HPass

Humanitarian Learning Provider Handbook

Guidance and support for implementing the learning provider standards

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The learning provider standards aim to improve the quality of learning linked to humanitarian action and therefore contribute to people being more effective in their abilities to perform humanitarian work, assisting communities who are vulnerable to or affected by crises.

This handbook and associated standards are based on extensive consultation by a consortium made up of Bioforce, the Humanitarian Leadership Academy, Pearson and RedR UK. They are the result of a joint drafting process involving many people and organisations, and do not represent the views of any one organisation.

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Acknowledgements

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Glossary

Competencies – a set of behaviors a person must demonstrate, based on their knowledge, skills and experiences, to perform effectively in a given situation.

Competency frameworks – an established group of competencies needed to carry out specific roles.

Humanitarian action – action taken to save lives, reduce suffering and maintain human dignity during and after crises and natural disasters, as well as action to prevent and prepare for them. (Adapted from ALNAP's Evaluation of Humanitarian Action Guide 2016, page 369.)

Key actions – action you take to achieve the standards.

Key learning points - supplement learning objectives by providing further details on what is to be learned

Learners – people who are taking part in a learning programme, for example non-governmental organisation (NGO) staff and volunteers, government staff, community members.

Learning needs – what individuals or groups need to learn to develop competencies.

Learning objectives – describe what learners are expected to know or be able to do by the end of the programme.

Learning programmes – programmes you develop and deliver which allow learners to meet set learning objectives. A learner will take part in a learning programme to develop their competencies.

You (the learning provider) – organisations, companies, departments, groups and institutes providing learning services to anyone involved in humanitarian action.

Learning services – services you offer to people and organisations to build competencies, knowledge, skills and attitudes.

Modality – the method you use to deliver learning programmes, for example, online, face-to-face, distance learning, simulation exercises (in person and virtual), blended learning, internal staff learning and development programmes, coaching, gamified learning, mentoring, and academic courses.

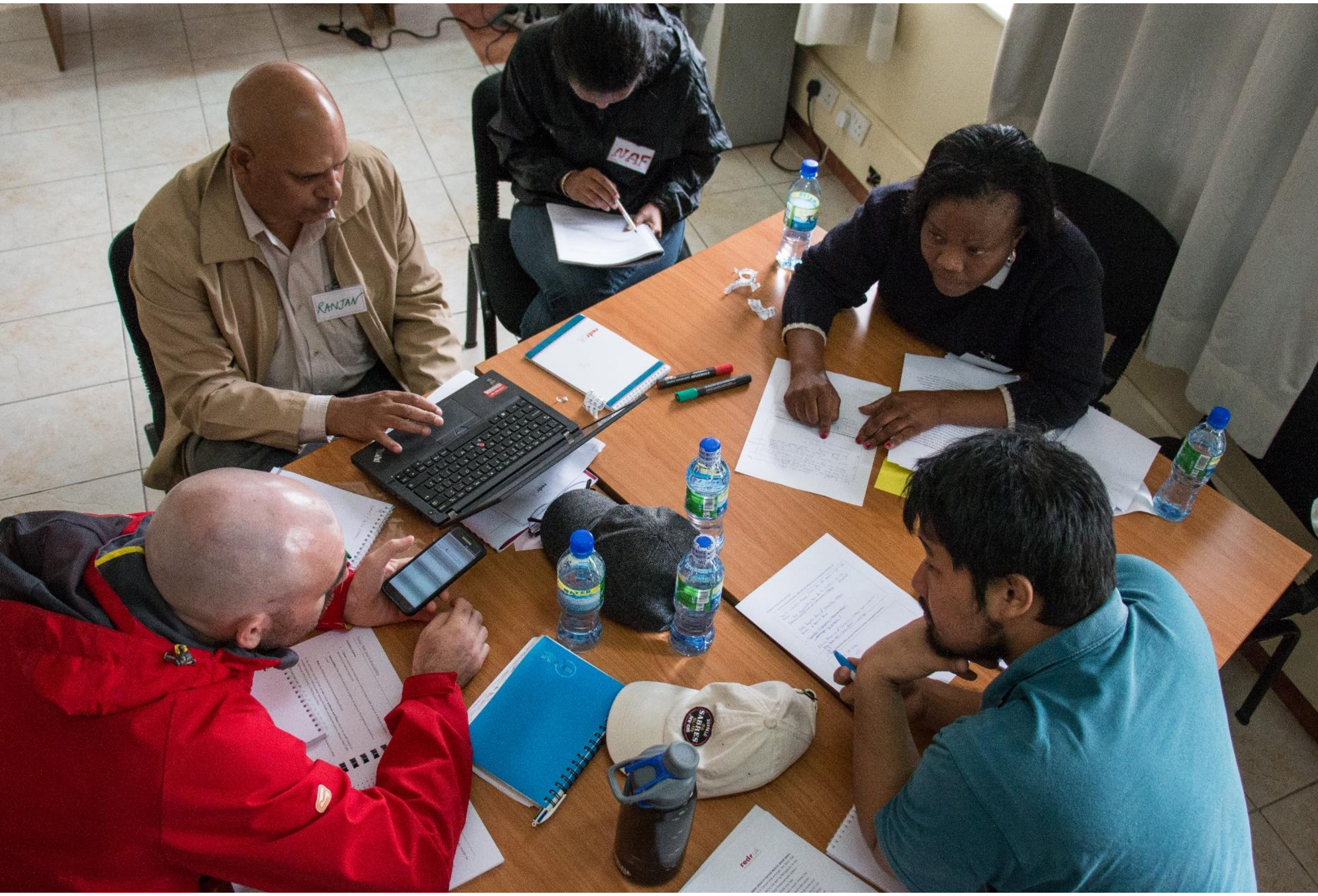
Quality assurance mechanisms - quality assurance mechanisms provide an opportunity for you to conduct a self-evaluation and a third-party judgement about your conformity to the learning provider standards.

Quality indicator - suggested forms of evidence that a key action has been taken.

Quality measure - something tangible that allows a judgement to be made as to whether a key action. has been taken (or not taken)

Resources – money, materials, staff and other assets that a person or organisation needs to be able to carry out their work.

Standards – requirements, specifications, guidelines or characteristics that can be used consistently to make sure that materials, products, processes and services are fit for their purpose (ISO definition https://www.iso.org/standards.html) . In this document they describe what you should do to meet the overall commitment that those involved in humanitarian action will have access to high-quality learning programmes that will allow them to work more effectively.



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Introduction

The creation of global humanitarian learning provider standards (led by RedR UK) and assessment provider standards (led by the Bioforce Institute) has been facilitated by a partnership between the Bioforce Institute, Pearson and RedR UK, with funding and support from the Humanitarian Leadership Academy.

We designed this handbook to support you, learning providers, to understand and implement the newly developed learning provider standards. All guidance provided in this handbook is optional.

The standards aim to improve the quality of learning provision linked to humanitarian action, and so ensure that people have access to high-quality learning programmes that will allow them to better help communities who are vulnerable to or affected by crises.

Who are the intended users of this handbook?

This handbook is for organisations, companies, departments and institutes who provide learning services to anyone involved in humanitarian action and who want to adopt the learning provider standards.

How to use this handbook

There are eight learning provider standards, each with associated key actions. They provide criteria to measure the quality of learning services that you are providing. You can use them as a basis for checking your performance and to guide improvements.

To meet the standards, you must carry out the key actions. Key actions are what need to be in place to make sure the learning services are of a high quality.

This handbook contains guidance and suggestions on how to carry out each key action including:

- Explanations and considerations for applying the standards
- Example of best practice in the form of case studies and stories from different regions
- Further resources, reading and information
- Supporting tools and templates that you can use or adapt for your own purposes

Quality Assurance Mechanisms

Associated with the standards are quality assurance mechanisms (QAM). The QAM provide an opportunity for you to conduct a self-evaluation and a third-party judgement about your conformity to the learning provider standards.

These include quality measures and quality indicators.

Quality Measure – something tangible that allows a judgement to be made whether a key action has been taken (or not taken)

Quality Indicator – suggested forms of evidence

In this handbook we have included relevant quality measures and indicators for each key action. The quality indicators are only suggestions, different providers may have different forms of evidence.

Please refer to the quality manual for more information about QAM.

HPass Initiative

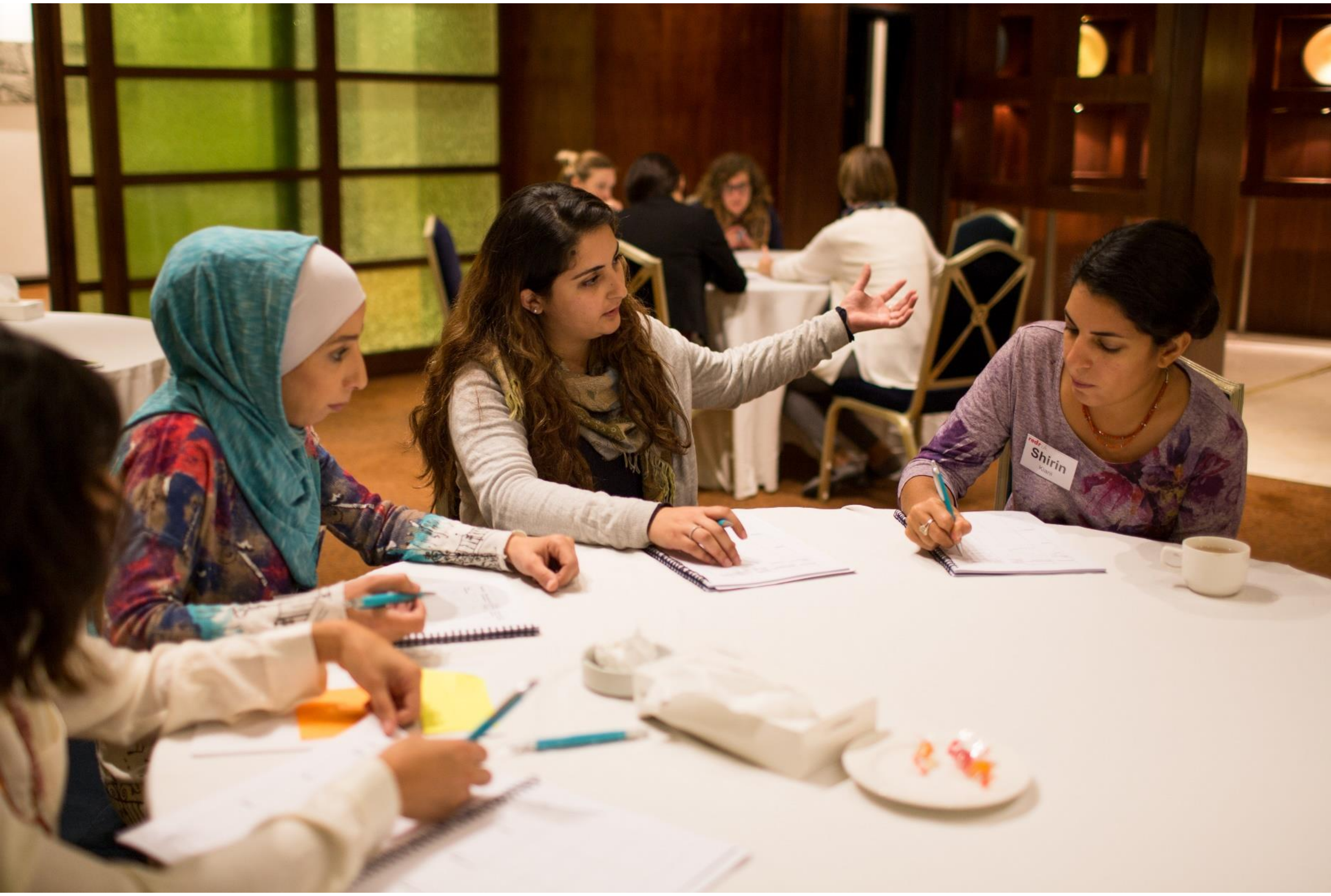
We produced this handbook as part of HPass, an initiative focusing on professional development in the humanitarian sector. HPass is a digital platform where humanitarian workers and volunteers, employers, credentialing bodies, and learning providers like you can meet.

HPass is an opportunity for learning and assessment providers to join a global platform, sign up to the sector-recognised standards and provide digital badges for both learners completing their courses and people whose competencies are being assessed.

With HPass, any humanitarian, whether they are a volunteer or an experienced field worker, will have the opportunity to have their experience and learning formally recognised throughout our sector.

HPass will also be accessible by humanitarian employers, who will be able to search for individuals by their skills and experience, increasing the speed and efficiency of recruitment during an emergency or to meet ongoing operational needs.

HPass is brought to you by a group of humanitarian organisations that are passionate about learning and ensuring that the sector grows and is recognised for its skills and expertise.



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Overview of the learning provider standards

Overall Commitment

People involved in humanitarian action have access to high-quality learning programmes that will allow them to work more effectively.

Standard 1. Analysis

Relevant learning needs are identified and prioritised

Standard 2. Design

Learning programmes are designed and prepared according to identified needs

Standard 3. Delivery

Learning programmes are delivered effectively

Standard 4. Assessment

Learning is assessed against the learning objectives

Standard 5. Evaluation and Accountability

The quality of learning services is maintained and improved

Standard 6. Resources

There are enough appropriate resources

Standard 7. Communication

Communication is open and accessible

Standard 8. Administration

Administration systems are secure and accurate

Guidance and supporting materials

Standard 1. Analysis

Relevant learning needs are identified and prioritised

Why is this standard important?

Learning needs analyses enable learning providers to identify and prioritise competency gaps of humanitarians in relation to the needs of the sector. Learning programmes and services can then be designed and delivered to effectively address these gaps. Learning programmes that respond to priority learning needs and address gaps in competency contribute to improved performance of target learners, enabling them to better contribute to humanitarian situations.

Overall Guidance

A learning needs analysis should compare current capacity and performance with humanitarian needs. This will enable you to identify gaps between humanitarian needs, and the current capacities of people involved in humanitarian action, who become the target learners. Once these gaps are identified, you can decide which of these you are able to address and design learning programmes that will develop the relevant knowledge and competencies of the target learners.

The scale and scope of a learning needs analysis will depend on your context and capacity as a learning provider. Whatever the scope of an analysis, it should include:

- A review of the humanitarian context, what are the needs and current capacity to effectively meet these needs
- Identifying capacity gaps and the relevant competencies in relation to these gaps
- Identifying existing learning provision, considering what active learning providers, learning services and resources are already available
- Prioritising identified learning needs
- Consideration of your own capacities to address the identified learning needs

A learning needs analysis should involve collecting qualitative and quantitative data from primary and secondary sources. This data should be analysed and used to form conclusions in relation to each of the above components. In some cases, learning needs analysis has already been done by another organisation, and you can use the results of this analysis to inform the design and delivery of learning services. In these cases, you should take reasonable steps to check that the results of the analysis are valid and accurate.

Use the outcome of a learning needs analysis to inform decisions about the design and delivery of your learning services. See Standard 2: Design and Standard 3: Delivery for further information.

Specific Guidance Relating to Each Key Action

Key Action 1.1 Use evidence to analyse learning needs

An analysis of learning needs should be based on evidence. In many cases you can draw on evidence in the form of secondary sources such as existing studies and resources. Where there is no data available, you should conduct or commission research to collect primary data.

The scope of the learning needs analysis will determine what evidence is needed and relevant. Evidence may therefore be very broad or very detailed (see Key Action 1.2 for more information on scope of learning needs analyses). Suitable evidence may include sector-based research or scoping studies conducted at a global, regional national or local level, or focusing on a particular technical area. Whereas, if an analysis is focused on the learning needs of a specific organisation, relevant evidence might include evaluation reports, programme documentation, strategic and operational plans and HR documents such as job descriptions.

