

Overview

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

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

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

Identify individual learning and development

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 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

CLDLD02



Identify individual learning and development

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

Identify individual learning and development

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	28 Jun 2021
Indicative Review Date	31 Mar 2026
Validity	Current
Status	Original
Originating Organisation	Lifelong Learning UK
Original URN	LaD02
Relevant Occupations	Direct Learning Support, Education and Training, Public Services Professional, Teaching and Lecturing, Teaching Professionals
Suite	Learning and Development
Keywords	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