used in the delivery and assessment of learning programmes.

### **Valid**

Relevant to the criteria against which the candidate is being assessed.

## Identify individual learning and development

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<b>Suite</b>	Learning and Development
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**Overview**

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.

### Performance criteria

*You must be able to:*

1. identify learning outcomes that meet agreed learning and development needs
2. develop a coherent plan of learning and development opportunities appropriate to the learning outcomes and internal/external requirements
3. identify realistic delivery and assessment methods appropriate to learning and development opportunities
4. identify the resources needed to deliver the plan and ensure these are within allocated budgets
5. ensure arrangements for the delivery of the plan are in place
6. identify how the learning will be monitored and evaluated
7. communicate the plan to learners and other people involved in the provision of learning and development
8. ensure the plan conforms to relevant policies, procedures and legislation

## Knowledge and understanding

*You need to know and understand:*

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes
2. how information acquired from analysing learning and development needs contributes to planning, and the factors that need to be taken into account
3. how to identify a range of options for meeting learning outcomes and the strengths and weaknesses of different approaches, including the use of technology
4. how to develop a plan of learning and development opportunities that meets different learning needs, including those relating to equality and diversity
5. the types of internal and external requirements that may affect planning, including adaptations to meet the needs of learners.
6. factors that need to be managed when arranging and co-ordinating learning and development opportunities
7. how to carry out risk assessments, and the factors that need to be considered in the learning context
8. the importance of flexibility and contingency planning when developing programmes
9. the learning cycle and how this should inform the planning process
10. why it is important for learner needs to be at the centre of programme plans
11. how to involve learners in the development of programme plans
12. 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
13. how planning and resource needs can be affected by the learners' identified abilities and needs, including the use of language
14. the arrangements required for the delivery of the plan including the systems, structures and relationships needed for effective implementation
15. the factors that need to be considered when monitoring the implementation of the plan and evaluating the effectiveness of learning
16. how continuous evaluation can help to shape the development



- and implementation of learning plans and improve learning
17. the colleagues with whom plans should be shared
  18. how to encourage the commitment and understanding which learners and colleagues need to be effective in the implementation of programmes
  19. aspects of equality and diversity that need to be addressed when supporting learners
  20. the operational requirements that should be considered in planning specific learning and development opportunities, including organisational, health and safety, budgetary and legislative guidelines

## Glossary

### **Assessment method**

A means of generating evidence of a candidate's knowledge and/or skills. Ways of measuring learning and development, for example, observation, questioning, checking products of work, setting assignments.

### **Delivery methods**

Any method that supports learning and development, for example, presentations, instructions, demonstrations, simulations, opportunities to apply knowledge and practise skills, experiential learning, group/individual projects and research. This includes use of online tools and apps and/or blended learning.

### **Diversity**

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.

### **Equality**

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.

### **Health and safety**

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

### **Learning and development opportunities**

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.

### **Organisation**

For example, an awarding organisation, internal department or any other organisation involved in learning and development delivery and/or assessment.

### **Other people**

This refers to others who may be involved in, or affected by, the learning activities.

### **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.

**Programme**

A planned sequence of learning and development opportunities over a period of time which lead to agreed learning outcomes, for example a 'course'.

**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, digital technologies (including online tools and apps), handouts, workbooks, people – for example external speakers – and visits to places of interest.

**Risk assessments**

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.

**Technology**

This refers to both hardware and online tools/apps which can be used in the delivery and assessment of learning programmes.

## Plan and prepare learning and development programmes

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<b>Suite</b>	Learning and Development
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## Overview

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.

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## Performance criteria

*You must be able to:*

1. identify the purpose and outcomes of specific learning and development opportunities in relation to agreed goals
2. develop plans which are appropriate to identified learning needs and meet organisational and legal requirements
3. communicate aims and objectives to learners and agree the plan with relevant stakeholders
4. identify how specific learning and development opportunities will be delivered and/or facilitated and managed
5. identify the resources needed to deliver and/or facilitate specific learning and development opportunities
6. make preparations and arrangements for delivery and /or facilitation in accordance with the plan and organisational policies/procedures.
7. identify how learning and development opportunities will be monitored and evaluated