You may have produced evidence that is relevant to an analysis in your previous work. For example, monitoring and evaluation data from existing learning services, or client feedback might provide relevant information for a learning needs analysis.

Where there is insufficient evidence to inform an analysis, you should conduct or commission research. This can be costly and time consuming depending on the scope and scale of the research, and the methods selected, but there are also options for rapid and cost-effective data collection. Regardless of whether you are conducting the research, or outsourcing it, it will be necessary to define the scope and purpose of the study to ensure that the results are relevant and sufficient for the analysis. It will also be necessary to select a suitably qualified person or team to conduct the learning needs analysis.

Select appropriate tools and methods to enable collection of relevant data, with a balance of quantitative and qualitative data that helps accurately identify learning needs. Methods might include questionnaires, focus group discussions, structured or semi-structured interviews or observations.

It is important to identify and consult relevant stakeholders groups to get a broad perspective and improve the accuracy of the information gathered. Relevant stakeholders include organisations and individuals such as:

- practitioners, who can draw upon their experience to inform an analysis. They will be able to describe current trends, challenges and good practice
- experts, who may have developed their knowledge through extensive practical experience or in academia, or through a combination of these
- learners, which might include current or previous learners, as well as intended future learners
- beneficiaries of the target learners. They will have direct insights into the learning needs of the target learners.
- donors who may have relevant information for an analysis, or an interest in identifying and supporting learning
- government and non-government agencies may be able to provide insights into trends they have identified and current and emerging needs.

Data collection can be formal or informal with input gathered from a range of sources; backing this up with a formal or systematic period of analysis ensures that you are delivering the most relevant learning programmes that you can.

Once capacity gaps and potential learning needs are identified, the analysis process should include a review of existing learning services, materials and other learning resources to identify what exists and to what extent it can meet the identified needs.

Quality Measures	**Quality Indicators**
1. A nominated role or team in place to conduct learning needs analysis.	1. Learning needs analysis process in place. 2. Learning needs analysis document.

2. A documented learning needs analysis process to record; a) A review of the humanitarian context. b) Identified capacity gaps. c) Identified existing learning provision and resources are already available. d) Prioritised learning needs. e) The learning providers' own capacities to address the identified learning needs considered.	3. Collection, analysis and outcomes of qualitative and quantitative data from primary and secondary sources 4. Records and outcomes of scoped research, evaluation reports, programme documentation, strategic and operational plans 5. HR documents. 6. Documented interviews. 7. Minutes of focus group meetings. 8. Existing learning provision. 9. Identified stakeholders.

Key Action 1.2 Analyse learning needs at the relevant level, for example, sectoral, organisational, or individual

Learning needs can be identified at different levels:

Sector level	
Purpose	To identify the learning needs of the sector
Key questions	How effectively is the sector meeting the needs of those affected by crisis? What do people working in humanitarian action need to know or do better so that the sector is more effective?
Key sources of data:	Secondary data such as lessons learned documents, sector reviews, response evaluations and programme reports. See further resources section for more information.
Considerations	Geographical, thematic, types of emergency
Organisation, local or community level	
Purpose	To identify learning needs at a local, organisation or community level

Key questions	How effectively are humanitarian needs being met in this context/by this organisation/by this community? What do people working or volunteering in this context/organisation/community need to know or do better to operate more effectively?
Key sources of data	Secondary data such as programme documents including programme reports and evaluations, primary data such as semi structured interviews or focus groups with key informants. See annexes for further information on types of data.
Considerations	In cases where the analysis has already been done- are the results accurate, complete, and up to date? Are follow up actions required? The specific context, and humanitarian needs and risks within it. Prioritisation of needs. Existing learning provision within the context.
Individual level	
Purpose	Identify learning needs related to a person's role, the context they are operating in
Key questions	What knowledge, skills and attitudes are required to perform the role effectively? Does the person have all the required knowledge, skills and attitudes to perform the role effectively? If not, which knowledge, skills and attitudes do they need to develop?
Key sources of data	Job description and person specification. HR documentation relating to performance e.g. probation review. Line manager, colleagues, beneficiaries, other stakeholders.
Considerations	Desired professional development pathway. Individual learning needs should always be considered in relation to the needs of the sector.

Case study

Learning needs analysis at the community and individual level:

Existing research showed that diet diversity in many villages in Rakhine, Myanmar was very low. One initiative to improve the availability and intake of nutritionally rich food included a household gardens and livestock project. Community buy-in, especially for growing vegetables was low. Staff implementing the project had received nutrition training, but it became apparent that the training content had been too technical for those with no prior learning. A subsequent learning needs analysis was carried out and it revealed that the community had limited experience and knowledge of how to incorporate the vegetables on offer into their diet and cooking preferences. It also highlighted the need to provide staff with a foundational understanding of basic nutrition and materials that were culturally sensitive, contextually relevant and suitable for people with lower-literacy levels.

Quality Measures	Quality Indicators
1.The learning needs of the sector have been identified. 2.Records that learning needs analysis at the appropriate level has taken place. (Cross reference to 1.1)	1. Use of global research 2. Analysis of the learning needs to enable learners to work at organisation, local or community level 3. Analysis of learning needs related to a person’s role, 4. Sector learning needs listed. 5.Organisation's learning needs are documented. 6. Candidate's learning needs are documented.

Key Action 1.3 Identify competencies that need to be developed, using relevant competency frameworks when available

Once learning needs and capacity gaps have been identified, a further crucial step in an analysis is to identify what competencies (or the underlying skills, knowledge and attitudes that will contribute towards a competency) need to be developed that will enable target learners to meet humanitarian needs more effectively. This will inform the selection or design of learning programmes. For further information see Standard 2: Design.

When they exist, competency frameworks can support the identification of relevant competencies. In some cases there may be a relevant curriculum instead of, or as well as a competency framework, for example the learning outcomes in the Guide to Project Management for Development Professionals (PMD Pro) (see resources for further information). Therefore, you should have an understanding of the competency frameworks and curriculums that are already available in the humanitarian sector and related sectors, and whether these can be used to identify what competencies need to be developed.

You should select a competency framework that is relevant to the context. For example, competencies defined by Consortium of British Humanitarian Agencies (CBHA)/ The Start Network in the Core Humanitarian Competencies Framework (CHCF) are a useful international reference, while national disaster management authorities are a good place to look for nationally recognised standards for disaster management roles. Other possible sources for competency frameworks include humanitarian and development networks (e.g. the Child Protection Working Group), universities, professional bodies and government ministries. See further information below.

To determine the relevance of the identified competency framework, compare the identified overall and specific needs of target learners with available competency frameworks. You should consult relevant stakeholders to validate and suggest adaptations for the context. Stakeholders may include donors, humanitarian forums, sector/cluster coordination groups, technical specialists, programme managers and academia.

Where possible, it is helpful to coordinate or collaborate with other learning providers to establish agreed competency frameworks that will be widely applicable to the context.

Quality Measures	**Quality Indicators**
1. A relevant competency framework has been selected (when available) and used to identify competencies. 2. Consultations with relevant stakeholders to validate adaptations for the context have been held. 3. Competencies or underlying skills needing development have been identified.	1. A comparison of the identified needs of learners with available competency frameworks with reasoned outcomes. 2. A document or an online access to a selected relevant competency framework. 3. Documents to show selected competencies or underlying skills needing development.

Key Action 1.4 Prioritise learning needs based on current and most urgent needs

Often it will not be possible to meet all the learning needs you identify. Instead you should prioritise which needs will be addressed, taking into account what are the most urgent needs of the sector, organisation, community or learner and your capacity to address them.

Quality Measures	**Quality Indicators**
1. Learning needs are prioritised. 2. The capacity to address prioritised learning needs has been assessed.	1. Documents that show learning needs have been prioritised with reasons. 2. Learner profiles. 3. Communications with organisations and/or individual learners. 4. Capacity of learning provider analysed. 5. Current and most urgent needs are known. 6. Learning needs are prioritised.

Key Action 1.5 Analyse learners in terms of their culture, language, existing skills and experience, conditions and learning limitations

During this stage the target learners should be identified and analysed. This may be very specific if the target learners are already known, or broader in cases where only the type or profile of target learners has been identified.

Target learners should be analysed taking into account:

- Cultural context, including expectations for learning
- Language, including the level of proficiency and literacy in the language of instruction,
- Relevant existing skills, experience and knowledge
- Location, for example, if they are based in the field or in a head office

- Their roles and organisations, for example if learners are volunteers, technicians or managers

These considerations should feed into the overall analysis to ensure that the results are specific to the target learners and their context. This will enable you to design and deliver services that are closely aligned to learners' needs and circumstances. See Standard 2: Design, and Standard 3: Delivery for further information.

Quality Measures	**Quality Indicators**
1. Learners' profiles record culture, language, existing skills, experience, conditions and constraints to learning. 2. Information has been analysed to inform design and delivery (Cross reference to standard 2 and 3).	1. Analysis of learners' profiles. 2. Learners' information shows: a) cultural context, b) expectations for learning c) language skills d) relevant existing skills e) current experience and knowledge f) location g) roles and organisations h) special requirements 3. Evidence of prior learning (Cross reference to L2.3) 4. Research to determine learners' culture, language, existing skills and experience, conditions and constraints to their learning.

Key Action 1.6 Analyse learning needs regularly or when appropriate (for example in response to a sudden disaster)

Conduct learning needs analyses periodically to identify changes in learning needs. These changes might relate to:

- Changes in the humanitarian context as new or different humanitarian needs emerge
- Changes in humanitarian practice due to developments in best practice or advancements in technology

- Changes in the learning landscape if other learning opportunities become more available or less available
- Changes in target learners group, as non-traditional actors are increasingly involved in humanitarian situations

Changes to learning needs may happen slowly, with demand for new or adapted learning services emerging over a period of months or years, or new learning needs may emerge very quickly. This is normally driven by rapid changes in the humanitarian context, for example during the Ebola Crisis in 2014-16.

In order to ensure you are responsive to changes in learning needs, aim to review and analyse learning needs periodically to capture changes that have happened slowly. You should also remain alert to rapid changes in the humanitarian context that you serve and should have a mechanism in place to assess whether learning needs have changed as the result of changes in context.

Quality Measures	**Quality Indicators**
1. Policy and procedures to manage the periodic analysis of learning needs.	1. Policy and procedures. 2. Records of appropriate periods of learning needs analysis. 3. Process to be aware of change in the humanitarian context. 4. Process to be informed and aware of change in the learning landscape. 5. Changes in target learners group, as non-traditional actors are increasingly involved in humanitarian situations

Annexes (Tools and Templates)

Relevant Key Action	Tool/Template	Annex number
1.2	Types of data	Annex 1

Further resources and information related to Standard 1: Analysis

ALNAP, (2015), State of the Humanitarian Sector, London: ALNAP (note: a subsequent report will be published in 2018). Available for download at: https://www.alnap.org/help-library/the-state-of-the-humanitarian-system-report-2015

Consortium of British Humanitarian Agencies (now called The Start Network), (2018),Core Humanitarian Competency Framework, Available for download at: https://www.chsalliance.org/files/files/CHCF%20Framework%20English%20FINAL.pdf

Lynn Rutter, (2011), Core Humanitarian Competencies Guide, Consortium of British Humanitarian Agencies
Accessed 7.12.17: https://startnetwork.org/resource/core-humanitarian-competencies-guide

Meeker et al, (2013), Development of a Competency Framework for the Nutrition in Emergencies Sector, Public Health Nutrition 17(3) 689 - 699
Accessed 7.12.17: https://www.ncbi.nlm.nih.gov/pubmed/24103388

PM4 NGOs, (2016), A Guide to the PMD Pro V 1.8, Chapter 2 on Needs Assessment
Accessed 7.12.17: http://www.pm4ngos.com/the-guide-to-the-pmd-pro/

The Cash Learning Partnership, (2018), CTP Competency Framework. Available for download at: http://www.cashlearning.org/downloads/calp-ctp-competency-web.pdf

The Sphere Project, (revised 2011), The Sphere Handbook: Humanitarian Charter and Minimum Standards for Humanitarian Response, Geneva: The Sphere Project (note an updated edition will be available in 2018)

Tina-Fisher, H., (2010), Child Protection in Emergencies (CPiE) Competency Framework, Interagency Initiative of the Child Protection Working Groups
Accessed 7.12.17: http://www.cpcnetwork.org/resource/child-protection-in-emergencies-cpie-competency-framework/

Standard 2. Design

Learning programmes are designed and prepared according to identified needs

Why is this standard important?

The design process should build on the results of a learning needs analysis as outlined in Standard 1: Analysis. The learning objectives and modalities should be defined in relation to the needs of the sector, a learner's current competencies, learning and access needs and the local context. This process is crucial for ensuring learning programmes cover the right content in a way that most effectively supports a learner's goals and their ability to apply their learning to make a positive contribution in humanitarian situations.

Overall Guidance

Learning programmes should be based on the identified needs of the target learners (and, as mentioned in the previous key actions, in relation to the needs of the sector). The learning programme should bridge the gap between the current knowledge and experience of the learner and good practice, current debates and expertise in the sector. The content that is covered and the competencies that the programme aims to build, should be based on widely-accepted competency frameworks or curricula, policy, practice or research.

In some cases, you may create a one-off programme for a specific group. At other times, you may design a learning programme with the intention that it will be delivered on more than one occasion and in multiple locations. In both cases, the programme needs to address the specific needs of learners. With a programme that will be delivered multiple times, a two-stage process of design and adaptation will be required. In this situation, the generic learning programme needs to be designed with scalability in mind so that it is flexible and can be easily made appropriate for the specific learners every time it is delivered. Adaptations should be made for the local context and for individual learners before each delivery.

It is important that a learner-centred approach is adopted from the start: needs should be identified with the participation of all relevant stakeholders and learners should be included in the design team when possible.

Ensure that your programmes do not perpetuate unhelpful stereotypes or biased perspectives and that they are inclusive. For example, pictures, case studies and examples used in the learning programmes should reflect a cross-section of communities and should particularly include those with vulnerabilities who may often be less visible; reading lists should incorporate texts written by people from a wide range of cultural settings and reflect a gender balance.

Specific Guidance Relating to Each Key Action

Key Action 2.1 Develop SMART (specific, measurable, achievable, realistic, time bound) learning objectives to cover gaps in competency

Information gathered at the analysis stage should be used to define which competencies, knowledge and skills gaps the learning programme will address and to develop learning objectives that clearly state what learners will achieve.

The learning objectives should clearly define what learners will know or be able to do by the end of the learning programme and may outline the attitudes which will be promoted. Learning objectives are important for a number of reasons: they are a mechanism for ensuring that the programme addresses the learner's needs; they facilitate the measurement of learner progress; and, for programmes that will be rolled out multiple times, they are a mechanism for ensuring consistency of delivery and learning. Further details can be found in Standard 5: Evaluation and accountability.

Learning objectives should be defined for a learning programme as a whole and for its component parts (for example, for sessions or modules). The specific learning objectives for sessions or modules can also be supported by key learning points that provide additional detail if required.

Further information on learning objectives, key learning points and developing SMART objectives can be found in the annexes.

Quality Measures	**Quality Indicators**
1. SMART learning objectives that target competency gaps are defined and recorded.	1. Information gathered at the analysis stage about competencies, knowledge and skills gaps. 2. A statement of what learning objectives learners will achieve. 3. Process to develop defined learning objectives for the

	required learning programme. 4. Communications with learners that list learning gaps. 5. Communications with learners that inform them of SMART learning objectives. 6. Identified role with responsibility for developing learning objectives.

Key Action 2.2 Choose existing learning programmes with suitable content, materials and activities, or create new ones

Once learning objectives have been written, you can choose to develop new learning programmes or select, share and promote existing programmes if they meet the needs of learners. Using existing materials may be a cost-effective way of meeting learners' needs. New and existing materials can be offered in combination to provide a flexible learning programme.

