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Learning services outside formal education — Requirements

Norme de service générique — services de formation fournis en dehors du cadre de l'enseignement formel

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Foreword

ISO (the International Organization for Standardization) is a worldwide federation of national standards bodies (ISO member bodies). The work of preparing International Standards is normally carried out through ISO technical committees. Each member body interested in a subject for which a technical committee has been established has the right to be represented on that committee. International organizations, governmental and non-governmental, in liaison with ISO, also take part in the work. ISO collaborates closely with the International Electrotechnical Commission (IEC) on all matters of electrotechnical standardization.

The procedures used to develop this document and those intended for its further maintenance are described in the ISO/IEC Directives, Part 1. In particular the different approval criteria needed for the different types of ISO documents should be noted. This document was drafted in accordance with the editorial rules of the ISO/IEC Directives, Part 2 (see www.iso.org/directives).

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For an explanation on the meaning of ISO specific terms and expressions related to conformity assessment, as well as information about ISO's adherence to the WTO principles in the Technical Barriers to Trade (TBT) see the following URL: [Foreword - Supplementary information](#)

ISO 19366 was prepared by Technical Committee ISO/TC 232, Learning services outside formal education.

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Introduction

The objective of this International Standard is to provide a generic frame of reference for quality learning services outside formal education by specifying its various elements and delivery.

The standard is organized in such a way to reflect a sequence of learners and sponsors' experiences of a prototypical learning service, including advertising, contractual information, needs analysis, design, assessment and evaluation, among others.

However, the way in which the learning service is planned and delivered may vary according to context.

The LSP should establish, implement and maintain a management system that enables the LSP to ensure consistent delivery of service and continuous compliance with this International Standard.

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Learning services outside formal education — Requirements

1 Scope

This International Standard specifies requirements for learning services outside formal education, including vocational training, life-long learning and in-company training (either outsourced or in-house), among others. These include any learning services that are addressed to learners themselves as well as to sponsors who are acquiring the services on behalf of the learners. The key features of any such services are that the goals of learning are defined, and the services are evaluated, and that they involve interaction with the learner. The learning can be face-to-face, be mediated by technology, or be a blend of both.

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 learning services.

This International Standard is not aimed at schools, colleges and universities providing learning services as part of a formal education system but the standard may be useful to them as a tool for reflection and self-evaluation.

Where a requirement of this ISO standard within the determined scope is applicable, then it shall be applied by the LSP. If any requirements of this ISO standard are not applicable, this shall not affect the LSP's responsibility to ensure conformity.

2 Terms and definitions

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

2.1

assessment

<learning services> gathering of the data to determine the ability about the *learning* (2.9) outcome of an individual *learner* (2.8) or group of *learners* (2.8)

[SOURCE: ISO 29991:2014, 2.1, modified]

2.2

blended learning

combination of different modes of *learning* (2.9)

Note 1 to entry: to entry Modes of *learning* (2.9) include face-to-face *learning* (2.9), IT-supported *learning* (2.9), among others.

[SOURCE: ISO/IEC 2382-36:2008, 36.01.05, modified]

2.3

competence

<learning services> knowledge, understanding, skill or attitude that is observable or measurable, or both, which is applied to achieve intended results

[SOURCE: ISO 29990:2010, 2.4, modified]

**2.4
curriculum**

<learning services> plan of study prepared by the *learning service provider* (2.13) which describes the aims, content, *learning resources* (2.11), *learning* (2.9) outcomes, *learning* (2.9) and teaching methods, and means of *assessment* (2.1)

[SOURCE: ISO 29991:2014, 2.7, modified]

**2.5
evaluation**

<learning services> systematic gathering of information in order to make decisions about possible adjustments to the *learning service* (2.12)

[SOURCE: ISO 29991:2014, 2.9, modified]

**2.6
facilitator**

<learning services> person who works with *learners* (2.8) to assist them with *learning* (2.9)

Note 1 to entry: A facilitator is also often referred to as a teacher, a trainer, a coach, a tutor or a mentor.

[SOURCE: ISO 29990:2010, 2.8]

**2.7
interested party**

<learning services> individual, group or organization with a direct or indirect interest in the *learning service* (2.12), including its management and outcomes, or the processes involved, or both

[SOURCE: ISO 29990:2010, 2.9]

**2.8
learner**

<learning services> person engaged in *learning* (2.9)

[SOURCE: ISO 29990:2010, 2.11, modified]

**2.9
learning**

<learning services> acquiring knowledge, skills, behaviour, values, preferences or understanding

[SOURCE: ISO 29990:2010, 2.12, modified]

**2.10
learning environment**

classrooms, multimedia rooms and other physical or virtual spaces used for *learning* (2.9)

[SOURCE: ISO 29991:2014, 2.14, modified]

**2.11
learning resources**

materials, environment, human resource, information, and other assets that may be drawn on by the *LSP* (2.13) in order to facilitate *learning* (2.9) effectively

**2.12
learning services**

sequence of activities designed to enable *learning* (2.9)

[SOURCE: ISO 29990:2010, 2.13, modified]

2.13**learning service provider**

LSP

organization or an individual providing *learning services* (2.12) outside formal education, including any associates involved in the provision of the *learning service* (2.12)

[SOURCE: ISO 29990:2010, 2.14, modified]

2.14**sponsor**

<learning services> organization or individual that acquires *learning services* (2.12) on behalf of *learners* (2.8), provides financial or other support for them, or has a vested interest in the outcome of the *learning* (2.9)

Note 1 to entry: Sponsors include corporations, government agencies and individuals.