## Knowledge and understanding

*You need to know and understand:*

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes
2. the importance of having clear outcomes for specific learning and development opportunities
3. different methods of communicating aims and objectives to learners
4. options for delivering and / or facilitating different types of learning and development opportunities
5. factors to consider in selecting suitable delivery and facilitation methods
6. the range of planning considerations relevant to ensuring that equality, diversity needs are met
7. factors that need to be considered in the management of different learning and development opportunities and how to deal with these factors
8. the resources, including technology, available to support delivery and / or facilitation and management of learning and development opportunities
9. the advantages and disadvantages of different types of resources in meeting learner needs
10. the types of preparations that need to be undertaken for different learning opportunities and why each of these is important
11. 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
12. the operational requirements that should be considered in planning specific learning and development opportunities, including organisational, health and safety, budgetary and legislative guidelines

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## Glossary

### **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.

### **Diversity**

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.

### **Equality**

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.

### **Health and safety**

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

### **Learning and development opportunities**

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.

### **Organisation**

For example, an awarding organisation, internal department or any other organisation involved in learning and development delivery and/or assessment.

### **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.

### **Resources**

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.

### **Risk assessments**

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.



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**Stakeholders**

All those who have an interest in the training/learning needs analysis, for example, managers, Human Resource staff, learners themselves.

**Technology**

This refers to both hardware and online tools/apps which can be used in the delivery and assessment of learning programmes.

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<b>Suite</b>	Learning and Development
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**Overview**

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, technology and equipment used to support learning.

## Performance criteria

*You must be able to:*

1. identify the resource needs of individuals or groups
2. agree the range and purpose of resources required
3. identify resources which are appropriate to the target group and the purpose for which they are required
4. Develop and prepare resources appropriate to the identified need
5. adapt resources ensuring they are consistent with learning needs and professional practice
6. ensure resources are consistent with legislative, safety, equality and diversity and professional guidelines
7. check and test the resources to ensure they meet required standards and learner needs
8. provide guidance to anyone else who is using the resources

## Knowledge and understanding

*You need to know and understand:*

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes
2. the different types of resources that can be used to support learning across the full range of the training cycle
3. the range of resources available to support different types of needs
4. the importance of distinguishing between different user needs and the factors which are important in selecting and developing resources to meet these needs
5. 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
6. how to identify costs and timescales for resource development
7. 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
8. how to ensure that the language, style and format of the materials are appropriate to the needs of the learners.
9. how to develop simulated exercises that replicate real working challenges
10. how to set-up and use equipment to support learning and development
11. the contribution and challenges that technology can make to the development and adaptation of different types of resources and the challenges posed by these
12. how to develop guidance for the use of resources and how to encourage consistent application
13. the types of adaptations that could be made to resources to make them more appropriate to learning needs and user requirements
14. the legislative, safety and professional guidelines relating to the development and adaptation of resources, including those relating to intellectual property, copyright and patents
15. the importance of checking and testing resources to make sure they are of the required standard and how to do this effectively
16. how to make adaptations to the learning environment to support the learning process

17. the preparation, support and qualifications that staff require to contribute effectively to learning and development activities within own area of responsibility

## Glossary

### **Application**

The process applying new or improved skills and knowledge in a real or realistic context, for example a work situation.

### **Diversity**

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

### **Environment**

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

### **Equality**

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.

### **Learning Environment**

This covers a range of learning environments and delivery platforms, methods and approaches. It may be online or face to face.

### **Learning process**

This may include experience, such as time in the workplace, as well as formal and informal training.

### **Practice**

This refers to the 'way' that you carry out your work and takes account of factors such as your approach to your work.

### **Resources**

This covers any physical or human resource that supports the learning and development process and could include technical equipment, digital technologies (including online tools and apps), handouts, workbooks, people – for example external speakers – and visits to places of interest.

### **Target Group**

Those learners who will be using the resources.

### **Technology**

This refers to both hardware and online tools/apps which can be used in the delivery and assessment of learning programmes.