When creating a new learning programme, ensure that the process is undertaken by suitably qualified experts. The person(s) developing the programme materials should include practitioners with expert subject knowledge as well as individuals with learning and development expertise. The learning design should reflect the views of others including the learners whenever possible and should be research-based: for example, this means:

- that it should be based on examples of recent good or best practice from the sector;
- make reference to the most up to date data;
- refer to the latest policies, documentation or research papers; and
- draw from relevant real-life examples.

Creating new learning programmes involves deciding on the learning modality that is most appropriate as this will shape the development of the materials and selection of activities. More information is given in key action 2.4 on modalities.

Once the modalities have been selected, the process of developing materials includes:

- **developing learning materials that are clear, relevant, accurate and easy to access**

Learning materials refers to a wide range of materials that are used to present the content to the learners, support the learning activities and guide the delivery of the programme. Learning materials cover a broad range of physical or electronic resources and can include: detailed session briefs for the facilitator's use; presentations, videos and photographs; information, worksheets and workbooks that can be given as physical handouts, downloaded or opened on screen; text boxes, diagrams and charts to support online learning; physical materials to support learning during face-to-face activities (such as cards for ranking exercises, role cards etc); resources and reference books for use during the learning programme;

- **selecting content that is up-to-date, relevant and that reflects best practice**

Content refers to the wide range of information and examples that are provided to learners as input and stimulus material;

- **designing appropriate activities that allow learners to engage with the concepts to enable them to deepen their understanding or develop their competencies.**
- Activities should be chosen that effectively support learning; that are culturally appropriate for the target learners; that offer variety; and that are consistent with adult learning principles, for example, they should allow learners to link new ideas to existing knowledge, share their experiences and allow learners to actively participate in their learning experience.

Quality Measures	**Quality Indicators**
1. An existing learning programme has been selected or 2. A new learning programme has been created by suitably qualified experts. 3. Learning programmes have suitable content that is up-to-date, relevant and reflects best practice. 4. Materials are clear, relevant, accurate and easy to access. 5. Activities are engaging.	1. Staff CVs. 2. Documents (e.g. minutes of meetings; emails; reports) that give the reasons for creating or selecting an existing learning programme . 3. Identified role with responsibility for creating and checking new learning programmes. 4. Feedback from learners. 5. Learning programme files. 6. Learning programme documents (e.g. curriculum; learning materials handbook; resource lists) 7. Interviews with staff. 8. Documented examples of good practice. 9. Process to develop new learning programmes.

Key Action 2.3 Take into account learners’ existing knowledge, skills and experience

The learners’ existing knowledge, skills and experience should be the starting point for design. Information on this should be gathered at the analysis stage. If it is possible, involving learners in the design can support this process.

In one-off programmes, learners’ existing knowledge, skills and experience can directly inform the programme design. In programmes that will be repeated for several groups, a broad picture can be drawn from representatives of the target group to inform the initial design and more specific adaptations can be made later.

When courses are intended to be repeated multiple times or the specific learners have not yet been identified at the design stage, assumptions that are made about the existing knowledge and skills of learners need to be defined and communicated with future learners in the course documentation. These can be made clear in the entry requirements (See Key Action 2.6) or the learning objectives (see Key Action 2.1). Once the specific participants have been selected, further refinement of the materials should be made if possible.

It is not possible to adapt some learning programmes to the specific needs of individual learners as is the case with self-paced, asynchronous, online courses. In these cases, it is important that needs of a representative group of learners are well understood in advance of creating the materials; that the programme allows for enough flexibility for learners of different levels of competency to access the learning at a level that is appropriate for them; and that the level and content of the course is clearly communicated to applicants.

Quality Measures	**Quality Indicators**
1. Learners' existing knowledge, skills and experience are determined (cross reference to L1.5). 2. The design of learning programmes takes into account prior learning or experience.	1. Records of learning programme design process (e.g. minutes of meetings; design documents) incorporates change to account for prior learning and/or achievement. 2. Interviews with learners. 3. Process to map learners’ existing knowledge, skills and experience. 4. Research of learners’ existing knowledge, skills and experience (refer to 1.5).

Key Action 2.4 Choose appropriate modalities to deliver learning programmes, taking accessibility and available resources into account

Learning programmes can be delivered in a range of modalities. Different modalities have distinctive characteristics which include whether they are:

- Facilitated or self-paced;
- Face-to-face, remote or on-line;
- Formal learning or informal and on-the-job such as coaching, mentoring or work-based placements or secondment;
- A combination of modalities.

Modalities that are immersive and allow for a deeper level of engagement can also be considered: these may include face-to-face or online simulations and can vary in terms of how high-tech they are. Mobile learning and the tools of gamification can also be considered to enhance the learner experience if the learning provider has the resources and expertise to use these, and if they are appropriate for the target learners. See annexes for more information on selecting suitable modalities.

The selection of learning modality or modalities should take into account:

- Time and expertise of those creating the learning programmes;
- Financial and material resources available to develop and deliver the programme;
- Learning and needs and preferences of the target learners;
- Learners ability to access different modalities
- Learning objectives to be covered and whether these would be best supported by a particular modality. For example, learning objectives that aim to develop critical thinking and reflection on complex issues may be best achieved in a forum that allows for discussion within a group and guidance from a facilitator, so some form of facilitated programme, face-to-face or remote, may be most appropriate. Someone wishing to

more effectively apply their skills in a professional environment might be best supported with a mentoring programme;

- The modality of existing learning programmes that may be incorporated into a broader learning programme

You should also take into account the balance between formal learning, informal learning and on-the-job learning. For example, a longer learning programme could be designed to include several elements, such as: a facilitated workshop (face-to-face or remote), peer-support or group work to achieve an assigned task in collaboration; followed by a written assignment in which a learner reflects on how effectively they have applied a particular competency in their professional environment, ideally with the support of their line manager. For more information about balancing these types of learning environments see the 70-20-10 model developed by Lombardo and Eichinger (see resources section for more information).

Quality Measures	**Quality Indicators**
1. Reasons why the delivery modality was chosen are recorded. 2. Evidence that accessibility and available resources have been taken into account.	1. Minutes of meetings. 2. Records of reasons for rejecting or choosing modalities. 3. Programme design documents show that the availability and accessibility of resources have been taken into account. 4. Emails. 5. Process to select appropriate mode(s) of delivery that takes into account accessibility and availability of resources for all learners (including any distance learners. 6. Resources checked to ensure availability. 7. Resources checked for accessibility by all learners.

Key Action 2.5 Make sure learning programmes are relevant and culturally appropriate

Learning programmes, whether newly created or existing, need to take into account the local context and diversity of the learners in terms of content, activities, modality and administrative arrangements. Learners will feel more connected to the content and better able to engage with the concepts if the contexts and scenarios are familiar and if they can connect these with their own experiences.

When possible, learning programmes should be contextualised. This may include:

- Using examples and case studies that are drawn from areas that are relevant to the learners and which reflect likely scenarios in the areas in which they are working. It may also include making character and place names familiar to the local context;
- Ensuring that learning activities take into account learning preferences and cultural norms in local contexts: for example, a lively ice-breaker that may be appropriate with youth workers in one country may not be appropriate for government staff working in another.

Design should also take into account the learning environment. For face-to-face courses, this will include the facilities and resources. Consideration should be given to what resources will be available in the learning environment: for example, if it is likely that there will be limited IT equipment when a face-to-face programme will be delivered, the design should take this into account and not overly rely on technology such as the use of videos or activities that require access to the internet. Online courses should be prepared so that they are still accessible in areas with a low bandwidth.

Quality Measures	**Quality Indicators**
1. Learning programmes contain evidence that they are contextually relevant and culturally appropriate.	1. Learning programme documents demonstrate that contextualisation and cultural relevance cater for the diversity of learners. 2. Design documents. 3. Records of any contextual or cultural adjustments made to learning programmes. 4. Emails. 5. Minutes of meetings. 6. Feedback from and/or interviews with learners. 7. Feedback from and/ or interviews with staff. 8. Process to check programme content and context.

Key Action 2.6 Decide selection criteria or recruitment processes if necessary

Learning programmes may be designed for a specific group of individuals or as open access for individuals with certain characteristics. For a programme that is offered as open access, the target learner group should be clearly decided upon and used to inform the design. The group may be narrowly defined or kept as broad as possible to allow anyone to access a programme regardless of their current competencies and experience.

If you design a programme that will have limited selection criteria, it will need to be designed in such a way that anyone who participates is able to access the learning. This means for example that support materials needs to be available for learners with less knowledge and experience and that activities can be accessed on a number of levels. This is particularly important if learners pay a fee to enrol.

If selection criteria are used, the programme needs to be designed to match the learner profile which might specify their prior experience, expertise or knowledge as well as other criteria related to their circumstances. More information can be found in the Standard 3: Delivery.

Selection criteria might include a range of aspects such as:

- Prior experience, expertise or knowledge;
- Current circumstances, for example, being currently employed in a particular location or role;
- Language ability.

Quality Measures	**Quality Indicators**
1. Selection criteria and recruitment processes are appropriate for the learning programme. 2. Entry requirements are clearly stated.	1. Candidate Recruitment, Selection policy. 2. Minutes of meetings that set selection and recruitment requirements. 3. Reasons for the criteria are documented. 4. Documents that list standardised selection criteria. 5. Interviews with staff. 6. Nominated role to own and operate recruitment policy.

Key Action 2.7 Adapt learning programmes to cover people's specific needs, for example literacy and numeracy levels and language skills

In addition to considerations about the cultural context and learners' prior knowledge and experience, the design process should also take into account any additional needs of individuals which may impact on the learning process. These needs could relate to their level of proficiency in the language of instruction, their level of literacy and whether they may have a learning disability such as dyslexia, as well as whether any learners have reduced mobility, or any hearing or sight impairments for example.

During the design of the learning programme, consider what the range of needs is likely to be, and design the programme in such a way as to avoid creating unintentional or unnecessary barriers to learning. Examples might include:

- sharing longer texts in advance of a facilitated course so learners do not have extended periods of reading during sessions;
- preparing a glossary of any specific, technical or complex vocabulary or acronyms;
- ensuring that all learning materials are clearly written, well designed and well printed so that they are easy to read; and
- if using videos in online or face to face courses, sound and picture quality need to be high.

In preparation for the learning programme delivery, learners should be asked if they wish to identify any needs they may have and which they feel may impact on their ability to access the learning. Aim to address these issues if upi can but if there are any that you feel unable to, it is your responsibility to inform the learner. The type of adjustments that could be made for individual learners might include:

- printing documents on coloured paper as some people with dyslexia find this useful;
- facilitators may make adjustments to the methodology or the room lay out to ensure that any learner with reduced mobility is still able to access the learning safely this might include for example, ensuring there is sufficient space for a learner using a wheelchair to move freely around the room, or ensuring that no trailing cables or resources are left across access routes.

In speaking to learners about their needs and making adjustments it is important to allow learners to self-identify; to avoid making assumptions about learners' needs; and to treat all learners respectfully. Information gathered about learners' needs should feed into preparation and delivery as detailed in Standard 3: Delivery. See key actions 3.1, 3.2 and 3.3 for further information.

Quality Measures	Quality Indicators
1. Specific individual learner's needs have been determined and recorded (cross reference to 1.5). 2. Records that show programmes have been adapted to address these needs.	1. Special requirements policy. 2. Learner profiles. 3. Mapping documents. 4. Programme design documents show adaptation when required. 5. Communications with learners. 6. Minutes of meetings. 7. Emails. 8. Adaptations reduce unnecessary barriers to learning.

Key Action 2.8 Design methods and tools to assess learning

At the design stage, methods to assess learning should be developed that are based directly on measuring the achievement of the learning objectives. These could measure the short, medium and long-term impact on the learner in terms of the knowledge and skills they have gained, as well as the extent to which they have been able to apply them in their professional environments.

A continuous process of monitoring and assessing learning allows for adjustments to be made during the delivery of the programme to maximise learning.

It is important to consider the assessment process during the design stage so that it forms an integral part of the learning process and does not become a bolt-on that can be easily forgotten. Assessments that are formative can be a valuable part of the learning process when incorporated effectively into the learning programme.

More details on assessing learning can be found in Standard 5: Assessment.

Quality Measures	Quality Indicators
1. Methods and tools that will assess learning have been	1. Process to design methods and tools of assessment (e.g. role play; tests; formal exams; presentations; simulations).

designed and address the learning objectives.	2. Process to design assessment methods and tools for learners at a distance are appropriate for the modality. 3. Methods and tools to assess learning. 4. Design templates.

Key Action 2.9 Plan how you will deliver learning programmes, taking into account conditions and limitations, for example, regulatory, financial, and time restrictions, and the availability, motivation and ability of learners

During the design stage, the practical considerations of programme delivery need to be planned. This should inform both the design of the programme and also the administrative planning processes as outlined in Standard 8: Administration.

For example, considerations of where the learners are likely to be based may dictate the modality of delivery: a face-to-face programme may be most effective for a group of learners who are in one location, while a remote session or series of sessions may be more appropriate if the learners are dispersed.

Quality Measures	Quality Indicators
1. A plan for the delivery of learning programmes that takes into account conditions and constraints that exist.	1. Location of learners known. 2. A plan that schedules the delivery of learning. 3. Minutes of meetings, emails, planning documentation that show that conditions and constraints are known and have been taken into account. 4. Interviews with staff. 5. Research into conditions and constraints e.g. regulatory, financial, time, availability, motivation & ability of the target learners. 6. Planning for delivery of learning process. 7. Nominated role(s) for planning delivery of learning programmes. 8. Delivery plan.

Annexes (Tools and Templates)

Relevant Key Action	Tool/Template	Annex number
2.1	SMART learning objectives and key learning points	Annex 2
2.1	Using Bloom's Taxonomy to write learning objectives	Annex 3
2.2	Adult learning	Annex 4
2.4	Selecting appropriate learning modalities	Annex 5

Further resources and information related to Standard 2: Design

ADCAP, (2015), *Minimum Standards for Age and Disability Inclusion in Humanitarian Action*, London: HelpAge; Available on: http://www.helpage.org/what-we-do/emergencies/adcap-age-and-disability-capacity-building-programme/ (accessed: 29th November 2017)

Bloom, B. S., (1965), *The Taxonomy of Educational Objectives: Handbook 1*, London: Longman Higher Education

Gersho, M., (2015), *How to use Bloom's Taxonomy in the Classroom: The Complete Guide: Volume 8*, Luxembourg: CreateSpace Independent Publishing Platform

Honey, P., Mumford, A., (1992), *The Manual of Learning Styles* (3rd edition), Berkshire: Peter Honey Publications

Knowles, M., Holton, E. F., III, Swanson, R. A., (2015), *The Adult Learner: The definitive classic in adult education and human resource development* (8th edition), New York: Routledge

Kolb, D. A., (2014), *Experiential Learning: Experience as the Source of Learning and Development* (2nd edition), New Jersey: Pearson FT press

Lombardo, M. M.; Eichinger, R. W., (1996), *The Career Architect Development Planner*, Minneapolis: Lominger

Standard 3. Delivery

Learning programmes are delivered effectively

Why is this standard important?

Effective delivery (implementation and facilitation) of learning programmes is essential for learners to achieve their learning goals and apply their competencies in a way that allows them to make a positive contribution in humanitarian situations.

Effectively delivering programmes requires ensuring that programmes are implemented as planned in adherence to agreed parameters while at the same time making appropriate adaptations for the learners and providing sufficient personalised support to individual learners to ensure their needs are met.

Overall Guidance

Delivery of programmes relates to ensuring that a learning programme is implemented as planned, according to agreed schedule and covering the agreed content, and ensuring that the learner's journey is effectively supported so that they are able to achieve the learning objectives.

