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Learning services for non-formal education and training — Basic requirements for service providers

Services pour apprendre dans le cadre de l'éducation et de la formation non formelles — Exigences de base pour les fournisseurs de services

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Foreword

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The main task of technical committees is to prepare International Standards. Draft International Standards adopted by the technical committees are circulated to the member bodies for voting. Publication as an International Standard requires approval by at least 75 % of the member bodies casting a vote.

Attention is drawn to the possibility that some of the elements of this document may be the subject of patent rights. ISO shall not be held responsible for identifying any or all such patent rights.

ISO 29990 was prepared by Technical Committee ISO/TC 232, *Learning services for non-formal education and training*, Working Group WG 1, *Learning services providers*.

Introduction

The objective of this International Standard is to provide a generic model for quality professional practice and performance, and a common reference for learning service providers and their clients in the design, development and delivery of non-formal education, training and development. This International Standard uses the term 'learning services' rather than 'training', to encourage a focus on the learner and the results of the process, and to emphasise the full range of options available for delivering learning services.

This International Standard focuses on the competency of Learning Service Providers (LSPs). It is intended to assist organisations and individuals to select a learning service provider who will meet the organisation's needs and expectations for competency and capability development and can be used to certify learning service providers.

This International Standard shares some similarities with ISO 9001. A comparison of the coverage of the two International Standards is given in Annex E.

Learning services for non-formal education and training — Basic requirements for service providers

1   Scope

This standard specifies basic requirements for providers of learning services in non-formal education and training.

NOTE   In the case where the learning service provider (LSP) is part of an organisation that delivers products (goods and services) in addition to learning services, this International Standard only applies to the unit providing the learning service.

EXAMPLE   Examples of non-formal education and training could include vocational training, lifelong learning and in-company training, whether outsourced or in-house.

2   Terms and definitions

For the purposes of this document, the following terms and definitions apply.

2.1
associate
<learning services> entity or person not being employed (staff) by the learning service provider but working under their auspices to provide learning services

EXAMPLE   Organisations or independent contractors, such as instructors, instructional designers, evaluators, project managers, or career counsellors.

2.2
business plan
plan of action designed to achieve business goals

2.3
award
<learning services> designation given by a learning service provider to a learner to indicate a level of performance or attainment, or the completion of a learning programme

2.4
competency
<learning services> observable and/or measurable knowledge, understanding, skill or attitude applied and mastered in a given work situation and in professional and/or personal development

2.5
continuous professional development
CPD
intentional enhancement of professional knowledge or of professional competency

2.6
curriculum
<learning services> plan of study prepared by the learning service provider describing the aims, content, learning outcomes, teaching and learning methods, assessment processes etc., relating to a learning service

2.7
evaluation of learning
normative approach to analysing the learning process or learning outcomes measured against the learning goals

2.8
facilitator
<learning services> person who works with learners to assist them with learning

NOTE   Other names often used include teacher, trainer, coach, tutor, mentor.

2.9
key processes
<learning services> those processes essential to the learning service and the management of it

2.10
learner
person engaged in learning

2.11
learning
acquiring knowledge, behaviours, skills, values, preferences, or understanding

2.12
learning service
processes or sequence of activities designed to enable learning

2.13
learning service provider
LSP
organisation of any size or an individual providing learning services in the field of non-formal education and training, including all associates involved in the provision of the learning service

2.14
non-formal education
<learning services> organised educational activity outside established recognized formal systems of elementary, secondary or higher education

EXAMPLE   Examples of non-formal education and training could include vocational training, lifelong learning and in-company training, whether outsourced or in-house.

2.15
quality policy
overall intentions and direction of an organisation related to quality as formally expressed by top management

NOTE 1   Generally the quality policy is consistent with the overall policy of the organisation and provides a framework for the setting of quality objectives.

NOTE 2   Quality management principles presented in ISO 9000 can form a basis for the establishment of a quality policy.

[ISO 9000:2005, 3.2.4]

2.16
sponsor
<learning services> organisation or individual who provides financial or other support for the learner or has a vested interest in the outcome of the learning

NOTE This includes corporations, government agencies, relatives, etc.