CLDLD05

Develop and prepare resources for learning and development

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Develop and prepare resources for learning and development

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<b>Suite</b>	Learning and Development
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## Manage learning and development in groups

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### Overview

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

### Performance criteria

*You must be able to:*

1. Prepare an environment conducive to effective learning relevant to the delivery methods.
2. manage a group environment in which individuals feel valued, supported, confident and able to learn
3. communicate with learners in a way that meets individual and group needs
4. make learners aware of the outcomes they are expected to achieve and how the planned activities will support these
5. use a range of delivery methods, activities and resources to meet the needs of all group members, as appropriate to planned outcomes
6. balance and adjust delivery to meet individual needs while achieving planned group outcomes and agreements
7. monitor learner response and use appropriate strategies to motivate learners individually and collectively
8. encourage effective communication within the group
9. maintain the health and safety of learners, self and other people

## Knowledge and understanding

*You need to know and understand:*

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes
2. the principles, uses and value of learning and development on a group basis
3. the learners needs, requirements and planned outcomes relevant to their own areas of work
4. the types of learning resources available, including those that are technology enhanced, that can support learning and development in groups
5. the factors to consider when selecting and using learning and development resources to facilitate learning and development in groups
6. the characteristics of a group environment that foster learning and development for all those involved
7. different techniques to manage group dynamics
8. aspects of equality, diversity that need to be addressed when facilitating learning and development in groups
9. different ways of encouraging behaviour and values that foster mutual respect and support the learning and development process
10. the importance of own communication skills and different ways to communicate effectively with groups, and individuals within groups
11. the range of delivery methods appropriate to learning in groups
12. how to co-ordinate learning and development activities to meet individual and group needs
13. the types of motivational strategies that would support group and individual learning and how to select these according to identified needs
14. techniques that can be used to monitor learner response
15. different ways of adapting delivery according to learner response whilst still achieving planned outcomes and agreements
16. how to assess and manage risk whilst facilitating learning and development in groups
17. how to assess and manage risk in own area of work whilst facilitating learning and development for groups

## Glossary

### **Assess and manage risk**

This could be a formal and written risk assessment but it could also be informal and dynamic – monitoring and controlling risk on an ongoing basis.

### **Delivery methods**

Any method that supports learning and development, for example, presentations, instructions, demonstrations, simulations, opportunities to apply knowledge and practise skills, experiential learning, group/individual projects and research. This includes use of online tools and apps and/or blended learning.

### **Diversity**

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.

### **Environment**

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

### **Equality**

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.

### **Health and safety**

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

### **Learning Environment**

This covers a range of learning environments and delivery platforms, methods and approaches. It may be online or face to face.

### **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.

### **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, digital technologies (including online tools and apps), handouts, workbooks, people – for example external speakers – and visits to places of interest.

**Risk**

This includes health and safety risks but may also include, for example, the risk of delivery methods not being appropriate or the setting of unrealistic goals. Risks may be to individual learners, group of learners or to those facilitating.

**Safe**

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.

**Technology**

This refers to both hardware and online tools/apps which can be used in the delivery and assessment of learning programmes.

## Manage learning and development in groups

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## Facilitate individual learning and development

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### Overview

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.



## Performance criteria

*You must be able to:*

1. establish and maintain a professional relationship with the learner that supports individual learning and reflection
2. explore and agree the learner's objectives, learning needs and goals
3. agree a plan of learning, application and reflection
4. use a range of methods and resources to help the learner acquire/develop the skills and knowledge they need
5. support the learner in applying their learning in context
6. provide constructive and motivational feedback to improve the learner's application of learning
7. assist the learner to reflect on their practice and experience
8. adapt learning, application and reflection techniques to meet further needs
9. maintain the health and safety of the learner, self and other people

## Facilitate individual learning and development

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### Knowledge and understanding

*You need to know and understand:*

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes
2. the principles, uses and value of learning and development on an individual basis
3. the characteristics of a relationship that supports individual learning, application and reflection
4. aspects of equality and diversity that need to be addressed when facilitating individual learning and development
5. the importance of reflective practice in individual learning and development
6. key factors to consider when setting and agreeing goals with individual learners
7. the range of delivery methods appropriate to individual learning
8. the range of resources, including support from others, that are available to support individual learning
9. how technology can enhance resources and delivery methods for individual learning
10. the range of techniques that can be used to encourage reflective practice by the learner
11. how to support different types of learners in applying new or enhanced learning in context
12. the types of barriers that learners encounter and how to develop strategies to overcome these
13. how to adapt learning plans in response to learner progress and reflection whilst still focusing on learner needs and desired outcomes
14. how to assess and manage risk in own area of work whilst facilitating learning and development for individuals

## Glossary

### **Assess and manage risk**

This could be a formal and written risk assessment but it could also be informal and dynamic – monitoring and controlling risk on an ongoing basis.

### **Application**

The process applying new or improved skills and knowledge in a real or realistic context, for example a work situation.