To implement a learning programme effectively, you must ensure that the learning environment (the physical or virtual space in which the learning takes place) and resources are sufficient, accessible and adapted to target learners and they must allow for support to learners prior to, during and after the learning programme.

For programmes that are facilitated (face-to-face or remotely), the role of the facilitator is crucial. The facilitator needs to have a broad range of competencies, skills and experiences including:

- complete mastery of the subject matter preferably based on first-hand experience;
- knowledge of adult learning principles and the ability to effectively create situations that support learners' progress;
- the ability to manage a group of individuals who may be from a diverse range of cultural backgrounds;

- strong interpersonal skills and the ability to build rapport with individuals quickly and effectively.

In addition they must demonstrate respect for learners' views, opinions and experiences: for example, by actively eliciting, acknowledging and building upon learner's existing knowledge, skills and experience.

You should have quality assurance mechanisms in place to ensure that the facilitator is performing effectively: this involves conducting observations, analysing learner feedback and providing feedback to the facilitator about their performance. Facilitators, and the learning providers that use them, should ensure that their knowledge and experience is kept up to date. Further details can be found in Key Action 6.3. and there is further information on using monitoring to improve quality in Standard 5: Evaluation and accountability.

Specific Guidance Relating to Each Key Action

Key Action 3.1 Apply agreed selection criteria or recruitment processes for learners

Selection criteria or a recruitment process may have been designed for a learning programme. If this is the case, these criteria or processes must be published and adhered to transparently. It is important to distinguish between essential and desirable selection criteria and that this is communicated to potential learners. Essential criteria must be particularly adhered to closely. For example, on a personal security course or hostile environment awareness training, you may decide that learners must have a certain level of physical fitness in order to participate.

If places on the learning programme are in demand or if meeting the selection criteria is essential, an application process may also be required that will enable you to assess how well candidates meet the selection criteria. The requirements need to be recorded and applications registered to ensure accountability and to facilitate the tracking of progress. Application processes might vary in complexity and might include elements such as: a written statement from an applicant demonstrating their suitability for the course, a reference or letter of support from a line manager or submission of documentation demonstrating the ability to participate (for example, a visa if travel is required).

When allocating places on a learning programme, you might wish to target a particular group of people or ensure that a particular learner group is represented. You might therefore use a quota system. For example, aim to ensure that a certain percentage or number of learners are women.

Quality Measures	Quality Indicators
1. Selection and/or recruitment process published and followed. 2. Recruitment and selection processes show that learners with a potential to succeed have been recruited. (Cross reference to key action 2.6)	1. Recruitment and selection policy. 2. Processes that show criteria are applied fairly and consistently. 3. Recruitment and selection records. 4. Register of applications. 5. Selection records justify choice. 6. Communications to learners that indicate essential and desirable criteria. 7. Retention and achievement records. 8. Identification and credentials of learners are assured. 9. Nominated role(s) with responsibility for recruitment and selection.

Key Action 3.2 Deliver learning programmes as designed

It is your responsibility to ensure all resources, including staff, physical resources and online learning platforms are prepared, ready and functional to deliver learning programmes to relevant learners as intended. This means that the programmes are implemented at the time and in the manner intended and that they support learners to achieve the learning objectives as designed. Further information on resources can be found in Standard 6: Resources.

In facilitated learning programmes, it is particularly important that the facilitator is well-prepared. They must be aware of relevant information about the learners; they must be up to date with the latest developments relevant to the subject matter; and they must have familiarised themselves with the learning objectives, requirements, scheduled and planned activities of the programme as laid out in the programme materials and session plans. They should have access to all of this information in good time to allow for appropriate preparations for facilitation.

It is inevitable that there will sometimes be delays or necessary changes to a programme. These should be communicated to the learners already enrolled on the programme with as much notice as possible.

Implementing the learning programme as designed does not preclude making adaptations based on learner progress as described in key action 3.6. Adaptations to support learners, such as altering the choice of activities, making adjustments to the timings or providing alternative examples and case studies, should be made in such a way that learners are still able to achieve the intended learning objectives.

Quality Measures	Quality Indicators
1. Processes to check that learning programmes have been delivered to the original design are documented. 2. Documentary evidence of controlled change to learning programmes (if needed)	1. Resources in place and operational. 2. Staff evaluation / monitoring policy. 3. Observation records. 4. Process to prepare learning programmes, communications and materials. 5. Session plans 6. Timetables / timeline for delivery. 7. Communications to learners. 8. Feedback from and/or interviews with learners. 9. Feedback from and/or interviews with staff. 10. Feedback from other interested stakeholders. 11. Records of staff Continuous Professional Development.

Key Action 3.3 Support learners throughout the programme to help them to meet the learning objectives

To support the learning process, learning objectives for the programme and its components should be shared with learners. This enables learners to understand what to expect of the learning process in relation to their own learning needs.

It is important that all learners are supported to achieve the learning objectives. You, and any facilitators, should avoid unintentionally setting up or reinforcing barriers to learning. Barriers might be related to:

- Learner’s gender or age and the cultural context associated with these factors: for example, in some cultures women may not feel comfortable participating in small group discussions with men; or women may feel less confident than men when offering opinions in large groups;

- Group dynamics stemming from learners’ relationships or personalities: for example, learners may have relationships outside of the learning programme that impact on their learning experience: a junior employee may be inhibited to talk freely in front of their manager; there may be tensions that arise between one or more learners during the course of the learning programme; or there may be a very vocal participant in the group who dominates group discussions and unintentionally intimidates other learners;

- The learning environment being non-conducive to learning: for example, a training room where there is a lot of background noise may cause difficulties for someone with a hearing impairment.

Particular attention should be paid to ensuring the needs of learners with disabilities are addressed appropriately. Learners should be allowed to self-identify and you should discuss what type and level of support would be appropriate and feasible to enable them to access the learning programme. This might come in the form of an interpreter to support learners who primarily communicate in sign language, for example. These eventualities should be prepared in advance and discussed with the learner.

In facilitated programmes, the facilitator should make themselves available to support learners throughout the learning programme. For online facilitated programmes, learners should know how to contact the facilitator to request support and you should provide guidance for facilitators on how to support learners throughout the programme effectively. Appropriate levels of availability for an online or a remote learning programme will depend on the programme modality, schedule and length. For example, for a one off webinar, it may be appropriate to have a facility for submitting written questions in an online forum for a specified time after the session; for longer programmes, it may be appropriate to provide opportunities for learners to speak to a facilitator if they wish. In all cases, the support mechanism should be communicated to learners, timely and available to all learners equally. For face-to-face programmes, the facilitator should be available between sessions as well as during sessions to address learners' concerns. They should attempt to proactively provide support to all learners.

Quality Measures	**Quality Indicators**
1. Evidence that learner support is in place.	1. Learner support policy. 2. Evidence of learner support. (letters; emails; personalised learning programmes). 3. Communication channels made known to staff and learners. 4. Communications to learners to inform them of support available.

	5. Communications to learners to inform them of the learning process, its components and the learning objectives for the programme. 6. Staff allocated as support staff. 7. Documented reporting mechanism for support staff. 8. Documents that show the reasons for support and actions taken. 9. Documents that show how support has allowed learners to achieve their learning objectives. (e.g. tutorial records; emails; letters; formal notes). 10. Appropriate online support is in place for distance learners (e.g. records of Skype, Facetime interviews and support sessions; times that support is available appropriate for location of learner; accessibility of online support). 11. Records of interviews with learners. 12. Communications from learners. 13. Process to identify barriers to learning identified.

Key Action 3.4 Use learners' knowledge and experience when delivering the learning programme

In line with adult learning principles, it is important to draw on learners' knowledge and experience during the delivery of the learning programme. This serves the purpose of improving the learning outcomes for learners as they are more likely to learn effectively if they can relate the subject matter to their prior experiences. It also allows for a richer experience for learners as the course materials can be supplemented and brought to life with real-life examples which the group can discuss, or individual learners can reflect upon.

The role of the facilitator in learning programmes in drawing on learners' knowledge is critical. Learners have a lot to offer as well as gain from a learning programme and they should have the opportunity to guide and influence delivery. A facilitator needs to value and actively encourage all learners to contribute. In addition, they need to be sufficiently knowledgeable and secure in their own expertise and credibility as a facilitator that they will not feel threatened when learners display knowledge or skills that are in advance of their own. They will know how to use this positively for the benefit of the learner and the group as a whole and will use techniques to fully exploit knowledge and experience of learners: for example, by using mixed experience groupings, buddying systems and peer observations. It is also important that while they allow learners to contribute their experiences and knowledge they do not allow one or two learners to dominate the discussion, less experienced learners to feel intimidated, or for the learning programme to become diverted such that the learning objectives are not achieved.

Quality Measures	Quality Indicators
1. Evidence that during delivery, staff draw on learners' knowledge and experience.	1. Facilitators are trained in techniques to draw on learners' existing knowledge and experience 2. Session observation records. 3. Targeted questions in feedback from learners. 4. Agenda item / action point in staff development activities. 5. Requirement specified in delivery materials. 6. Interviews with learners.

Key Action 3.5 Monitor learners’ progress

During the delivery of a learning programme, learners’ progress should be monitored. This is to allow the learning programme to be responsive to learners’ progress; to provide input into the assessment of learning; and to support the evaluation and review of the learning programme.

Monitoring needs to be proportionate to the scope and scale of the learning programme and to any resulting certificate or qualification. In practice this means that short, simple or basic learning programmes should be accompanied by light-touch and easy to use monitoring approaches while longer, more complex learning programmes leading to an externally verified qualification should be more in depth and rigorous. The type and scale of monitoring will also vary depending on the subject matter and whether the course is knowledge-based or competency-based.

When establishing a monitoring process, dimensions to consider are:

- Length of the learning programme – longer programmes covering more material are likely to require more complex monitoring;

- Whether the programme is mandatory and compliance based – in both of these cases, the monitoring process need not be complex but needs to be rigorous;
- Whether the programme is knowledge based or designed to build competencies – monitoring acquisition of complex competencies is likely to require more complexity and sophisticated methods that a knowledge-based programme;
- Whether the progamme leads to a letter of attendance, a certificate of achievement or a recognised qualification – monitoring will be increased in complexity or rigour for each of these;
- Learners' familiarity with the modality of the learning programme – for example, if learners are attending a facilitated online course for the first time, they may not be familiar with the layout and functions of the platform. Monitoring will need to check that they are accessing all the activities and resources that are available and meeting all the programme requirements.

Examples of proportionate monitoring can be found in the annexes.

Ensuring a rigorous monitoring process means:

- checking progress against learning objectives;
- making clear records that are suitable for sharing and storing for future reference;
- applying monitoring equally to all learners;
- establishing systems for verifying the identity of learners;
- establishing systems for ensuring work undertaken by learners that will be assessed is completed following agreed guidelines (for example, if there is a closed book assessment, there will a mechanism in place to ensure learners do not have access to their learning materials during the assessment).

Monitoring of learners' progress should be participatory with inputs from the facilitator and the learner. Feedback for the learner should be timely and specific to their progress. In the case of both facilitated and non-facilitated courses, learners should be aware of how they have performed in tasks and should be given feedback on how they could improve in a timely manner.

See also Standard 5: Evaluation and accountability for more information on monitoring and evaluating learning programmes.

Quality Measures	Quality Indicators
1. Learners' progress is monitored. 2. Learners' and staff participate in the monitoring of learners' progress. 3. Progress is monitored proportionate to the scope and scale of delivery.	1. Participatory monitoring processes. 2. Monitoring processes are evidenced as appropriate for the scope and scale of delivery. 3. Timetables for monitoring of learners' progress that are communicated to and used by the programme delivery team. 4. Delivery staff provide learners with timely, specific feedback on their progress. 5. Learners' progress records (showing progress is checked against learning objectives) 6. Documents that record learners' input to the monitoring process. 7. For learners at a distance, records are available that show periodic monitoring of their progress. 8. Forms to record and communicate learners' progress.

Key Action 3.6 Respond and adapt to learners' progress

The design of the learning programme should take into account the learners' existing knowledge, skills, experience and identified learning needs as described in key action 2.3. During implementation of facilitated programmes, the facilitator should match their pace and delivery with the needs of learners as they evolve to ensure that their learning progress is accounted for. Monitoring learners' progress, as described in key action 3.5, will enable the facilitator to do this more effectively as they will have a clear idea of the extent to which each learner is achieving the learning objectives.

Learning progress includes the rate at which a learner acquires the learning as well as the level of acquisition or mastery of the material. Learners will vary significantly in these two aspects according to a range of factors such as their prior experience and knowledge levels, their fluency in the language of instruction, their previous experiences of education.

In non-facilitated learning programmes, these differences should be considered at the design stage so that a learner can progress through the programme at their own pace; repeat, revisit or omit topics if required; and seek out additional material if needed to stretch or support their learning.

In facilitated learning programmes, the needs of an individual learner need to be balanced with others' needs and with a consideration of the constraints of the learning programme. However, the design of the learning programme should allow for activities that support participants to achieve them at different levels and sufficient flexibility should be built into the programme for the facilitator to make adaptations that suit the group and individual learners. In addition, the facilitator should provide additional support to learners during activities and as follow up if they notice that a learner would benefit from further information and challenge or if they are struggling to access the material.

A facilitator should come to a learning programme having reviewed information about learners in advance so that they are prepared for the range of experience and knowledge that the group is likely to have. They should make any necessary adjustments to the materials in advance of the learning programme.

Quality Measures	**Quality Indicators**
1. Learners' progress (cross reference to 3.5) is responded to. 2. Delivery adapted when appropriate.	1. Feedback from learners. 2. Feedback from staff. 3. Documents show that feedback about learners' progress amends the delivery process when required. 4. Learners' progress records 5. Minutes of meetings. 6. Delivery staff records made during delivery of the programme(s) showing adaptations made. 7. For learners at a distance, evidence that requests for online support are responded to in a timely way. 8. A process to respond and adapt to learners' progress. 9. Interviews

Key Action 3.7 Have in place reasonable measures to make sure learners are safe and secure and that their wellbeing is protected

For the duration of a learning programme, particularly if this is delivered face-to-face, you have the responsibility to ensure learners' safety, security and well-being. Risks can arise from a wide variety of factors such as: activities that are poorly designed, conducted or explained; a learning environment or venue that is not sufficiently safe in terms of the physical environment and equipment or the structure; a venue that is not in a secure location and that may expose learners to threats to their person or property; content or activities that may put learners at risk due to the sensitive nature of the topics and threats may arise to learners' security or well-being due to topics and ideas that they are asked to share or even due to their attendance. These considerations also apply in on-line training, and you should be conscious of the impact of a learning programme on those who are learning remotely also.

You can consider the following examples to ensure safety, security and well-being:

- The facilitator should not ask the learners to engage in activities that would impact on their safety, security or well-being. Activities should be carried out safely with clear instructions, for example, in trust-type exercise where a learner might be asked to wear a blindfold due care and attention should be given to ensure that the area is clear and that another learner is effectively supporting their partner. Sensitive, political or taboo topics should be broached with caution and learners should not be required to share ideas or participate in activities which may pose a risk to them;

- The training room, learning environment and equipment should not pose any risk to the safety of any of the leanrers: there should be no trip hazards, electronic equipment should have been tested recently, any furniture to be used by participants should be sound; in learning programmes with equipment, such as personal security courses, all equipment should be tested regularly, and facilitators trained in their use;

- The venue should be structurally sound, well secured and located in an area that does not pose a security threat to learners. Transport between the venue and learners' accommodation or transport hubs should be provided if public transport is not safe or readily available.