2.17
stakeholder
<learning services> individual, group or organisation with a direct or indirect interest in the learning service including its management and outcomes, and/or the processes involved

2.18
transfer of learning
application of what has been learned during the learning service to other situations

3   Learning services

3.1   Determining learning needs

NOTE   Where relevant, the LSP will need to take account of national frameworks for qualification standards or progression within the area or sector.

3.1.1   General

Prior to offering learning services, and in order to orientate these effectively, the Learning Service Provider (LSP) shall ensure that a learning needs analysis is conducted.

3.1.2   Stakeholder needs

Before providing the learning service, the LSP shall ensure that:

a)   in terms of a qualification analysis information is obtained about learners' relevant education and training history and prior learning, including qualifications and credentials awarded to them, and that this information is obtained and used with legitimate consent;

b)   stakeholders' specific aims, wishes, goals and requirements in undertaking or commissioning the learning services are determined;

c)   where relevant and feasible, learners are provided with the support they need in assessing their own learning needs and goals;

d)   any needs relating to language, culture, literacy, or other special needs relating to disability, are identified (see for example web content accessibility guidelines, WCAG);

e)   relevant stakeholders are consulted to determine how they expect the skills, competencies and awareness developed as a result of the learning service to transfer to the learners' work-related tasks and responsibilities, and about what the sponsor will consider to be indicators of success;

f)   an agreement is reached and recorded with the sponsor on the learning services to be provided.

3.1.3   Learning content and process

The LSP shall ensure that:

a)   the learning content and the learning process take into account the stakeholder needs;

b)   available means and information are used to effectively analyse issues arising from the specific content and process of learning (e.g. prerequisite skills, specific requirements for the learner);

c)   the learning methods and materials to be used are appropriate, accurate in terms of their content, and sufficient to meet the stated goals;

d)   the content of learning and the learning process takes into account learning outcomes.

3.2   Design of the learning services

3.2.1   Specification of the aims and scope of the learning services

The LSP shall ensure that the scope, specific aims, and planned outcomes of the learning services selected to meet stakeholders' needs, as well as the learning methods to be used, are clearly specified and communicated to relevant stakeholders.

3.2.2   Specification of means of supporting and monitoring the transfer of learning

The LSP shall consider relevant stakeholders when determining and planning the ways in which learning will be facilitated and supported so as to ensure that the transfer of learning is assessed, monitored, evaluated and documented appropriately.

3.2.3   Curriculum planning

The LSP shall:

a) develop and document a curriculum and means of evaluation that reflect and are appropriate to the aims and learning outcomes specified;

b) select methods of learning, including autonomous learning, which

1)   respond to the aims and requirements of the curriculum;

2)   are appropriate for the learners;

3)   take into account the various needs of individual learners; and

4)   take advantage, as appropriate, of the group's potential to provide resources and support for individual and collective learning;

c) clearly specify the role and responsibilities of the stakeholders, including the LSP itself, when delivering the learning services, and when monitoring and evaluating transfer of learning.

3.3   Provision of learning services

3.3.1   Information and orientation

Commencing with or prior to delivery of the learning services, the LSP shall notify the learners and the sponsors, and when appropriate, check their understanding of:

a) the purpose(s), format and content of the learning services being provided, including the instruments and criteria to be used for evaluation, and the nature of the award or report to be issued upon completion;

b) the learners' commitments and responsibilities;

c) the LSP's commitments and responsibilities to the learner;

d) the procedures to be used in case of stakeholder dissatisfaction or disagreement between any stakeholder and the LSP;

e) support for learning, such as library access, hotline, counselling services, computer access, mentoring, etc.;

f) methods and schedule for evaluation;

g) any prerequisites, technical or otherwise, such as required skills, qualifications and professional experience.

Commencing with or prior to delivery of the learning services, the LSP shall notify those financing the service of the charges they are responsible for, such as tuition fees, examination fees, and the purchase of learning materials.

3.3.2 Ensuring availability and accessibility of learning resources

The LSP shall ensure that:

a) all resources, as defined in the curriculum are available;

b) all facilitators responsible for delivering the learning services have these learning resources available and are trained in their use;

c) all resources, as defined in the curriculum can be accessed by the learners.

3.3.3 The learning environment

In cases where the LSP is responsible for providing or selecting the learning environment, the LSP shall ensure that it is conducive to learning. If the LSP does not have control over the learning environment, the LSP shall specify minimum requirements for it.