### **Barriers**

Anything that might prevent the learner taking a full part. This could include, for example, lack of confidence or essential skills and knowledge.

### **Delivery methods**

Any method that supports learning and development, for example, presentations, instructions, demonstrations, simulations, opportunities to apply knowledge and practise skills, experiential learning, group/individual projects and research. This includes use of online tools and apps and/or blended learning.

### **Diversity**

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.

### **Goals**

This refers to interim targets or steps towards learners meeting overall outcomes and objectives.

### **Health and safety**

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

### **Learner objectives**

These will usually be performance objectives – for example doing something or doing something better.

### **Methods**

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.

### **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.

**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.

**Reflection/reflective practice**

The process of thinking critically about what we do, identifying opportunities for improvement and, where appropriate, further learning needs.

**Resources**

This covers any physical or human resource that supports the learning and development process and could include technical equipment, digital technologies (including online tools and apps), handouts, workbooks, people – for example external speakers – and visits to places of interest.

**Risk**

This includes health and safety risks but may also include, for example, the risk of delivery methods not being appropriate or the setting of unrealistic goals. Risks may be to individual learners, group of learners or to those facilitating.

**Technology**

This refers to both hardware and online tools/apps which can be used in the delivery and assessment of learning programmes.

## Facilitate individual learning and development

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<b>Suite</b>	Learning and Development
<b>Keywords</b>	collective learning needs, development needs, focus of learning, identify learning needs, learning, learning needs analysis, prioritise learning needs, training needs, learner confidentiality, learning development practitioners

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## Overview

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.

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## Performance criteria

*You must be able to:*

1. establish and maintain a positive relationship with the learner which encourages and motivates learning
2. provide the learner with information and advice relevant to their needs
3. enable the learner to engage with, and contribute to, their own learning
4. assist the learner to access the skills, knowledge and experience they need
5. help the learner overcome any barriers that prevent them taking a full part in the learning process
6. support the learner in taking responsibility for their own development
7. monitor the learner's performance against expected standards and provide evidence of achievement to others as required
8. provide constructive feedback to the learner
9. review learner progress and help them adapt their plans as necessary

## Knowledge and understanding

*You need to know and understand:*

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes
2. the characteristics of a relationship that supports learners' progress and provides them with motivation to learn
3. the types of information and advice that learners may require and how to provide or access this
4. different strategies to enable learners to engage with learning
5. aspects of equality and diversity that need to be addressed when supporting learners
6. the range of techniques through which different types of learners can contribute to their own learning
7. the types of barriers to learning that different types of learner's experience and how to address these
8. how to help individuals with different types of learning needs access the skills, knowledge and experiences they need to progress
9. the boundaries of own role and when to refer the learner to other sources of help and support
10. the range of resources, including support from others and technology based solutions, that are available to support learners
11. why it is important that learners take responsibility for their own learning and different methods of helping them do so
12. 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
13. methods that can be used to monitor learners' performance against required standards
14. different methods of presenting evidence of learner achievement to others
15. different methods of providing the learner with constructive feedback and how to use these methods effectively
16. the importance of reviewing learner progress and appropriate times to do so
17. the factors which are important in helping learners to review their progress and, where necessary, adapt their plans for learning and progression



## Glossary

### **Barriers**

Anything that might prevent the learner taking a full part. This could include, for example, lack of confidence or essential skills and knowledge.

### **Diversity**

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.

### **Equality**

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.

### **Expected standards**

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.

### **Evidence**

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

### **Learning process**

This may include experience, such as time in the workplace, as well as formal and informal training.

### **Provide evidence of achievement**

This could include providing witness statements to qualified assessors.

### **Resources**

This covers any physical or human resource that supports the learning and development process and could include technical equipment, digital technologies (including online tools and apps), handouts, workbooks, people – for example external speakers – and visits to places of interest.

### **Role**

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

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<b>Suite</b>	Learning and Development
<b>Keywords</b>	collective learning needs, development needs, focus of learning, identify learning needs, learning, learning needs analysis, prioritise learning needs, training needs, learner confidentiality, learning development practitioners

## Overview

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.