In some cases, it may be deemed that additional support should be on hand or close by if something were to go wrong. For example, a first aid kit should be readily available, and facilitators should know where to seek medical or first aid help if required. In programmes that put learners in stressful situations in order to prepare them for an extreme or hostile environment, facilitators should be aware of signs of psychological distress and should be able to remove a learner from a situation before their well-being is compromised. They should also know where to refer learners for additional support if required. It is important that any stress that learners experience in this type of course is within reasonable limits so that it contributes to a learning experience rather than one which can create distress or trauma, or trigger flashbacks.

Quality Measures	Quality Indicators
1. Risk assessments are carried out. 2. Measures to ensure learners' safety, security and wellbeing are implemented.	1. Health, Safety and Security policy. 2. Appropriate insurance cover. 3. Named staff allocated to conduct risk assessments. 4. Risk assessment records. 5. Actions taken to ensure learners' safety and wellbeing are documented. 6. Process to ensure learners' safety, security and wellbeing including their online presence. 7. A published policy on access to the internet, appropriate use of the internet and how to stay safe online. 8. Health & Safety policy includes use of computers. 9. Learning activities have been designed to ensure they are non-threatening. 10. Resources are safety checked. 11. Evidence that locations have been checked to ensure that they are secure, healthy and safe.

Annexes (Tools and Templates)

Relevant Key Action	Tool/Template	Annex number
3.5	Examples of proportionate monitoring	Annex 6
3.7	Checklist on ensuring learners’ safety, security and well being	Annex 7

Further resources and information related to Standard 3: Delivery

Chambers, R., (2002), *Participatory Workshops: a sourcebook of 21 sets of ideas and activities,* New York: Routledge

Hare, K., Reynolds, L., (2005), *The Trainer's Toolkit: bringing brain-friendly learning to life*, Carmarthen: Crown House Publishing

Jackson, P. Z, (2001), The Inspirational Trainer: Making Your Training Flexible, Spontaneous and Creative, London: Kogan Page
List of available resources on safety and security:
https://sites.google.com/site/ngosecurity/safety&securitymanuals

Meier, D., (2000), *The Accelerated Learning Handbook: A Creative Guide to Designing and Delivering Faster, More Effective Training Programs,* New York: McGraw-Hill Education

Race, P., Smith, B., (1996), 500 Tips for Trainers, New York: Routledge

RedR UK/ The Bioforce Institute Trainer Competency Framework:
https://www.alnap.org/system/files/content/resource/files/main/training-competency-framework.pdf

Lingos, short coaching course: https://lingos.org/last-mile-learning/

Standard 4. Assessment

Learning is assessed against the learning objectives

Why is this standard important?

The value of assessing learning is threefold: primarily, assessment enables learners to know how well they have achieved the learning objectives and to measure their progress, thus supporting them to manage their own learning progression. Secondly, measuring achievement of learning objectives allows learning providers to offer recognition for learners. Finally, measurements of how well learners achieve learning objectives provide useful data for learning providers to evaluate learning programmes, and inform quality control.

This standard focuses on measuring learning acquisition, whereas monitoring learners' progress is covered in Standard 3: Delivery, and evaluation of the quality of learning services is covered in Standard 5: Evaluation and accountability. You should refer to the Assessment Provider Standards if you are conducting assessment of competencies.

Overall Guidance

Assessment of learning should be planned for during the design stage so that it forms an integral part of the learning programme. Assessment should be designed to accurately measure the achievement of the learning objectives relating either to a whole learning programme, or a component part of a programme, such as a module or session.

To do this, you will need to have assessment tools and methods, and standardised marking procedures in place.

The purpose and scope of assessment should be defined during the design of the learning programme, so the appropriate type or types of assessment can be selected. Formative assessment can be a valuable part of the learning process when incorporated into the learning programme while summative assessment of learning serves an important function by allowing learners to measure and demonstrate their progress, and it supports learners to self-manage and self-direct.

Assessments can be designed to measure changes in the short, medium or long-term, of the knowledge and skills gained by the learner, as well as the extent to which they have been able to apply them in their professional environments. For further information on the assessment of competencies, see the Assessment Provider Standards.

Learners and organisations should know if their learning will be assessed and how this will be done and why, meaning that they would know both the method and criteria to be used for their assessment, as well as the purpose of it i.e. whether it is summative and will allow for recognition, or formative and will form part of the learning process. It should also be clear what will be done with any information about the outcomes of the assessment and whether these will be shared with any third parties.

Specific Guidance Relating to Each Key Action

Key Action 4.1 Put in place learning assessments

To ensure that assessment is proportionate to learning, organisations will need to consider a range of factors including the length of the learning programme, the complexity of the learning objectives, and the value of recognition for learners and other stakeholders such as a learner's employer.

For example, a simple multiple-choice test might be sufficient to assess learning after a short course with few, relatively straightforward learning objectives, whereas a more detailed written assessment might be appropriate for a longer learning programme with multiple learning outcomes. Likewise, lengthy knowledge testing pre- and post- learning programme might be essential in some cases, but might be considered to take up valuable time that could be better spent on learning in another scenario.

You should take care to identify potential negative impact on learners, as well as potential positive impact, when determining what is proportionate assessment for a learning programme. For example, formal testing may put a lot of pressure on some learners, and if formal results are not required then self-assessment may be a more suitable option. In any case, it is important to make sure any assessment is sensitive to the needs and well-being/best interests of the learners.

Participatory assessment of learning can take many forms, and the level of participation that is appropriate will vary depending on the learning programme and the context/

Participation levels can vary, from a highly participatory processes in which learners are involved in programme and assessment design from the outset, feeding into decisions about what will be assessed and how, to more moderate levels of engagement, where learners might select an activity or assignment from a range of pre-designed assessment tasks, through to low levels, where the full extent of learners' participation could be to complete a short assessment test. Whichever approach is selected, this decision must be made during the design stage, and planned for accordingly as part of the overall planning and delivery of the learning programme.

Providing tools for learners to do periodic self-assessment can also support learners to actively assess their own learning.

Quality Measures	Quality Indicators
1. Assessment is proportionate and participatory.	1. Assessment policy (to include distance learners when applicable). 2. Assessment plans take account of objectives, length of the learning programme 3. Assessment documents. 4. Minutes of meetings that discuss how much assessment is required. 5. The design plan. (Cross reference to 2.9). 6. Observation records. 7. Feedback from learners and staff (e.g. questionnaires; surveys; focus groups; meetings). 8. Assessment plans. 9. Assessment processes that are proportionate and participatory. 10. Nominated roles for assessment.

Key Action 4.2 Carry out assessments fairly and consistently

In order for assessments to accurately measure the achievement of the learning objectives, learners need to be assessed in a fair and consistent way, meaning that assessment is always done using the same criteria and procedures.

When assessments are repeated on multiple occasions, you will need to develop a process for assessment including:

- standardised assessment tools and methods;

- a guide outlining assessment procedures if assessment is to be conducted in person;
- standardised marking procedures and grading system;
- a mechanism to moderate markers/assessors' work to ensure they make standardised decisions; and
- a mechanism for sharing assessment results with learners (see key action 4.3 for further detail)

When developing standardised assessment tools and procedures, guidance on how to apply these to people with specific learning needs who might otherwise be disadvantaged need to be included and applied consistently.

Quality Measures	Quality Indicators
1. Assessment uses the same criteria and procedures for all those being assessed. 2. Processes include methods to ensure consistency and fairness. 3. Auditable assessment records show that assessment is fair and consistent.	1. . Assessment policy. 2. Standardisation training and exercises for assessors. 3. Standardised assessment tools. 4. Process to check that assessment is fair and consistent (e.g. cross marking; team assessment; standardisation; mark schemes). 5. Mapping of assessment decisions to compare different delivery staff assessments. 6. Exercises to compare different delivery sessions (e.g. year on year). 7. Distance learners ID is confirmed before, during and after assessment. 8. Assessment records.

Key Action 4.3 Share results of assessment with learners

A standardised mechanism for sharing assessment results with learners should be in place; all learners who complete an assessment should be informed of the result. This can be done in person, face to face or remotely through letter or email, or electronically through an automated system, but in any case, communication of results should be

- Timely: within an established timeframe, and with all learners in a cohort receiving their results at the same time;
- Consistent: all learners are notified of results in the same way;
- Sensitive: learners may be stressed about their performance, or unhappy with results. Results should not be shared publicly unless this has been agreed in advance;
- Constructive: guide learners to understand and interpret the results of their assessment so that it is useful to them (see further information in key action 4.1)

An essential component of participatory assessment, is to guide learners to understand and interpret the results of their assessment so that this information is useful to them; in recognising their achievements, identifying areas for further learning, and in considering how they will apply their learning to make a positive contribution in humanitarian situations. Where relevant, communication of assessment results should also contain information on related learning pathways, recommendations for future action and guidance for places to engage in future learning as well as possible next steps for the learner.

Quality Measures	**Quality Indicators**
1. Evidence that assessment results are communicated to learners is available for audit.	1. Methods to share assessment results are documented, appropriate and time constrained (e.g. by email; by letter; by interview / meeting). 2. Learners' contact details are accurate and checked. 3. Named staff are made responsible for communicating assessment results. 4. Interviews with learners. 5. Progression routes are made clear to learners. 6. Assessment result records.

Key Action 4.4 If it applies, provide formal recognition of learning

Formal recognition of learning can be provided through reports, certificates or badges, and you should consider which is the most appropriate and valued form of recognition in your operating context.

Quality Measures	Quality Indicators
1. A process exists to determine whether formal recognition of learning is required. 2. An accurate, secure and auditable recognition of learning is issued to learners.	1. Process to provide formal recognition of learning. 2. Process to check that accurate recognition of learning is given only when earned. 3. Auditable process for issuing formal recognition of learning. 4. Security process to ensure that formal recognition is issued to the correct learner and cannot be fraudulently copied. 5. Communications to and from stakeholders. 6. Formal recognition documents. 7. Sector research. 8. Nominated role to be responsible for formal recognition of learning. 9. Minutes of meetings to discuss and determine whether formal recognition of learning is required.

Key Action 4.5 Record evidence-based results

Marking sheets or other templates can be used to document the results of assessments, and these results should be kept on record according to organisational policy and requirements for M&E, quality assurance or reporting. See annexes for example templates.

Quality Measures	Quality Indicators
1. Assessment results are auditable and based on learners' evidence of learning.	1. Record retention policy. 2. Learners assessment records. 3. Evidence supporting results is available for audit (e.g. portfolios; assessors' observation of presentations or role play; test / exam results). 4. Appropriate documentation (e.g. spreadsheets; electronic files; portfolio summaries). 5. Marking sheets or other assessment recording forms.

Annexes (Tools and Templates)

Relevant Key Action	Tool/Template	Annex number
4.5	Template for marking sheet for assessment of learning	Annex 8

Further resources and information related to Standard 4: Assessment

Russ, C., Walker, C, (2010), Professionalising the Humanitarian Sector: A Scoping Study, ELRHA

Hpass badges, see www.hpass.org

HPass, (2018) The Assessment Provider Handbook

James D. Kirkpatrick and Wendy Kayser Kirkpatrick, (2016), Kirkpatrick's Four Levels of Training Evaluation, ATD Press

Standard 5. Evaluation and Accountability

The quality of learning services is maintained and improved

Why is this standard important?

Effective evaluation and accountability processes ensure learning programmes are responsive to learners' and client organisations' needs.

Processes that systematically measure the quality of services offered, and feed into a continuous cycle of review and improvement, ensure that the learning services offered are relevant, appropriate and needs based.

Accountability to learners is an essential component of quality. You should have mechanisms in place and designated staff for eliciting and responding to feedback from learners and client organisations and for dealing with complaints.

Overall Guidance

Have policies and processes in place to ensure the consistent quality of your services and that this quality is maintained and improved through monitoring and evaluation.

You can also engage in quality certification. The Quality Manual (see further resources), including the self-evaluation tool and guidance for quality certification, is a useful guidance on quality assurance.

This chapter covers monitoring and evaluation of learning services only. See standard 3: Delivery for further information about monitoring learners' progress.

Specific Guidance Relating to Each Key Action

Key Action 5.1 Design and put in place methods of monitoring and evaluating learning services

Monitoring and evaluation are two powerful tools for managing the quality of learning services. They are complementary components that form part of a robust quality assurance system, and they each have a different function in supporting quality. The key differences are:

- Monitoring is an ongoing process to measure progress towards achieving planned results. Monitoring allows you to check whether services are being delivered as planned, and to identify emerging trends or problems.
- Evaluation is done periodically, or at set points in time, normally at the end of service delivery, and it aims to assess the achieved results against expected ones.

Both monitoring and evaluation allow you to gather feedback on different aspects of your learning programmes and overall services, and this information can be used to check quality, and identify and deliver improvements.

Participatory monitoring and evaluation can take many forms, and the level of participation that is appropriate will vary depending on the learning programme and the context. As a minimum, internal staff members and those who use the learning services should have an active opportunity to provide feedback. Whereas, for a strongly participatory approach to monitoring and evaluation, staff and learners need to be involved in designing the monitoring and evaluation mechanisms and tools, including making decisions about what will be monitored and evaluated.

The time and resources allocated for monitoring and evaluation should be proportionate to your size and scope as a learning provider and the services you provide. Learning providers should aim to establish systematic, but simple, timely and participatory mechanisms to monitor progress and evaluate the quality and effectiveness of your services. Careful consideration should be given to how much time staff and learners are asked to dedicate to monitoring and evaluation activities, as well as to what data is really needed, and how this will be used. As a general rule, do not collect data that you will not use. Local data protection laws should be adhered to when collecting, storing and using data. See key actions 8.2 and 8.3 in the Standard 8: Administration.

Effective monitoring and evaluation selects methods and tools suited to the context, combining qualitative and quantitative data as appropriate. Different approaches and tools suit different performance, learning and accountability purposes. A variety of methods may be used including participatory impact assessments and listening exercises, quality assurance tools, audits and internal learning and reflection exercises.

Quality Measures	**Quality Indicators**

1. A process to design participatory and proportionate monitoring of learning services is documented and implemented. 2. A system to implement participatory and proportionate evaluation of learning services is operative.	1. Monitoring and evaluation policy. 2. Documented design process (Cross reference to standard 2). 3. Documented monitoring and evaluation process that includes the participation of relevant stakeholders. 4. Methods and tools that suit the context are used (e.g. participatory impact assessments and listening exercises, quality assurance tools, audits and internal learning and reflection exercises). 5. Results of monitoring and evaluation are documented (e.g. reports; spreadsheets). 6. Minutes of regular monitoring and evaluation meetings. 7.An active, timely quality cycle. 8. Feedback from learners. 9. Feedback from staff. 10. Documentary evidence(e.g. electronic files) that evaluation from distance learners has been recorded and acted upon. 11. Interviews with staff. 12. Compliance with local data protection requirements. 13. Nominated role with responsibility for monitoring and evaluation.

Key Action 5.2 Use transparent and accessible methods to receive and give open feedback

Feedback mechanisms should be accessible and straightforward, and all learners should be encouraged to share feedback on their experience of the services they have used. For more information on accessible communications, see Standard 7: Communication.

Feedback is often prompted through monitoring and evaluation, but sometimes it will be generated spontaneously or outside of monitoring and evaluation activities. In either case, you should have a mechanism in place to record feedback and use it to inform a review of your services.

Being open and transparent about monitoring findings increases the learning provider's accountability to learners and client organisations. Managing expectations is important, as learners, client organisations or staff may believe that their feedback will automatically result in their desired outcome. Take care to be honest and transparent about how feedback will be used to avoid generating frustration and disappointment.

Clarity about the intended use and users of the data should determine what is collected and how it is presented. Data should be presented in a brief, accessible format that facilitates sharing and decision-making.

Quality Measures	**Quality Indicators**
1. Two-way feedback mechanisms exist, are accessible and used. 2. Records that feedback is open.	1. Feedback policy. 2. Processes for giving and receiving open feedback to and from relevant stakeholders. 3. Process for feedback to inform review and decision making. 4. Communications that inform interested parties of how to give feedback (e.g. posters; handbooks; information sheets; website; emails; assessment documents). 5. Outcomes from feedback are documented. 6. Interviews with learners.

