

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.

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	LaD13
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