EXAMPLE   Learning environment includes facilities, equipment, learning materials, etc.

NOTE   See also 4.8 "Resources" when considering learning environment because both are closely related.

3.4   Monitoring the delivery of the learning services

The LSP shall ensure that feedback is requested from learners on the methods and resources used, as well as their effectiveness in achieving the agreed learning outcomes.

NOTE For feedback from other stakeholders see 4.10.

3.5   Evaluation carried out by Learning Service Providers

3.5.1 Evaluation goals and scope

The LSP shall:

a) describe general and specific evaluation goals and the assumed scope of the evaluation;

b) ensure that all evaluation methods and means employed by the LSP, including their schedule and rational, are recorded;

c) ensure that the evaluation procedures are planned, selected, and conducted in order to meet the intended objectives and can be implemented in such a way as to provide value to the various stakeholders;

d) ensure the evaluation is conducted legally and ethically.

e) ensure the information collected for LSP evaluations is:

  1) focused, and sufficiently comprehensive to enable evaluation questions to be fully answered and the needs of learners properly addressed;

  2) systematically and accurately analysed;

3)   valid, reliable, and meaningful.

The LSP shall take reasonable steps to reduce bias in evaluations.

3.5.2   Evaluation of learning

This Clause addresses the requirement of the LSP relative to measuring and analysing the extent to which the individual learners are achieving or have achieved the learning outcomes of the learning service provided.

The LSP shall ensure that:

a)   access to results of LSP evaluation of the learner is given only to those with established legitimate consent to view the information, and that these results are in a format that facilitates the transportability of the evaluation;

b)   individual learners with difficulties, and those who require specific assistance with learning in order to achieve the agreed learning outcomes, can be referred to experts in the relevant field.

3.5.3   Evaluation of the learning service

This Clause addresses the requirements of the LSP relative to measuring the effectiveness and quality of the learning service itself.

The LSP shall ensure that:

a)   the stakeholders involved in or affected by the evaluation are identified;

b)   the persons conducting the evaluation are competent and objective;

c)   evaluation reports are transparent and clearly describe the learning service, the learning service objectives, the findings, and also the perspectives, procedures, and rationale used to interpret the findings;

d)   the context (e.g. learning environment) in which the learning services are provided is examined in enough detail to enable likely influences on the learning service to be identified.

4   Management of the LSP

4.1   General management requirements

A commitment to this International Standard shall be demonstrated at the highest level of leadership within the LSP.

The LSP shall establish and document a management system and ensure that it is understood, implemented, maintained and reviewed. The LSP shall designate a member of the management team to be responsible for the management system.

The LSP's application of and compliance with the requirements of this International Standard shall be documented. These documents shall be accessible to all relevant personnel. Procedures shall be established to ensure the transparency, accuracy, relevance, circulation and security of the documentation.

The LSP shall establish procedures for retaining records for a period consistent with its contractual and legal obligations (see for example ISO 15489). Access to these records shall be consistent with the confidentiality arrangements established by the LSP.

4.2 Strategy and business management

In implementing this International Standard, the LSP shall draw up and document a business plan according to generally accepted business planning practices as indicated in Annex A (informative). The business plan shall include a strategy and business objectives, and a description of management structures, key processes, and the LSP's quality policy.

4.3 Management review

The LSP shall establish procedures to review its management system at planned intervals to ensure its continuing suitability, adequacy and effectiveness, including the stated policies and objectives related to the fulfilment of this International Standard. These reviews shall be conducted at intervals appropriate to the context.

The inputs to the management review shall include information such as is indicated in Annex B (informative).

4.4 Preventive actions and corrective actions

The LSP shall establish procedures for identifying and managing nonconformities in the management system (such as the Plan-Do-Check-Act cycle, PDCA). The LSP shall also, where necessary, take actions to eliminate the causes of nonconformities in order to prevent recurrence. Preventive actions shall be sufficient to eliminate the causes of potential nonconformities. Corrective actions shall be appropriate to the impact of the problems encountered. In both cases, the procedures shall be such as are indicated in ANNEX C (informative).

4.5 Financial management and risk management

The LSP shall have in place and document the following to ensure its business continuity:

a) an appropriate financial management system;

b) a system for identifying, assessing and managing risk.

