INTERNATIONAL STANDARD

ISO
29990

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

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

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Foreword

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International Standards are drafted in accordance with the rules given in the ISO/IEC Directives, Part 2.

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.

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

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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 (LSPs) 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" in order to encourage a focus on the learner and the results of the process, and to emphasize the full range of options available for delivering learning services.

This International Standard focuses on the competency of LSPs. It is intended to assist organizations and individuals to select an LSP who will meet the organization's needs and expectations for competency and capability development and can be used to certify LSPs.

This International Standard shares some similarities with many of the management system standards published by ISO, particularly ISO 9001. As an example, a comparison of the content of this International Standard with that of ISO 9001:2008 is given in Annex E.

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

1 Scope

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

NOTE 1   In cases where the learning service provider is part of an organization that delivers products (goods and services) in addition to learning services, this International Standard only applies to the unit providing the learning services.

NOTE 2   Examples of non-formal education and training could include vocational training, life-long learning and in-company training (either 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 employed by the learning service provider, but working under its auspices to provide learning services

NOTE   An associate is not a staff member of the learning service provider.

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

2.2
award
⟨learning services⟩ designation given by a learning service provider to a learner, in order to indicate a level of performance or attainment, or the completion of a learning programme

2.3
business plan
plan of action designed to achieve business goals

2.4
competency
⟨learning services⟩ knowledge, understanding, skill or attitude that is observable or measurable, or both observable and measurable, which is applied and mastered in a given work situation and in professional development or in personal development, or in both professional and personal development

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

2.6
curriculum
⟨learning services⟩ plan of study prepared by the learning service provider which describes 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   A facilitator is also often referred to as a teacher, a trainer, a coach, a tutor or a mentor.

2.9
interested party
⟨learning services⟩ individual, group or organization with a direct or indirect interest in the learning service, including its management and outcomes, or the processes involved, or both

2.10
key process
⟨learning services⟩ process essential to the learning service and the management of it

2.11
learner
person engaged in learning

2.12
learning
acquiring knowledge, behaviour, skills, values, preferences or understanding

2.13
learning service
processes or sequence of activities designed to enable learning

2.14
learning service provider
LSP
organization 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

2.15
non-formal education
⟨learning services⟩ organized educational activity outside established recognized formal systems of elementary, secondary or higher education

EXAMPLE   Vocational training; life-long learning; in-company training (either outsourced or in-house).

2.16
quality policy
overall intentions and direction of an organization related to quality as formally expressed by top management

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

NOTE 2   Quality management principles presented in ISO 9000:2005 can form a basis for the establishment of a quality policy.

[ISO 9000:2005, definition 3.2.4]

2.17
sponsor
⟨learning services⟩ organization or individual that provides financial or other support for the learner, or that has a vested interest in the outcome of the learning

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

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

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.

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

3.1.2   Needs of interested parties

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Before providing the learning service, the LSP shall ensure that:
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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)   specific aims, wishes, goals and requirements of interested parties in undertaking or commissioning the learning service 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 [e.g. see web content accessibility guidelines (WCAG)];

e)   relevant interested parties 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 service 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 needs of any interested party;

b)   available means and information are used to effectively analyse issues arising from the specific learning content and process (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 learning content and process take 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 service that is selected to meet the needs of interested parties, as well as the learning methods to be used, are clearly specified and communicated to relevant interested parties.

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

The LSP shall consider relevant interested parties 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 interested parties, 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 service, 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 dissatisfaction of any interested party, or disagreement between any interested party 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 service, the LSP shall notify those financing the service of the charges for which they are responsible, 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.

NOTE 1   The learning environment includes facilities, equipment, learning materials, etc.

NOTE 2   See also 4.8 on the allocation of resources when considering learning environment, because the two aspects 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 interested parties, 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 rationale, are recorded;

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

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 to be properly addressed;