## Performance criteria

*You must be able to:*

1. ensure learners understand the purpose, requirements and processes of assessment
2. plan assessment to meet requirements and learner needs
3. use assessment methods that are valid, authentic, robust, reliable, current and sufficient.
4. identify and collect evidence that is valid, authentic, reliable, robust, current and sufficient.
5. make assessment decisions against specified criteria in accordance with the relevant assessment guidance
6. provide feedback to the learner that affirms achievement and identifies any additional requirements
7. maintain required records of the assessment process, its outcomes and learner progress
8. work with others to ensure the standardisation of assessment practice and outcomes
9. reflect on own practice and identify professional development needs

## Knowledge and understanding

*You need to know and understand:*

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes
2. the current quality requirements for assessment processes and systems in your area of responsibility
3. the key concepts and principles of quality assurance
4. the key concepts and principles of assessment
5. the role of the assessor and the relevant requirements of the role
6. the roles of those involved in maintaining the quality of assessment and the relevant requirements of these roles
7. the agreed procedures for planning, preparing for and carrying out assessments
8. appropriate criteria for judging the quality of the assessment process
9. how to ensure the health and safety of the learner is maintained during assessment
10. the range of information that should be made available to learners
11. the current criteria against which assessments are made and the current regulations and requirements relating to their assessment
12. guidelines for assessment planning as appropriate to own area of responsibility
13. how to involve learners in the planning of assessments
14. how assessment arrangements can be adapted to meet the needs of individual learners
15. how to make the assessment environment appropriate to the learner's needs and the criteria being assessed.
16. the uses, benefits and drawbacks of different assessment methods
17. the types of risks that may be involved in the assessment process and how to manage these
18. issues related to equality and diversity and that may affect the assessment process and how to address these
19. how to make sure that assessment decisions are made against specified criteria and are valid, reliable, fair and robust
20. how to determine when evidence is sufficient to make an

assessment decision

21. how to judge the validity, authenticity, reliability robustness and currency of evidence and what to do when there is doubt
22. 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
23. factors to consider when providing feedback to learners
24. the relevant procedures when there are disputes concerning assessment
25. standardisation processes and how to contribute to these
26. how to co-operate and work effectively with others involved in the assessment process
27. the value and purpose of continuing professional development for assessment practitioners

## Glossary

### **Assessment method**

A means of generating evidence of a candidate's knowledge and/or skills. Ways of measuring learning and development, for example, observation, questioning, checking products of work, setting assignments.

### **Authentic**

The candidate's own work,

### **Candidate**

The individual entered for a qualification. Often used interchangeably with 'learner' and can be used in reference to a learner who is at the point of assessment.

### **Current**

Current evidence should allow decisions to be made confidently about the currency of skills and knowledge claimed, and that the candidate is competent at the point of assessment.

### **Equality**

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.

### **Evidence**

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

### **Diversity**

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.

### **Environment**

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

### **Fair**

Ensuring that everyone has an equal chance of getting an accurate assessment.

### **Health and safety**

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

**Identify and collect evidence**

This is done through the assessment process, for example by assessor observations, checking products of work, asking questions, setting assignments etc.

**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.

**Practice**

This refers to the 'way' that you carry out your work and takes account of factors such as your approach to your work

**Quality requirements**

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

**Reliable**

Consistently achieves the same results with the same (or similar) group of learners.

**Requirements**

These could be the requirements of the practitioner's own organisation or those of an external organisation, such as awarding organisation.

**Risk assessment**

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.

**Robust**

Robust evidence is able to withstand criticism and its use can be easily justified.

**Role**

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

**Safe**

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.



**Sufficient**

Enough evidence as specified in Evidence Requirements or Assessment Strategy.

**Technology**

This refers to both hardware and online tools/apps which can be used in the delivery and assessment of learning programmes.

**Valid**

Relevant to the criteria against which the candidate is being assessed.

## Assess learner achievement

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<b>Suite</b>	Learning and Development
<b>Keywords</b>	collective learning needs, development needs, focus of learning, identify learning needs, learning, learning needs analysis, prioritise learning needs, training needs, learner confidentiality, learning development practitioners

CLDLD10

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



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## Overview

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

## Performance criteria

*You must be able to:*

1. identify current performance requirements relevant to your practice
2. identify trends and developments relevant to own skills, knowledge and practice
3. identify and critically reflect on how own beliefs and attitudes influence own practice
4. seek feedback, collect information and continually reflect on own performance
5. assess the extent to which own practice is inclusive and promotes equality and diversity
6. review and evaluate own skills, knowledge and practice against available information
7. prioritise areas for development and plan how learning and development will be achieved
8. inform relevant individuals and use appropriate systems to report and address factors that impact negatively on own practice
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. keep records of own actions, development plans and progress, and use them to support and inform ongoing reflective practice
11. apply new knowledge and skills to consolidate learning, improve own practice, and review the effectiveness of newly acquired knowledge and skill
12. share knowledge, skills and improvements to practice with colleagues