[SOURCE: ISO 29991:2014, 2.15, modified]

3 Promotion and advertising information**3.1 General**

Any information, including descriptions and images related to the service and to the LSP, aims to enable learners or other interested parties to make an informed decision before enrolment in the learning service. The information shall be easily accessible to interested parties, up-to-date, accurate and legible.

This information shall include at least 3.2.

3.2 Promotion and advertising information

Information provided by the LSP shall include at least the following elements:

- a) name, head quarter address, contact details, registration number and date, geographical locations with address and contact detail;
- b) key management staff;
- c) description of the main learning services offered by the LSP;
- d) the qualification or experience of facilitators in charge of the learning service, or both;
- e) pedagogical approaches or methods;
- f) description of learning environment and learning resources;
- g) any certifications, awards, qualification and accreditation.

4 Proposal development**4.1 General**

When provided, a proposal enables the learners or sponsors to make an informed decision regarding the acquisition of the learning service.

4.2 Prior to the proposal development, the LSP shall take appropriate steps to understand the learning request. This proposal shall at least include the following:

- a) the demand, its context, its environment, objectives and targets;

- b) capacity of the LSP to address the need (e.g. client references, technical characteristics, facilitators profile, example of similar programs);
- c) the teaching, curricular and assessment methodologies to be used by the LSP to deliver the learning service;
- d) pricing;
- e) terms and conditions.

5 Contractual information

Prior to contracting the learning service, the LSP shall provide the interested parties with the following information, as applicable

- a) the title and objectives of the learning service;
- b) any prerequisites, technical or otherwise, such as a required level of competence;
- c) dates, location, duration and timetable;
- d) the proposed number of hours of instruction and how these are divided between different modes of learning (e.g. face-to-face learning, blended learning, IT-supported learning);
- e) pedagogical approaches or methods, and the means of assessment to be used;
- f) required software licenses and technical equipment
- g) tuition fees, examination fees, the purchase of learning materials (e.g. books, software, worksheets), and any other charges;
- h) cancellation, withdrawal and refund policies;
- i) the procedures used for obtaining feedback about learner's and their sponsor's satisfaction, or the procedures used for obtaining feedback about learner's or their sponsor's satisfaction and for handling their requests, suggestions and complaints;
- j) the general profile of the facilitators such as their teaching qualifications, teaching experience, background.

6 Learning needs analysis

6.1 General

Understanding learning needs is a key success factor of the learning service as it ensures the alignment of the objectives, program, content, and assessment of the learning service with learning needs.

6.2 Prior to delivering learning services, the learning needs shall be assessed by qualified staff in order to orientate learning services effectively within the specified scope of the learning service.

6.3 National or international frameworks for qualification standards or progression within the area or sector, or existing competence levels shall be referred to when determining learning needs. The LSP's competence levels shall refer to a widely known national or international scale if available.

6.4 The learning needs analysis shall determine:

- a) the desired level of competence in the relevant subject areas, and the preferred time frame;

- b) the purposes for which and contexts in which the learner requires the desired level of competence after the completion of the course (e.g. socially, in the domain of work or study);
- c) the learner's existing level of competence using techniques such as self-assessment, plus internal or third party tests, if possible;
- d) other aspects of the learner's background and situation (e.g. age, relevant education and training history, prior learning, professional experience, language, culture, literacy level, cognitive and physical abilities);

NOTE See ISO/TR 22411:2008 "Ergonomics data and guidelines for the application of ISO/IEC Guide 71 to products and services to address the needs of older persons and persons with disabilities".

- e) goals and requirements of learners and sponsors.

6.5 In the context of work-related training, interested parties shall be consulted on how the competences acquired are expected to be applied in the workplace and what they consider possible indicators of success.

6.6 The results of needs analysis, including the nature and intended goals of learning services, shall be agreed between the interested parties before the design and delivery of the learning service.

6.7 Facilitators shall be fully informed about the results of the learning needs analyses.

6.8 Information gathered on learners shall be only used for the purpose of providing the learning service. Information shall only be disclosed with the learner's consent.

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7 Design of the learning service

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7.1 General <https://standards.iteh.ai/catalog/standards/sist/eec02bb7-cb06-4d1a-acc1-d114cba852e3/iso-dis-19366>

The objective of design of learning services is to make the acquisition of the desired competences effective. Following from the learning needs analysis, the design of the learning service consists of developing curriculum, learning material, as well as means of assessment and evaluation.

NOTE An example of this approach is Instructional Systems Design (ISD). [Annex A](#) provides selected print and web resources on ISD.

7.2 Curriculum design and development shall be carried out by facilitators who are experienced or trained in the design and development of curricula for learning services.

7.3 In the design of the learning service, the following shall be taken into account:

- a) the results of the learning needs analysis (See [6.4](#));
- b) the agreed-upon goals (See [6.6](#));
- c) the proposed intensity and duration of the course, and the modes of learning (e.g. face-to-face learning, blended learning, IT-supported learning);
- d) the intended learning outcomes;
- e) the intended means of assessment;
- f) the ratio of facilitators to learners;
- g) the methods, resources, and responsibilities to optimize the transfer of learning if applicable;
- h) the type and content of a certificate of completion to be issued;