4.6 Human resources management

4.6.1 Competencies of the LSP's staff and associates

The LSP shall ensure that any staff and associates have the core competencies needed to carry out the processes outlined in Clauses 3 and 4 within their job descriptions, and that these competencies are maintained.

The LSP should provide job descriptions that refer to the core competencies required, both of which shall be reviewed at appropriate intervals.

NOTE Annex D gives information that illustrates some of the core competencies referred to in this International Standard.

4.6.2 Evaluation of LSP competencies, performance management, and professional development

This Clause addresses the requirements relative to measuring the degree to which members of staff or associates of the LSP have the competencies required to effectively carry out the activities they are charged with, and managing the performance of staff and associates.

The LSP shall ensure that:

a) the competencies of each member of staff or associate providing learning services under its auspices are assessed or reviewed in relation to their job description, and that the assessments or reviews are documented;

b) systems are developed and implemented for managing, appraising and providing feedback on the competence and performance of staff;

    NOTE   This can be done by various means, including regular observation of teaching and training sessions, and feedback to instructors on these observations.

c) feedback is obtained from staff and associates on their motivation and job satisfaction;

d) staff and associates undertake continuous professional development, and the impact of this is evaluated and documented;

e) the evaluation procedures that are chosen or developed and implemented provide valid and reliable information about the competencies of the team providing learning services;

f) all aspects of these processes are consistent with relevant legislation and with the basic principles of fairness and human rights, and are regularly reviewed.

4.7   Communication management (internal/external)

The LSP shall, where appropriate, implement procedures to inform and consult with staff and associates on issues which may have a direct impact on them, and shall facilitate two-way communication.

The LSP should provide opportunities for communication amongst staff and associates.

4.8   Allocation of resources

The LSP shall ensure that the necessary staff and learning resources are selected and deployed, taking into account any specific needs, and that the learning resources are maintained.

NOTE   See also 3.3.2 and 3.3.3.

EXAMPLES   Resources are: Personnel; learning materials; equipment, including information technology infrastructure (for special needs, see for example web content accessibility guidelines, WCAG); working and learning environments, equipment for learning services provided away from the LSP's premises; catalogues of educational technologies and of special needs; career counselling services.

4.9   Internal Audits

The LSP shall establish procedures for internal audits in order to verify that it is complying with this International Standard, and that the management system is being effectively implemented and maintained.

An audit program shall be planned, that takes into account the relative importance of the processes and areas to be audited, as well as the results of previous audits. This audit program shall cover all of the processes over, at most, a 36 months period.

The LSP shall ensure that:

a) internal audits are conducted by suitably qualified persons with knowledge of auditing and the requirements of this International Standard;

b) auditors do not audit their own work;

c) the staff responsible for each area audited are informed of the outcome of the audit;

d) any opportunities for improvement are identified; and

e) any actions resulting from internal audits are taken in a timely and appropriate manner

4.10   Stakeholder feedback

The LSP shall have in place and utilise systems for gathering feedback from stakeholders on the learning services provided, and for analysing, responding to, and, where appropriate, acting upon it.

The LSP shall have in place a system for handling complaints and appeals, and make this known to its stakeholders.

Annex A
(informative)

Business plan content

A business plan usually covers the following areas:

a) vision and mission: the LSP documents its vision and mission, and how it supports the value of learning and the fair treatment of its stakeholders;

b) development and regular assessment of strategy: the LSP specifies its strategy and the revision period, and demonstrates that these periodic reviews are conducted;

c) quality policy: the LSP documents its quality and quality control policy;

d) business and quality objectives: the LSP

   1) documents its business objectives;

   2) records actual implementation of improvement projects within the organisation including timeframes;

   3) specifies measurable and verifiable objectives for improvement projects within the organisation, linking them to its quality policy;

e) market analysis: the LSP periodically reviews and documents the demand for learning services;

f) organisational and operational structure, including business areas and cooperations: the LSP documents its organisational structure and ensures that this structure is communicated to all staff members and associates;

g) identification and design of key processes: The LSP provides evidence of the design of key processes including needs analyses, design, delivery and evaluation;

h) associates: The LSP plans and documents how the LSP integrates the associates into their work.