Key Action 5.3 Record and deal with concerns and complaints

Complaints mechanisms should be safe and accessible for learners, with designated staff available to handle concerns or complaints. The complaints process needs to be clearly explained to staff, learners and client organisations, and mechanisms are needed for both sensitive (i.e. relating to corruption, sexual exploitation and abuse, or gross misconduct - where confidentiality is the focus) and non-sensitive information (e.g. challenges to use of selection criteria - where transparency is the focus). Information regarding complaints should be kept confidential regardless of their sensitivity, and complaints handling mechanisms must ensure that information on complaints is kept confidential. Information recorded should only stored for as long as it is needed.

All complaints should be acknowledged and the complainant informed of when they can expect a response; a response should be given within the specified timeframe and a record should be kept of all complaints made, including the time taken to respond, the response given, and how the complaint was resolved; for example, if the complainant accepted the response, if any follow up actions were taken, or if any recommendations were made for changes in organisation policy or processes. These records and recommendations should be reviewed regularly to inform change and drive improvements as outlined in key action 5.4. The right to appeal should also be built into complaints mechanisms.

Having a grievance procedure and whistle-blowing policy in place provides a mechanism for staff to register complaints or concerns about poor practice or conduct of colleagues.

Quality Measures	Quality Indicators
1. A concern and complaints process exists, is communicated and used.	1. A communicated concerns/ complaints policy. 2. Right to appeal built into policy and procedures. 3. Whistle blowing policy and procedure. 4. Designated staff to handle concerns and complaints. 5. Staged and time constrained complaints / concerns process. 6. System to retain confidentiality. 7. Communications that raise awareness of how to make a complaint or raise a concern. 8. Audit trail to show resolution of complaints and concerns. 9. Register of outcomes of concerns and complaints that feeds into review. 10. Interviews with staff and learners.

Key Action 5.4 Use lessons learnt and best practice to guide change, encourage continuous improvement and make sure learning services remain fit for purpose

You should have a policy in place for the process of quality control. The specific quality control systems that are appropriate will vary in scale and scope depending on the learning services you provide, but would include as a minimum:

- Content and methodology: To ensure that learning content and practice remain up to date and fit for purpose, periodic review of content should be conducted by suitably qualified staff.

- Delivery of services: the results from monitoring and evaluations completed by learners can provide useful information on the quality of service delivery. Regular review of the results of monitoring and evaluations, as well as any complaints or any other feedback received, can identify any areas where services require improvement. Lessons learnt and best practice from internal reviews and evaluations can also inform improvements to policies, systems and procedures.

Recommendations for improvements to services should be recorded, detailing whether any follow up actions were agreed including timeframes for these. Mechanisms should be established to follow up whether the recommendations are implemented, and to gauge whether the expected improvements in the service were achieved.

Performance monitoring and 'real-time evaluation' can also be carried out periodically, leading to immediate changes in policy and practice. Evaluations are usually carried out by independent, external evaluators but internal staff members can also evaluate a service as long as they take an objective approach.

Monitoring should periodically check whether the learning services continue to be relevant to learners' needs. Findings should lead to revisions to the services as appropriate.

Quality Measures	**Quality Indicators**
1. A quality cycle is in place that results in continuous improvement and shows that learning services remain fit for purpose.	1. Process to gather lessons learnt. 2. Process to identify and use best practice (e.g. feedback from learners and staff; minutes of meetings; emails; observation records). 3. Process to use lessons learnt and best practice. 4. Performance monitoring process. 5. Evidence that improvements have been made as a result of lessons learnt and best practice (e.g. programme design; change to programme delivery). 6. Feedback from learners and staff. 7. Documented quality cycle process.

	8. Named staff with responsibility for quality. 9. Quality assurance policy. 10. Minutes of meetings; emails; observation records. 11. Documented change to programme delivery.

Further resources and information related to Standard 5: Evaluation and Accountability

CDA (2015) "The Listening Program":
http://cdacollaborative.org/cdaproject/the-listening-project/

CHS Alliance, the Sphere Project and Groupe URD (2015) 'CHS Guidance Notes and Indicators', especially commitment 5 and 7:
https://corehumanitarianstandard.org/files/files/CHS-Guidance-Notes-and-Indicators.pdf

Danish Refugee Council (2008) 'Complaints Mechanism Handbook':
http://www.alnap.org/resource/8762

IASC Task force on PSEA (2009) 'Guidelines on Setting Up a Community Based Complaints Mechanism Regarding Sexual Exploitation and Abuse by UN and non-UN Personnel':
www.pseataskforce.org/uploads/tools/1351822689.pdf

Save the Children (2013) 'Putting Accountability into Practice':
http://resourcecentre.savethechildren.se/library/programme-accountability-guidance-pack-save-children-resource

HPass (2018) Quality Manual

Standard 6. Resources

There are enough appropriate resources

Why is this standard important?

You need to ensure that they have adequate resources to deliver your services. Resources, particularly human and physical resources, are often the largest proportion of budgets and therefore should be carefully managed. The actions of staff are the basis of an effective learning service. Staff should be carefully supported to ensure they will produce the best outcomes for learners.

Overall Guidance

In this standard the term resources relates to human, physical, digital and financial resources. Human resources covers staff and contractors who support all aspects of the design, delivery, evaluation and administration of implementing learning programmes. Physical resources covers consumable items, assets, equipment, learning materials and any physical environments. Digital resources includes online databases, resources libraries or training platforms for example.

Specific Guidance Relating to Each Key Action

Key Action 6.1 Identify the resources you need to design and deliver effective learning programmes

Identify required resources by assessing your current resource capacity in relation to your strategic objectives. Based on this analysis, a clear list of required resources should be made and planned for.

Resources for learning include all physical, digital and human resources needed to deliver effective learning programmes. Your plans should take into account staff capacity to ensure the right numbers of staff with the right skills are in the right place at the right time.

Creating job descriptions will help ensure competent staff members can be recruited to fulfill learning needs. Job descriptions can be supplemented with documentation of responsibilities using a tool such as a Responsible, Accountable, Consulted and Informed (RACI) diagram that indicates who is responsible, accountable, who should be consulted and who should be informed in relation to a learning programme or event. See annexes for an example RACI diagram.

Plans should include all of the resources needed to implement learning programmes. For example, at the design stage consider: what physical or digital library of resources on the topics, competency frameworks or software packages are needed. At the delivery stage consider what physical training venue, supplies, materials and administrative tracking systems are needed

Resource plans should also include resources needed to perform functions such as human resources, financial management and logistics.

Quality Measures	**Quality Indicators**
1. Human, physical and financial resources that are required to deliver effective learning programmes as designed are identified (cross reference to key action 2.2; 2.8 and 2.9).	1. Meetings with staff to determine required resources. 2. List of required resources per programme. 3. Justification for use of resources. 4. Documented decisions to use resources. 5. Lists of human and physical resources for each learning programme. 6. Job descriptions / person specifications. 7. RACI diagrams.

Key Action 6.2 Put in place procedures for getting, maintaining and managing enough appropriate resources

Human resources management: Careful recruitment, screening and hiring practices can help to ensure staff members have the required competencies (the knowledge, skills, attitudes and behaviours) needed to fulfil their roles. Having potential facilitators deliver a learning session is one way to evaluate their appropriateness.

Physical resource management: Having robust procurement policies and procedures in place will help to manage resources efficiently and accurately. Key risks that require specific skills and systems to mitigate are procurement, and stock management. Accounting records should satisfy accepted national standards and should be applied systematically within your organisation. Where possible, green procurement policies can help to ensure that unintended negative environmental effects are avoided. (i.e. overuse of paper). Items procured that are of a high value should be identified with an asset number and recorded on an asset register: this might include items such as vehicles to be used in simulations; equipment for demonstrations such as a generator for use on a logistics course; IT equipment. Consumable items that may need to be periodically replaced should also be tracked. These items might include: water testing and measuring kits for use on a Water, Sanitation and Hygiene (WASH) course; or examples of ready to use therapeutic foods (such as Plumpy'nut) for use on nutrition courses.

It is also important that items are stored safely, securely and appropriately. This is particularly important for many of the items that might be used in security training such as weapons and explosives. These need to be stored: in a secure location that cannot be accessed by unauthorised personnel; in a cabinet or container that will ensure that they do not degrade; in a location that is at a distance from staff or learners in case of accidental explosions; in a manner that is compliant with local laws (for example, it may be necessary to register the equipment with the police).

Quality Measures	**Quality Indicators**
1. Procurement procedures show that appropriate(human and physical) resources are obtained, maintained and managed.	1. Procurement policy. 2. Audit trail for the procurement of required resources. 3. Resource Maintenance and Replacement policy. 4. Resource Management and Renewal policy. 5. Accounts records. 6. Asset register (to include detail of location and safe storage). 7. Compliance with local laws. 8. Named staff with responsibility for procurement and renewal of resources. 9. Monitoring of resources to ensure sufficiency, appropriateness and safety. 10. Evidence that resources are appropriate for any online or distance learners (e.g. feedback from staff and candidates; completion of assessment rates). 11. Interviews with staff. 12. Human resource policies. 13. Procurement process. 14. Resource register of sufficient and appropriate resources.

Key Action 6.3 Make sure there are competent and appropriate staff available to design and deliver learning programmes

Maintaining a sufficient number of staff to implement learning programmes may involve creating and maintaining a roster or database of individuals with diverse profiles and relevant experience that can be called upon. Organisational plans should take into account how they will address peaks in demand for qualified staff.

High staff turnover can undermine programme quality and continuity and should be addressed to understand the causes so any situation can be mitigated.

Competency and appropriateness of staff should be proactively monitored through performance management systems and take into account feedback from staff members, candidates and client organisations. Performance management reviews should be designed to indicate competency levels in relation to their knowledge, skills, behaviours and attitudes described in their job descriptions. Those who are facilitating learning programmes should be supported with regular observations and feedback sessions.

You need to ensure facilitators are suitably qualified and approved to undertake learning activities; this can be done internally or externally. Some providers offer facilitators in-house training or orientation, but they ask the facilitators to be qualified before being recruited.

Capacity gaps in new or existing staff members should be acknowledged and a short to medium term plan put in place to close those gaps with SMART indicators to assess the impact.

Staff members may need to build their own competencies to keep their knowledge fresh and to meet evolving demands for humanitarian action. Building competencies may take place in the form of on-the-job training, peer coaching, work shadowing, exchanges, mentoring, on-line learning, attending learning programmes or other means (for more information see further resources). Each staff member should have a continuous development plan.

The appropriateness of staff needs to consider gender issues, for instance, you may need female facilitators due to cultural norms and preferences.

Quality Measures	**Quality Indicators**
1. Staffing levels are monitored	1. Minutes of management meetings with agenda items

and recorded. 2. There are sufficient, competent and appropriate staff to design learning programmes. 3. There are sufficient, competent and appropriate staff to deliver learning programmes.	to show that the number and competencies of staff are monitored. 2. Identified staff role with responsibility for staffing. 3. A roster or database of available personnel. 4. Performance management data. 5. Recruitment policy. 6. Organisation chart with appropriate span of control and roles. 7. Observation records. 8. Records of staff turnover. 9. Schedule of staff availability. 10. Staff / learner ratio is known and set at an appropriate level. 11. Interviews with staff. 12. Records of Continuous Professional Development. 13. Process to check qualifications and experience of potential staff. 14. Job descriptions.

Key Action 6.4 Treat staff in a fair and open way and do not discriminate against them

Your treatment of staff will have a strong impact on your overall performance. Staff members should feel informed and supported at all times. The style and complexity of staff policies and procedures will depend on your size and context as a learning provider. However, staff should participate in the development and review of policies where possible to ensure that their views are represented. A staff manual facilitates knowledge of and consultation on policies. Policies should include for example: recruitment policy; whistleblowing, grievance and disciplinary policies; diversity/ inclusivity policy; maternity, paternity and child care policies. All staff should be issued with contracts that clearly outline expectations, responsibilities and terms and conditions of employment

To ensure fairness, recruitment should be open and understandable to all staff and applicants. Such transparency includes the development and sharing of updated and relevant job descriptions for each post and it is essential to establish diverse and competent teams. Existing teams can increase their appropriateness and diversity through new recruitment as required. Rapid staff expansion may lead to the recruitment of inexperienced team members who should be supported by experienced staff.

Treating all staff members in a non-discriminatory manner entails establishing policies and/or codes that define acceptable behaviour and gaining agreement from staff members to follow it. No staff member in the provision of services should be party to abuse, corruption or sexual exploitation. To reinforce this, it is important that staff are asked to sign a code of conduct. This can be created specifically for the organisation or it can be drawn from existing codes of conduct on specific topics such as sexual exploitation or sexual abuse like the ones used by peacekeeping forces or some NGOs and wider ethical codes of conduct such as the Code of Conduct for International Red Cross and Red Crescent Movement and NGOs in Disaster Relief. A safeguarding policy could also be useful especially if you frequently work with vulnerable people.

A grievance mechanism should be in place and accessible to staff.

Quality Measures	**Quality Indicators**
1. Evidence and policies exist and are implemented. 2. Staff are treated in a fair, transparent and non-discriminatory manner. 3. A member of staff is familiar with and applies local labour law.	1. Open human resource processes. 2. Code of conduct. 3. Staff contracts. 4. Shared job descriptions. 5. Staff policies and procedures to include; a) recruitment policy; b) whistleblowing, c) grievance and disciplinary policies; d) diversity/ inclusivity policy; e) maternity, paternity and child care policies. 6. Staff handbook. 7. Communications to staff (e.g. contracts; equal opportunities / non-discriminatory policy). 8. Feedback from staff (e.g. appraisal process documents; questionnaires; surveys; complaints / concerns). 9. Identified staff have knowledge of up to date local labour law. 10. Interviews with staff.

Key Action 6.5 Have in place reasonable measures to make sure staff are safe and secure and that their wellbeing is protected

Humanitarian action takes place in a wide range of contexts and therefore organisational measures to ensure safety, security and wellbeing will be dependent on the operational environment.

Your duty of care to staff includes actions to promote well-being and avoid burnout, injury or illness. You could benefit from a duty of care policy. Managers are responsible for ensuring that staff members are aware of risks to them and know how to act accordingly. You are responsible for conducting risk assessments taking into account the hazards, vulnerabilities and risks in the environment and take actions to reduce the risk. Also make sure you have the appropriate level of insurance for the activities that you are undertaking.

Example 1: In an earthquake zone, it is good practice to assess buildings for structural and non-structural risks and take actions to mitigate them. You should have evacuation plans and procedures in place. Staff members should be trained in how to remain safe and provide guidance to candidates on procedures in case of emergency.

Example 2: In some contexts, security threats may also be pertinent to learning provision. Where a learning event gathers high profile people, a particular community group or expats may be perceived as an easy target for attack. Risk assessments and security procedures can help to mitigate against threats.

This key action is closely related to key action 3.7: Implement reasonable measures to ensure learners' safety, security and wellbeing.

Quality Measures	**Quality Indicators**
1. Measures are in place to ensure staff safety, security and well-being.	1. Duty of care policy. 2. Staff security policy. 3. Health and Safety policy including health and safety of computer / internet usage). 4. Risk assessment process. 5. Appropriate insurance cover.

	6. Risk registers. 7. Identified staff role with responsibility for staff safety, security and well-being. 8. Staff security, safety and wellbeing training sessions. 9. Communication channels (e.g. In Case of Emergency (ICE); monitoring of staff locations and travel). 10. Interviews with staff. 11. Processes to ensure staff safety, security and wellbeing.