## Knowledge and understanding

*You need to know and understand:*

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes
2. the extent and limitations of the requirements and responsibilities associated with own role
3. the health and safety practice and personal and social skills relevant to own area of work and management of own workload
4. team, organisational and own professional goals
5. 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
6. 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
7. effective methods for assessing own values, beliefs and attitudes relevant to own skills and practice
8. 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
9. 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
10. the type of information that should be collected to inform a review of own skills, knowledge and practice
11. ways to continuously reflect on and evaluate own efficiency and effectiveness and why this is important
12. methods that can be used to assess the extent to which own practice is inclusive and promotes equality and diversity
13. 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
14. the information that should be considered in the prioritisation of own learning and development needs
15. sources and methods of relevant continuous and professional development to facilitate own learning
16. how research can help to update practice
17. methods, systems and processes for sharing evaluation

- information and suggesting improvements
18. how to provide constructive criticism when suggesting improvements to colleagues
  19. 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
  20. 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
  21. how sharing good practice with others can help to develop own practice
  22. the importance of continuous professional development and collaborative reflection on learning development practice

## Glossary

### **Current**

Current evidence should allow decisions to be made confidently about the currency of skills and knowledge claimed, and that the candidate is competent at the point of assessment.

### **Diversity**

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.

### **Equality**

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.

### **Goals**

This refers to interim targets or steps towards learners meeting overall outcomes and objectives.

### **Health and safety**

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

### **Learning process**

This may include experience, such as time in the workplace, as well as formal and informal training.

### **Practice**

This refers to the 'way' that you carry out your work and takes account of factors such as your approach to your work.

### **Resources**

This covers any physical or human resource that supports the learning and development process and could include technical equipment, digital technologies (including online tools and apps), handouts, workbooks, people – for example external speakers – and visits to places of interest.

### **Role**

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

CLDLD10

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



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<b>Suite</b>	Learning and Development
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Internally monitor and maintain the quality of assessment

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**Overview**

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

Internally monitor and maintain the quality of assessment

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## Performance criteria

*You must be able to:*

1. Prepare for the internal verification process by ensuring that all relevant information and intelligence has been identified, gathered and utilised.
2. Establish an appropriate sampling strategy to meet the requirements of the assessment and quality assurance process
3. Verify that assessor(s) meet relevant assessment strategy requirements and that assessment plans are appropriate
4. Plan the implementation of sampling strategy and monitoring activities
5. Prepare monitoring activities according to the requirements of the sampling strategy
6. determine whether assessment processes and systems meet and operate according to relevant quality assurance and regulatory requirements
7. check that assessments are planned, prepared and carried out according to agreed principles of assessment procedures
8. check that assessment methods are valid, authentic, reliable, robust and current
9. sample assessor decisions to ensure they are consistent, reliable and valid and meet the assessment requirements
10. provide assessors with feedback, advice and support to help them maintain and improve their assessment practice
11. work with assessors and others to ensure the standardisation of assessment practice and outcomes
12. follow agreed procedures when there are significant concerns about the quality of assessment
13. follow agreed procedures for the recording, storing, reporting and confidentiality of information
14. Participate in wider quality assurance activities which contribute to the quality of assessment and support your own development
15. reflect on own practice and identify professional development needs

Internally monitor and maintain the quality of assessment

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## Knowledge and understanding

*You need to know and understand:*

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes
2. the current quality requirements for assessment processes and systems in your area of responsibility
3. the key concepts and principles of quality assurance
4. the key concepts and principles of assessment
5. the role of the assessor and the relevant requirements of the role
6. the roles of those involved in maintaining the quality of assessment and the relevant requirements of these roles
7. the agreed procedures for planning, preparing for and carrying out assessments
8. techniques for sampling evidence of assessment, including making appropriate use of technology
9. appropriate criteria for judging the quality of the assessment process
10. how to ensure the health and safety of the learner is maintained during assessment
11. the uses, benefits and drawbacks of different assessment methods
12. the types of feedback, support and advice that assessors need and how to meet these needs
13. issues related to equality and diversity that may affect assessment and quality assurance, and how to address these
14. procedures to follow when there are concerns about the quality of assessment: when and how to use them
15. standardisation processes and how to co-ordinate and contribute to these
16. the procedures to follow when there are disputes concerning assessment and quality assurance
17. procedures to follow when planning and preparing for, carrying out and recording monitoring activity
18. the requirements for information management, data protection and confidentiality in relation to assessment and quality assurance
19. the value and purpose of continuing professional development for assessment and quality assurance practitioners