Annex B
(informative)

Information for management system reviews

The information required for management system reviews should include:

a)   the results of internal and external audits;

b)   feedback from stakeholders related to compliance with this International Standard;

c)   the status of preventive and corrective actions;

d)   follow-up actions from previous management reviews;

e)   the fulfilment of objectives;

f)   any changes that could affect the management system;

g)   any appeals and complaints, and the handling of them;

h)   identification and resolution of any nonconformities in its management system;

i)   the results of evaluation of the learning services.

The management review should lead to decisions and actions about:

j)   improving the effectiveness of the management system and its processes;

k)   improving the certification of compliance with this International Standard; and

l)   the resources needed for effective delivery of the learning service.

Annex C
(informative)

Preventive and corrective actions

Preventive and corrective actions include:

a) identifying nonconformities in the management system;

b) determining the causes of nonconformity;

c) preventing and/or correcting nonconformities;

d) evaluating the need for actions to ensure that nonconformities do not recur;

e) determining and implementing in a timely manner, the actions needed;

f) recording the results of actions taken; and

g) reviewing the effectiveness of corrective actions taken.

Annex D
(informative)

Examples of core competencies for learning service providers

The competencies are structured around three main headings that list basic competencies under each of the headings as follows:

— <u>competencies related to the delivery of learning services</u> including:

  — applying learning theory;

  — applying learning methodology;

  — selecting and using learning support materials;

  — dealing with special needs and diversity;

  — evaluating learning;

  — being a subject matter expert;

  — developing curriculum;

  — identification of learning needs;

  — applying learning technology;

— <u>personal competencies</u>, which concern the individual's personal qualities as a facilitator and include:

  — listening and communication effectively;

  — making presentations;

  — motivating people;

  — facilitation;

  — managing conflicts;

  — continuous professional development;

  — using information technology effectively;

  — sensitivity to equality and diversity issues;

  — adherence to a code of conduct or statement of values;

  — intercultural competencies;

  — guiding, counselling and mentoring;

— <u>business competencies</u>, which concern the ability of the facilitator to link learning to clients' business objectives:

— innovation, and use of emerging technology;

— commercial acumen (planning, budgeting);

— stakeholder management;

— formulating and regulating learning policy;

— networking with stakeholders, i.e. making connections and building relationships;

— management of business performance;

— understanding the ever changing nature of work, i.e. social, technological, industrial, political, cultural;

— using technology to manage communications;

— working on organisational development and effectiveness;

— learning administration.

Annex E
(informative)

Correspondence between ISO 29990:2010 and ISO 9001:2008

The purpose of this Annex is to help the reader cross-reference between ISO 29990:2010 and ISO 9001:2008 (see Table E.1 and Table E.2).

In both Tables, the wording "(heading only)" means correspondence of the heading but not the contents. Where the heading is put in brackets followed by "*General*" a correspondence of the general description applies rather than of specific points.

Table E.1 — Correspondence between ISO 29990:2010 and ISO 9001:2008

ISO 29990:2010		ISO 9001:2008	
Scope	1	1 1.1 1.2	Scope General Application
Terms and definitions	2	3	Terms and definitions
Learning services	3	7	Product realization (heading only)
Determining learning needs	3.1	7.2	Customer-related processes (heading only)
Stakeholders needs	3.1.2	7.2.1	Determination of requirements related to the product
Learning contents and process	3.1.3		
Design of the learning services	3.2		
Specification of the aims and scope of the learning services	3.2.1	7.1	(Planning of product realization) General
Specification of means of supporting and monitoring the transfer of learning	3.2.2		
Curriculum planning	3.2.3		
Provision of learning services	3.3	7.5	Production and service provision (heading only)
Information and orientation	3.3.1		
Ensuring availability and accessibility of learning resources	3.3.2	6.3	(Infrastructure) General
The learning environment	3.3.3	6.4	Work environment
Monitoring the delivery of the learning services	3.4	8	Measurement, analysis, and improvement (heading only)
Evaluation carried out by Learning service providers	3.5	8.1	General
Evaluation goals and scope	3.5.1		
Evaluation of learning	3.5.2	8.2.4	Monitoring and measurement of products
Evaluation of the learning service	3.5.3	8.2.3	Monitoring and measurement of process
Management of the LSP	4	4	Quality management system (heading only)