Annexes (Tools and Templates)

Relevant Key Action	Tool/Template	Annex number
6.1	example of a RACI diagram	Annex 9

Further resources and information related to Standard 6: Resources

CARE (2004), CARE International Safety and Security Handbook, https://reliefweb.int/sites/reliefweb.int/files/resources/care-safety-and-security-handbook.pdf

CBHA (2010) 'Core Humanitarian Competencies Guide: Humanitarian Capacity Building Throughout the Employee Life Cycle': http://www.start-network.org/wp-content/uploads/2014/01/Core-Humanitarian-Competencies-Guide.pdf

CHS Alliance (2015) HR Tool: http://chsalliance.org/files/files/Resources/Tools-and-guidance/CHS-Alliance-Handbook-for-Managing-HR-Effectiveness-Final.pdf

DisasterReady is an online learning library of more than 600 training resources is constantly expanding and covers core topics such as Humanitarianism, Program/Operations, Protection, Staff Welfare, Management and Leadership, Staff Safety & Security, and Soft Skills https://ready.csod.com

ECB (2007) 'Building Trust in Diverse Teams: The Toolkit for Emergency Response': http://policy-practice.oxfam.org.uk/publications/building-trust-in-diverse-teams-the-toolkit-for-emergency-response-115413

ICRC (1994), Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief, https://www.icrc.org/eng/assets/files/publications/icrc-002-1067.pdf

Kaya: on-line is a learning platform with hundreds of online trainings, reference documents, videos and webinars covering staff safety, security and well-being, leadership and human resources management practices. https://kayaconnect.org/

People In Aid (2011) 'Debriefing: building staff capacity': http://chsalliance.org/files/files/Resources/Case-Studies/Debriefing-building-staff-capacity.pdf

Standard 7. Communication

Communication is open and accessible

Why is this standard important?

This standard emphasises the need for two-way communication between you and the learners. It ensures that there is clarity of the learning process from beginning to end. Sharing information and listening carefully to learners contributes to more effective learning programmes and improves the quality of services delivered.

Overall Guidance

In this standard, communication relates to: the two-way communication of information that learners require in order to access learning programmes and ensure smooth engagement with you at all stages of their learning journey; and the two-way exchanges between you, the learner and the facilitator regarding the learners' learning needs and goals and their progress towards the achievement of these.

You should develop and proactively implement a communications policy. Look for opportunities to support learners that have limited or restricted access to communication channels and identify ways in which you can support them to access learning programmes. All communications from you should be culturally sensitive.

This standard is closely linked with Standard 8: Administration. A function of administration is to ensure that learners receive and can provide appropriate information in a timely manner.

Specific Guidance Relating to Each Key Action

Key Action 7.1 Establish and maintain appropriate and accessible communication, for example, with learners and organisations

To establish appropriate communication channels, assess your own capacity and that of potential learners to access different communication channels. This may include any combination of written and oral communications (such as email, social media, websites, written letters, phone or platforms such as Skype). To ensure that selected communication channels are accessible, they should be adaptable to support the needs of different learners particularly learners with restricted or limited access to communications technology or with different capacities, such as disability or no literacy.

The content of any message should also be considered when selecting which communication channel to use in a particular case. You may establish a policy for the acceptable communication channel for delivering different types of information, for example delivering an open invitation to participate versus sensitive information such as assessment results.

In some contexts there are cultural implications regarding the communication channel selected. For example, a written document or invitation will have more bearing than one that is delivered via email.

You should seek to promote a culture of open communication to encourage ongoing dialogue between staff and learners. Management can model positive communication behaviours by inviting open conversations with staff members.

Maintenance of communication channels means that you will need to periodically review the channels that have been put into place taking into account feedback from staff members, client organisations and learners through feedback, complaints mechanisms and lessons learned and subsequently act upon them.

Quality Measures	Quality Indicators
1. Two-way communication channels exist. 2. Communication channels are appropriate, open and accessible. 3. Communication channels are used and maintained.	1. Communication policy. 2. Open communication channels. 3. Methods of communication have been researched and tested for appropriateness (e.g. email, social media, websites, written letters, phone or electronic platforms). 4. Communications from learners, staff or organisations. 5. Communications to learners, staff or organisations. 6. Communications show cultural sensitivity. 7. Correct communication methods are used for different messages. 8. Response time agreement. 9. Interviews with relevant people. 10. Regular review of communication methods. 11. Feedback from staff, organisations and learners.

	12. Communications that use secure, monitored email addresses. 13. Published documents are accurate.

Key Action 7.2 Provide relevant, clear and accurate information about learning programmes and services

Relevant information about learning programmes should cover learning topics and objectives, the application process, any deadlines for enrolment, selection criteria, duration of the learning programme, roles and responsibilities of the learning provider and the learners and expected outcomes from participation. Check that communications do not set unrealistic expectations for learners.

You should ensure that the information provided is easily understood and that the learner has access to all the information they need to participate in the learning process. Communication should be done in languages, formats and media that are easily understood, respectful and culturally appropriate for different humanitarian actors, especially vulnerable and marginalised groups.

Frequently update information about learning programmes across all media (website, promotional information, brochures etc.) to ensure it is accurate and does not to mislead or confuse learners.

There are often pre-existing communication platforms in the humanitarian sector that can be used to communicate to potential learners about learning programmes. Coordination meetings, NGO platforms and Disaster Risk Reduction Networks are often a useful place to share information.

Quality Measures	**Quality Indicators**
1. Information about learning programmes and services is relevant, clear and accurate.	1. Accurate and up to date website. 2. Published documents give up to date and accurate information about learning programmes and services. 3. Process to check that communications are in appropriate language, format and media. 4. Owners of communications / documents identified.

	5. Control of versions of documents. 6. Process for sign off of published information. 7. Interviews with learners.

Key Action 7.3 Communicate clearly, accurately and promptly

Effective communication needs to be a continuous process - done before, during and after the learning programme. It involves two-way communication between you and learners.

Information should be periodically reviewed and updated across all communication channels and shared as soon as possible if changes have been made. Information should be made within a reasonable time for learners to make decisions regarding their participation in learning activities.

During encounters with learners, take care to speak clearly and avoid jargon and colloquialisms, especially when the language of instruction is not the learner's first language. There may also be a need to provide interpreters and translators.

You should also make reasonable adjustments to ensure communications materials are accessible to all. For example, making paper-based documents available in large print on request.

Quality Measures	**Quality Indicators**
1. Two way communications are clear, accurate and timely.	1. Information sharing policy. 2. Communications are dated and monitored for clarity and accuracy. 3. Reasonable adjustments made to ensure communications are accessible and understood by all. 4. Documents are dated and have a review/ renewal date. 5. Feedback from readers of communications sought and acted on. 6. Process to check the content of communications. 7. Accurate grammar, spelling, language in communications and documents. 8. Staff are clear on responsibilities for communications.

	9. Policy for sign off of critical or confidential information. 10. Interviews with staff and learners.

Key Action 7.4 Respond to queries appropriately and promptly

You should establish standard response times to ensure that learners get the information they need in enough time to make decisions and take appropriate actions. These response times should be made public so that learners know what to expect. The timeframe set for responding to queries and requests should not adversely affect the learner or the quality of the learning programme and should be reasonably in line with learners' needs.

Care should be taken to ensure that these timeframes are adhered to, and that timely answers or feedback are provided, and that queries are answered appropriately. It may be necessary to provide training to staff who will receive queries, and to identify specific staff who are responsible for responding to them. Monitor the timeliness of responses to queries regularly as part of your M&E initiatives, and if there are significant changes, for example the responsibility to respond to queries is assigned to a new staff.

Learners are likely to have ongoing queries about how to make an application for a learning programme and how the learning programme will be conducted. You can encourage potential learners to approach you with further queries by ensuring that timely and appropriate responses are consistently provided, and providing multiple channels of communication (for example both email and telephone contacts). This will contribute towards building open and responsive two-way communication with learners.

Queries can be used to improve communications over time; if queries are recorded and reviewed periodically, weaknesses in communications can be identified and improved.

Quality Measures	**Quality Indicators**
1. Service level agreements define the timelinesss of communication responses. 2. Responses to communications are made in an appropriate way.	1. Published response time service level agreements. 2. Service level agreement able to be audited. 3. Service level agreement monitored and action taken when service falls below stated level. 4. Staff training. 5. Nominated staff roles to respond or process queries.

	6. Process to check that the tone of responses is appropriate for the situation and the readers. 7. Requests from and responses to distance and online learners are monitored and responded to in a timely way. 8. Feedback from learners. 9. Register of queries that informs improvement.

Further resources and information related to Standard 7: Communication

ECB (2007) 'Building Trust in Diverse Teams: The Toolkit for Emergency Response':
http://policy-practice.oxfam.org.uk/publications/building-trust-in-diverse-teams-the-toolkit-for-emergency-response-115413

IFRC, (2017) Beneficiary Communications and Accountability Baseline Assessment Grid. Available for download at :
http://media.ifrc.org/ifrc/wp-content/uploads/sites/5/2017/02/Beneficiary-Communications-and-Accountability-Baseline-Assessment-Grid.pdf

Standard 8. Administration

Administration systems are secure and accurate

Why is this standard important?

Administrative systems, processes and procedures support the delivery of quality learning services and enable learners and organisations to access these services. Effective administrative support enables the smooth delivery of learning services. Ineffective administrative support can not only cause practical delays but can also hinder the learning process itself.

Overall Guidance

You should ensure that administrative systems, processes and procedures are sufficient to provide effective support for learners and organisations.

Administrative support should be available to learners and organisations throughout the learning process.

Data protection laws will govern and inform some administration systems, particularly relating to managing personal data of learners.

Specific Guidance Relating to Each Key Action

Key Action 8.1 Provide effective administrative and logistical support for learners and organisations

Effective administrative support for learners and organisations includes establishing and maintaining routine processes to ensure that all learners or organisation receive the same level of administrative support.

Learners and organisations may need administrative support:

- before learning: for example to access information about what they will learn on a programme, how to access it, and any preparation they need to undertake in advance, to complete an application, or they may require a letter of invitation to complete their visa application if they are travelling to attend a course;

- during the learning process: for example to inform facilitators if they will be absent due to illness; and
- after completing learning: for example to receive proof of attendance, or proof of payment.

Administrative support can be provided in person, by phone, or online either in real time or through email.

In some contexts learners might also need logistical support to attend training, for example with transport to get to the venue. The support required will vary depending on the circumstances of the learner or organisation and you should also consider the context you are operating in when determining the types of administrative and logistical support learners may need.

Beyond the direct administrative and logistical support provided to learners and organisations, it is also essential to ensure that learning services receive appropriate support. For online learning services this might include managing enrolment and granting access to the learning platform, including issuing permissions and passwords to facilitators and learners, and uploading learning materials to the platform, whilst for face to face training or simulations support might include managing venue bookings, and ensuring that resources and materials are prepared and available at the venue on time.

Quality Measures	**Quality Indicators**
1. Processes for administrative support operate effectively for learners and organisations before, during and after the learning process. 2. Processes for logistics support operate effectively for learners and organisations before, during and after the	1. Administrative and logistics support processes. 2. Identified role with responsibility for learner and organisation support. 3. Support for distance or online learners is proven by audit logs and time frames. 4. Support mechanisms operate face to face, by phone, or online, in real time or through email. 5. Nature of support required determined and provided. 6. Effectiveness of support monitored by an identified process.

learning process.	7. Support records. 8. Feedback from learners and organisations that proves effectiveness of support (e.g. questionnaires; surveys; interview reports; tutorial meetings; mentor reports). 9. Interviews with learners and/or organisations.

Key action 8.2 Store learners' information using secure and appropriate data-management procedures

You should implement national legal requirements for data protection. The guidance in this handbook may complement national requirements but should not be used as a substitute.

A system to register and identify learners should be established and records must be accurate and up-to-date.

Define what learner information will be gathered and stored and any additional learner information beyond this scope should not be collected unless there is a specific reason to do so. It is also important to determine the length of time that learner information and records will be kept for and to establish a secure process for deleting records.

It is essential to regularly check the accuracy of the information and ensure that there is no record of unnecessary, redundant or superfluous information

Define data management procedures that will enable you to store learner information securely whether in hard copy or electronic format. Storage for hard copy (paper based) records should be lockable if the information is confidential. Electronic records of confidential information should also be appropriately secured and there should be a system for backing up information stored electronically.

Data management procedures should define who can access learner information and this should only be accessible to staff who need this information to do their jobs. Learners should also be able to access their information and records.

You should have procedures in place to properly evaluate requests from other organisations (for example a learner's employer) for access to data in its possession. Such procedures should assist you in deciding whether the release of data is fully justifiable under the data protection national legislation.

Where personal or sensitive data is held, relevant security and access controls should be in place, additional controls that would prevent such data from being copied or misused.

Paper records and paper files containing personal data and sensitive information about learners should:

- be handled in such a way as to restrict access only to those persons with reasons to access them;
- be locked away when not required;
- be kept hidden from callers to offices;
- follow a secure disposal of confidential waste.

Quality Measures	**Quality Indicators**
1. An appropriate data management procedure exists that securely stores candidate information.	1. A documented data management process. 2. Structured and indexed storage of learner registration and identification information. 3. Identified role with responsibility for data management. 4. Process to secure learner information. 5. Data protection and retention policy. 6. Information back up processes. 7. Identified users with secure access. 8. Process to securely dispose of unnecessary, redundant or superfluous data. 9. Compliance with local data retention law.

Key action 8.3 Keep learners' information and records confidential

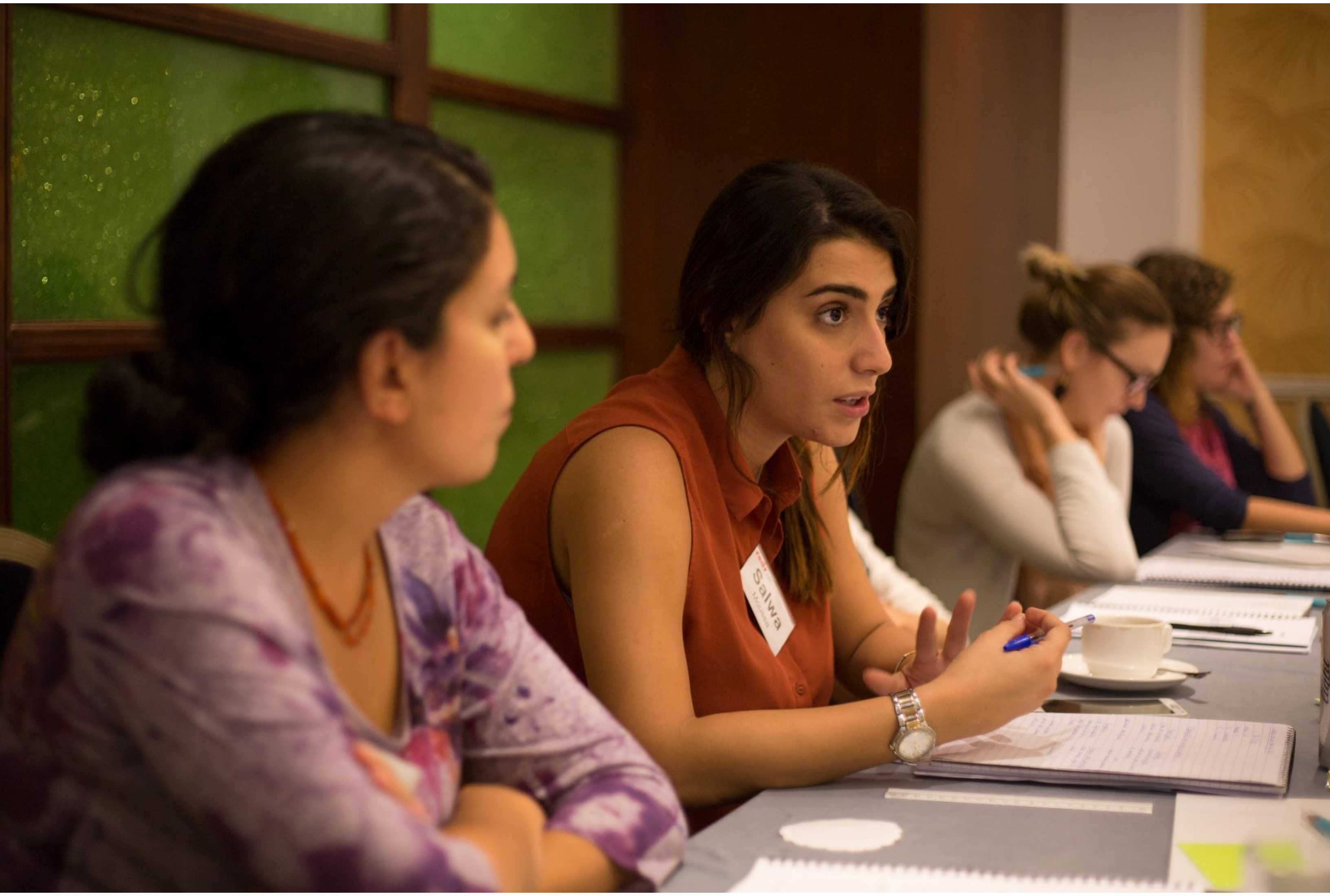
You need to have in place a policy of how learner information will be shared and make learners aware of this during the application procedure. It is important for learners to be aware of whether any of their information will be shared and if so, with whom and for what purpose. For example, where a client organisation has funded the learning service, you will likely expect access to the learner’s records. Where learning is self-funded, you should not share learner’s information with third parties without the learner’s consent.