## Glossary

### **Assessment method**

A means of generating evidence of a candidate's knowledge and/or skills. Ways of measuring learning and development, for example, observation, questioning, checking products of work, setting assignments.

### **Assessment Requirements**

A broad term used to cover assessment criteria, assessment strategies, assessment tasks.

### **Assessment Strategy**

A method of ensuring quality control for vocational qualifications which may include information such as the overall scope of the strategy, related qualifications, quality assurance information, evidence criteria, and qualification requirements for assessors and verifiers in the subject area. Assessment strategies can be found via the websites of Awarding bodies or relevant sector skills organisations.

### **Authentic**

The candidate's own work.

### **Candidate**

The learner being assessed.

### **Current**

Current evidence should allow decisions to be made confidently about the currency of skills and knowledge claimed, and that the candidate is competent at the point of assessment.

### **Equality**

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.

### **Evidence**

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

### **Diversity**

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.

### **Health and safety**

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

**Organisation**

For example, an awarding organisation, internal department or any other organisation involved in assessment.

**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.

**Practice**

This refers to the 'way' that you carry out your work and takes account of factors such as your approach to your work.

**Quality requirements**

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

**Reliable**

Consistently achieves the same results with the same (or similar) group of learners.

**Requirements for their role**

This could include holding an assessor qualification and/or being expert in the subject being assessed.

**Robust**

Robust evidence is able to withstand criticism and its use can be easily justified.

**Role**

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

**Sufficient**

Enough evidence as specified in Evidence Requirements or Assessment Strategy.

**Valid**

Relevant to the criteria against which the candidate is being assessed.

Internally monitor and maintain the quality of assessment

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<b>Suite</b>	Learning and Development
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Externally monitor and maintain the quality of assessment

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**Overview**

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

## Performance criteria

*You must be able to:*

1. prepare for the external verification process by ensuring that all relevant information and intelligence has been identified, gathered and utilised.
2. establish an appropriate sampling strategy to meet the requirements of the external assessment and quality assurance process.
3. agree the plan for external quality assurance with relevant parties.
4. verify that assessors and internal quality assurance staff meet current occupational and qualification requirements
5. verify that internal quality assurance plans and administrative arrangements meet current requirements
6. verify that assessment arrangements, methods and decisions meet requirements
7. sample assessment and internal quality assurance activity
8. provide advice and support to help improve internal quality assurance and assessment arrangements and practices
9. work with internal quality assurers and others to support the standardisation of assessment practice and outcomes
10. follow the agreed procedures when internal quality assurance and assessment arrangements and practices do not meet requirements
11. follow agreed procedures for the recording, storing, reporting and confidentiality of information
12. participate in wider quality assurance activities which contribute to the quality of assessment and support your own development
13. reflect on own practice and identify professional development needs



Externally monitor and maintain the quality of assessment

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## Knowledge and understanding

*You need to know and understand:*

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes/assessments
2. the key concepts and principles of assessment
3. the key concepts and principles of quality assurance
4. the role of the assessor and internal quality assurance staff and the current relevant requirements to undertake these roles
5. the national occupational standards for workplace assessment and internal verification
6. the principles and techniques of sampling when monitoring assessment and internal quality assurance decisions
7. the current requirements that must be met for internal and external quality assurance
8. the current requirements that must be met for internal assessment arrangements and practices
9. how to monitor and evaluate internal quality assurance arrangements and practices, including the use of technology
10. how to monitor and evaluate internal assessment arrangements and practices, including the use of technology
11. the procedures to follow when internal quality assurance and assessment arrangements do not meet requirements
12. the types of support and advice that organisations need on internal quality assurance and assessment arrangements and practices
13. the importance of providing consistent support and advice that follows agreed guidance and requirements
14. how to adapt monitoring and evaluation approaches when required without compromising standards
15. issues related to equality and diversity that may affect assessment and quality assurance and how to address these
16. different methods of providing appropriate support and advice in line with own organisation's guidance
17. record keeping procedures relating to external quality assurance
18. the requirements for information management relating to external quality assurance
19. the requirements for data protection and confidentiality in relation to external quality assurance

20. the value and purpose of continuing professional development for assessment and quality assurance practitioners

## Glossary

### **Assessment method**

Ways of measuring learning and development, for example, observation, questioning, checking products of work, setting assignments.