Table E.1 – *continued*

ISO 29990:2010		ISO 9001:2008	
General management requirements	4.1	4.1 4.2 5.5.2	General requirements Documentation requirements Management representative (heading only)
Strategy and business management	4.2	5.1, 5.3 5.4, 5.5	(Management commitment, Quality policy, Planning, Responsibility, authority and communication) General
Management review	4.3	5.6	Management review
Preventive actions and corrective actions	4.4	8.5.2 8.5.3	(Corrective action, Preventive action) General
Financial management and risk management	4.5		
Human resources management	4.6	6.2	Human resources (heading only)
Competencies of the LSP's staff and associates	4.6.1	6.2.1	(General) General
Evaluation of LSP competencies, performance management, and professional development	4.6.2		
Communication management	4.7	5.5.3	(Internal communication) General
Allocation of resources	4.8	6.3	(Infrastructure) General
Internal Audits	4.9	8.2.2	Internal audit
Stakeholders feedback	4.10	8.2.1	(Customer satisfaction) General
Business plan content	Annex A (informative)	4.2	Documentation requirements (heading only)
Information for management system reviews	Annex B (informative)	5.6	Management review
Preventive and corrective actions	Annex C (informative)	8.5.2 8.5.3	(Corrective action, Preventive action) General
Set of competencies	Annex D (informative)		

Table E.2 — Correspondence between ISO 9001:2008 and ISO 29990:2010

ISO 9001:2008		ISO 29990:2010	
Introduction General Process approach Relationship with ISO 9004 Compatibility with other management systems	0.1 0.2 0.3 0.4		Introduction
Scope General Application	1 1.1 1.2	1	Scope
Normative references	2		
Terms and definitions	3	2	Terms and definitions
Quality management system (heading only)	4	4 4.1 4.2	Management of the LSP General management requirements Strategy and business management
		4.5	Financial management and risk management
General requirements	4.1	4.1	General management requirements
Documentation requirements (heading only)	4.2	Annex A	Business plan content
Management responsibility (heading only)	5	4	Management of the LSP
Internal communication	5.5.3	4.7	Communication management (internal/external)
Management review	5.6	4.3 Annex B	Management review Information for management system reviews
Resource management (heading only)	6	4.8	Allocation of resources
Human resources (heading only)	6.2	4.6	Human resources management
General	6.2.1	4.6.1	Competencies of the LSP's staff and associates
Infrastructure (general)	6.3	4.8	Allocation of resources
Work environment	6.4	3.3.3	Learning environment
Product realization (heading only)	7	3	Learning services
(Planning of product realization) General	7.1	3.2.1	Specification of the aims and scope of the learning services
Customer-related processes (heading only)	7.2	3.1	Determining learning needs
Determination of requirements related to the product	7.2.1	3.1.2	Stakeholders needs
Design and development (heading only)	7.3	3.2	Design of the learning services
Purchasing (heading only)	7.4		
Production and service provision (heading only)	7.5	3.3	Provision of learning services
Control of production and service provision	7.5.1	3.5	Evaluation carried out by Learning Service Providers

Table E.2 – *continued*

ISO 9001:2008		ISO 29900:2010	
Control of monitoring and measuring devices	7.6		
Measurement, analysis and improvement (heading only)	8	3.4	Monitoring the delivery of the learning services
General	8.1	3.5	Evaluation carried out by Learning service providers
Monitoring and measurement (heading only)	8.2	3.5	Evaluation carried out by Learning service providers
Customer satisfaction	8.2.1	4.10	Stakeholder feed-back
Internal audit	8.2.2	4.9	Internal Audits
Monitoring and measurement of processes	8.2.3	3.5	Evaluation carried out by Learning service providers
Monitoring and measurement of product	8.2.4	3.5	Evaluation carried out by Learning service providers
Control of non conforming product	8.3	4.4	Preventive actions and corrective actions
Analysis of data	8.4	3.5.1	Evaluation goals and scope
Improvement (heading only)	8.5	4.4 Annex C	Preventive actions and corrective actions Preventive and corrective actions

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[3] ISO 9001:2008 *Quality management systems – Requirements*

[4] ISO 15489 (all parts) *Information and documentation – Records management*