### **Current**

Current evidence should allow decisions to be made confidently about the currency of skills and knowledge claimed, and that the candidate is competent at the point of assessment.

### **Diversity**

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.

### **Equality**

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.

### **Organisation**

For example, an awarding organisation, internal department or any other organisation involved in learning and development delivery and/or assessment.

### **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.

### **Practice**

This refers to the 'way' that you carry out your work and takes account of factors such as your approach to your work.

### **Role**

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

### **Staff competence**

This could include holding an assessor qualification and/or being expert in the subject being assessed.

### **Technology**

This refers to both hardware and online tools/apps which can be used in the delivery and assessment of learning programmes.

Externally monitor and maintain the quality of assessment

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<b>Relevant Occupations</b>	Education and training; Teaching and lecturing; Teaching Professionals; Public Services Professional; Direct learning support
<b>Suite</b>	Learning and Development
<b>Keywords</b>	collective learning needs, development needs, focus of learning, identify learning needs, learning, learning needs analysis, prioritise learning needs, training needs, learner confidentiality, learning development practitioners

**Overview**

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

## Performance criteria

*You must be able to:*

1. identify the purpose and scope of the evaluation
2. identify quality requirements and appropriate measures of performance
3. identify methods for monitoring, collecting, managing and analysing data
4. collect and analyse data according to identified monitoring procedures
5. identify strengths and areas for improvement
6. evaluate own contribution to working within quality systems
7. ensure that potential improvements are realistic and achievable
8. work with others to plan and implement improvements to learning and development
9. monitor and evaluate the impact of improvements

## Knowledge and understanding

*You need to know and understand:*

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes
2. the key concepts and principles of quality assurance and continuous improvement
3. the quality requirements appropriate to own work context and work role
4. how to research and keep up to date with quality requirements relevant to learning and development
5. industry recognised standards relevant to learning and development and the processes and activities which deliver excellence in the work context being evaluated
6. how to identify performance indicators relevant to the area of learning and development being evaluated
7. how to set realistic targets, the contribution that targets can make to evaluation processes and the drawbacks associated with target driven work
8. the strengths and weaknesses of different monitoring and information collection methods and how to develop and administer these methods
9. the range, amount and frequency of data, qualitative and quantitative, that needs to be collected and analysed to give valid information about quality
10. the contribution that technology can make to the monitoring and evaluation process
11. the principles of information management and how to establish systems for the monitoring and management of qualitative and quantitative data
12. processes, procedures and methods involved in data analysis and interpretation
13. what to monitor for specific purposes and how to record and store it
14. how to contribute to self-assessment and evaluation processes
15. the role and functions of individuals and teams in improving quality and raising standards
16. the importance of involving the learner in quality improvement
17. how to encourage the learner to contribute to evaluation of

learning

18. the impact of the wider learning environment on the learner experience
19. how to use feedback to develop own practice specific to the relevant quality systems
20. how to act on the outcomes of quality assurance, including evaluation
21. how to contribute to quality improvement plans
22. how to work with those involved in the learning process to influence and implement quality improvement
23. the confidentiality and data protection legislation relevant to the collection and storage of information in learning and development
24. issues related to equality and diversity and that may affect evaluation and improvement to provision, and how to address these



## Glossary

### **Diversity**

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.

### **Environment**

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

### **Equality**

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.

### **Evidence**

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

### **Learning Environment**

This covers a range of learning environments and delivery platforms, methods and approaches. It may be online or face to face.

### **Learning process**

This may include experience, such as time in the workplace, as well as formal and informal training.

### **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.

### **Practice**

This refers to the 'way' that you carry out your work and takes account of factors such as your approach to your work.

### **Quality requirements**

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

### **Scope**

What the evaluation will cover.

### **Technology**

This refers to both hardware and online tools/apps which can be used in the delivery and assessment of learning programmes.

**Valid**

Relevant to the criteria against which the candidate is being assessed.

Evaluate and improve learning and development provision

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