If learners’ records will be routinely shared with an external organisation, for example an accrediting body, you must make this clear to learners in advance.

Quality Measures	Quality Indicators
1. A procedure exists to keep confidential learners' information and records safely and securely.	1. Published and communicated policy of how learner information will be shared. 2. Need to know' list to ensure only authorised staff or interested parties have access to confidential information. 3. A published document that identifies what is confidential information about learners and their records. 4. Confidential information protected by passwords or other security methods. 5. Data retention policy with detailed instructions on the safe disposal of learner information. 6. Nominated role with responsibility for data security. 7. Facilities to store data securely and confidentially.

Further resources and information related to Standard 8: Administration

Protecting the confidentiality of Personal Data Guidance Note (2008)
https://www.dataprotection.ie/documents/guidance/GuidanceFinance.pdf



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Annexes

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Standard 1 - Analysis

Annex 1: Types of Data

Type of data	Sources	Advantages	Disadvantages
Secondary data	Information available through published and unpublished sources, including literature reviews, surveys, evaluations, assessments, reports from NGOs, UN agencies, international organizations and government offices	Secondary data can be very cost effective and should be the first sources accessed for assessment data	Unfortunately, access to secondary documents is often limited and care is needed when interpreting secondary data. Sometimes selective primary data collection will be necessary to verify the reliability and relevance of secondary data to the specific context, or to obtain deeper, more specific information
Primary quantitative data	Surveys, questionnaires, tests, standardized observation instruments	The strengths include: o Scalability - Processing results from a great number of subjects and permit a generalization of results; o Objectivity and accuracy of results - Less personal bias in the collection and interpretation of data; o Standardization – Data collectors use standard approaches whose results can be compared to other data	This approach sometimes misses the depth of the situation and it can be difficult to collect essential contextual information

Primary qualitative data	brainstorming, focus groups, timelines, semi-structured interviews ranking exercises	The strengths include: o Depth and detail: Qualitative data often provides detailed descriptions of situations, providing the richness of context that is missing from quantitative data. o Creates openness: encouraging people to expand on their responses can open up new topic areas not initially considered; o Simulates people's individual experiences: a detailed picture can be built up	This approach can be time consuming and resource intensive, making it more costly and difficult to do on a large scale
Source: adapted from PMD Pro Guide 2nd Ed. (2015), PM4NGOs, p24-25			

Standard 2 - Design

Annex 2: SMART Learning Objectives and Key Learning Points

Learning objectives are the articulation of what a learner will be able to do or will know by the end of a learning programme or one of its component parts. Clear learning objectives ensure that the learner understands what will be cover, facilitates monitoring and assessing learning progress and supports consistency of delivery.

A useful tool for writing learning objectives is SMART:

SMART	**The learning objectives must:**
Specific	State exactly the learner should be able to do or know as a result of the learning programme
Measurable	Be phrased in a way that will allow the learner to know if they have been successful
Achievable	Be achievable given the available time, resources, context and learners' prior knowledge and experience
Relevant	Be relevant to the needs of the learner and the sector and must relate to the overall aim of the programme
Time bound	State the timeframe in which the learning will be achieved for example by starting objectives with the phrase: 'By the end of the learning programme, learners will be able to…'

When writing a **SMART** objective, avoid words and phrases that are vague, difficult to measure or open to interpretation.

Avoid using these words:	**Try to use these words instead:**

Appreciate Be aware of Be familiar with Be interested in Believe Enjoy Have a feeling for Have a grasp of Have a working knowledge of Have faith in Understand	Conduct Construct Demonstrate Describe Explain Identify List Select Solve Specify State

Key Learning Points

Key learning points can be used to provide further guidance on what is to be learned in a session. They supplement the information provided in learning objectives.
Key learning points add extra detail that it is not appropriate to include in the learning objectives. They can:

- explain underlying knowledge that underpins the skills to be developed in the session;
- add further information about processes outlined in the learning objectives;
- highlight only the most important key learning points which the learners should grasp and do not need to cover all of the learning.

Examples of SMART learning objectives and key learning points:

Example 1:
Learning objectives for a 90-minute face to face session to introduce learners to a framework for assessing their organisation's readiness for change within a change management learning programme

By the end of the session participants will be able to:

- List the 8 contextual features for assessment of an organisation's readiness for change
- Identify a relevant change model/path for their organisation
- Identify ways to address each lens in the change kaleidoscope for their organisation

Key learning points:

· A thorough audit of organisational readiness for change is necessary to build an effective and contextually relevant programme of change for an organisation

. A change path should ideally be directly addressing organisational weaknesses and challenges and working to build on the existing strengths

Example 2:

Learning objectives for a 45-minute session to introduce project management

By the end of the session participants will be able to:

· Define project management;

· Distinguish between a project, a programme and a portfolio;

· Explain how the triple constraint of scope, budget and time relates to project management;

· List some of the challenges that face projects and explain why the humanitarian and/or development context is particularly challenging

Key learning points:

· A project is a set of related activities that has a specific goal and set of intended outcomes, outputs and activities. It is bound by the triple constraints of a fixed scope, budget and timeframe.

· A programme is a collection of projects that connected by an overarching goal, theme or geographic location.

· A portfolio is a collection of programmes.

Content adapted from RedR UKTraining of Trainers Handbook, (2016)

Content derived from PM4NGOs PMD Pro Guide which can be accessed here:
http://www.pm4ngos.com/wp-content/uploads/2015/05/PMD_Pro_Guide_2e_EN_USLetter.pdf

Annex 3: Using Bloom's Taxonomy to Write Learning Objectives

When writing learning objectives, it is important to think about what exactly learners will do and what their level of engagement with the subject matter will be.

Harold Bloom's taxonomy is a useful way of thinking about the level of engagement of learners and can be used when writing learning objectives and designing activities to ensure that the level of learning and skill acquisition matches the learners' needs.

Level of Thinking	Thought Process	Words that can be used in learning objectives:
Knowledge	Remembering by recall or recognition; requires memory only	Define, identify, recall, recognize, acquire
Comprehension	Grasping the literal message; requires rephrasing or rewording	Describe, compare, translate, contrast, convert, interpret
Application	To apply or use information in a new situation	Write an example, apply, classify, carry out, solve, prepare, explain, plan, generalize
Analysis	To examine a concept and break it down into its parts	Analyse, support, draw conclusions, compare, observe, detect, classify, discover, identify, explore, recognize, determine
Synthesis	To put information together in a unique or novel way to solve a problem	Write, design, predict, develop, integrate, formulate, propose, produce, organize
Evaluation	To make quantitative or qualitative judgments using standards of appraisal	Judge, decide, evaluate, assess, test, check, select, measure, rank

Atherton J S (2013) *Learning and Teaching; Bloom's taxonomy* [On-line: UK] retrieved 2 September 2015 from http://www.learningandteaching.info/learning/bloomtax.htm

Annex 4: Adult Learning

Characteristics of adult learning

1. Self-Concept

As a person matures his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being.

2. Adult Learner Experience

As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.

3. Readiness to Learn

As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.

4. Orientation to Learning

As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application. As a result his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.

5. Motivation to Learn

As a person matures the motivation to learn is internal

Attribute	**Description**
Demands of learning	Learner must balance life responsibilities with the demands of learning. Therefore, adults are often most interested in learning subjects that have immediate relevance and impact to their job or personal life.

Role of instructor	Learners are autonomous and self-directed. Teachers/trainers guide the learners to their own knowledge rather than supplying them with facts. Therefore, adult learning should be problem-centred rather than content-oriented
Life experiences	Learners have a tremendous amount of life experiences. They need to connect the learning to their knowledge base. They must recognise the value of learning. Experience, including mistakes, provides the basis for the learning activities.
Purpose for learning	Learners are goal oriented and know what purpose they are learning new information. Therefore, adults need to be involved in the planning and evaluation of their instruction.
Permanence of learning	Learner is self-initiated and tends to last a long time.

Adult learning checklist for designing learning programmes
Does the learning programme:

- Have learning objectives that are important to and agreed by the learners?
- Allow learners to be involved in the learning process?
- Allow learners to contribute from their own experiences?
- Allow learners to integrate new ideas with what they already know?
- Offer opportunities for learners to evaluate, challenge, question and reflect on the learning?
- Offer opportunities for learners to apply and practise what they have learnt in a safe learning environment?
- Support learners to apply the learning in their professional lives?
- Draw from real or simulated case study experiences that are relevant to the learners?
- Allow learners opportunities to work co-operatively in groups as well as independently?

- Provide the learners with structured, non-judgemental and helpful feedback?

Information based on the work of Malcolm Knowles, see resources section for details

Annex 5: Selecting appropriate modalities

Term	Description:	Pros and cons:	Most appropriate for:
Facilitated	Facilitated learning can be delivered face-to-face or remotely: these could be workshops or training courses where everyone is in the same location, webinars or learning programmes in which a dispersed group interact remotely via a learning platform or using a virtual learning environment.	Learners have access to the expertise and guidance of a facilitator as well as access to other learners. The period and duration of learning are usually pre-determined which can encourage a learner to set aside the time for learning, however, it may cause problems for others if they are not available at the specified times. Costs tend to increase as the number of participants increase so this is not the most cost-effective method for reaching a large number of learners.	This can work well for discussion based topics covering complex topics or when a learner needs to develop a complex set of competencies.
Self-paced	Self-paced courses usually take the form of online (asynchronous) courses or learning materials that the learner works through at their own pace.	Self-paced courses have the capacity to reach a large number of people as costs do not increase per user. Because the duration is usually not limited, a learner can explore a topic for as long as they like and can often revisit topics if necessary. Learning can be done flexibly to suit the learners needs. Self-paced courses are often expensive to develop and can be difficult to keep up to date.	Self-paced courses can work effectively for sharing information and building knowledge on a topic especially if the topic is relevant to a large number of people. They can be particularly useful for compliance topics as it provides a mechanism for tracking enrolment, completion and achievement rates. Self-paced programmes can also be used for topics that require reflection as the programme is not time-bound.

Face-to-face	Face-to-face learning refers to any programme where the learners and facilitator are in the same physical location. This can apply to group situations such as workshops, training courses, simulations, or one-to-one support such as mentoring or coaching.	Many learners appreciate the personal contact of being in the same place as those who are sharing their learning experience. If learners are in the same location already, this can be cost effective. In addition, face to face learning allows a range of informal interactions to take place which can be supportive of the learning or subsequent application of the learning in a professional environment. There can be higher costs involved in face-to-face learning as a physical training space may be required and there may be costs for travel and accommodation.	Face-to-face learning can be useful when people are in the same location already or when having them in the same place can create benefits beyond the learning programme itself. The modality is useful for practical topics, for the development of complex competencies that require multiple, complex interactions with others, for experimenting with and using equipment or tools (such as a water monitoring kit or generator) or when the learning is highly situational or immersive, such as in a personal security course.

Remote	Remote learning refers to any programme where the learners and facilitators are not in the same physical location. Remote learning can be self-paced or facilitated. Facilitated remote learning can use video, voice or text based platforms. Examples might include, a weekly phone call to mentor a junior colleague; a webinar; an e-facilitated course on a platform such as moodle that allows learners to undertake tasks in groups and interact with other learners via text-based messages	Remote learning can avoid many of the costs associated with face-to-face learning and so can be more cost effective. It can also be easier for learners to access if they are not able to travel or set aside a longer period of time for a learning programme. Remote learning can limit informal interactions between learners and with the facilitator. Remote learning also usually requires access to IT equipment and an internet connection that is relatively stable and fast which may not be available to all. Depending on the model set up costs can be high.	Remote learning can work well when learners are dispersed or cannot travel to attend training. It may also be appropriate if the topic of the learning programme is taboo or sensitive. Remote learning be appropriate for both short learning programmes (for example, a short one hour webinar introducing a specific topic to numerous people) or for extending programmes that require learners to attempt applying learning in a professional context (for example, mentoring a learner to apply leadership competencies in their workplace).
Coaching and mentoring	Coaching and mentoring are both forms of providing one-to-one support from an expert to a learner. Both forms are driven by the learner's specific requirements although coaching might be done in reference to a specific set of learning criteria or as a follow to a learning programme. Mentoring can be part of a formal learning programme but it is often something that develops organically.	Coaching and mentoring can provide highly personalised and relevant support to a learner and can be beneficial to both individuals. One-to-one learning support is resource intensive and can be costly if the coach or mentor are remunerated for the support provided, which is not always the case for mentors. The success of the programme depends heavily on the rapport between the two individuals and so setting up coaching or mentoring programmes can be complex and time-consuming.	One-to-one support can work well when a learner has a particular challenge that they wish to overcome: this could be related to demonstrating a set of competencies in a workplace or related to career progression for example.

Work-based placements, secondments or internships	Work-based placements, secondments or internships are opportunities for individuals to work in a new context, undertaking new tasks and demonstrating a new set of competencies.	With appropriate supervision, an employee can learn on the job and develop or strengthen their existing competencies. This can be a stepping stone for a promotion or career change or a way of learning new skills that will be relevant to their substantive role. Placements and secondments can be complicated to set up and require the input of a supervisor so can be resource-intensive.	Work-based placements, secondments and internships can be appropriate when the focus is on demonstrating competence or applying learning in a professional context. They can be appropriate for those who are beginning their careers or for senior people who have a specific gap in their competency set. These are not appropriate in situations that might put learners or other stakeholders at risk.

Standard 3 - Delivery

Annex 6: Examples of proportionate monitoring

Examples of proportionate monitoring

Example 1 - A half day course allowing participants to explore whether they are interested in joining the sector might have a very light-touch monitoring process. Learners are primarily attending the programme for information purposes and the focus is not on achievement but on discussion of ideas and attitudes which in this situation do not need to be measured rigorously.
Suggested monitoring process: facilitator circulating in the room and listening to group discussions to ensure there are no significant misunderstandings or concerns; facilitator speaking to each participant during session and break times to provide opportunity for learners to ask questions and voice concerns; light touch mid-day review to gauge the mood in the room in order to allow for variation of energy level or methodology.

Example 2 - A mandatory, self-paced, two-hour online course on compliance with child safeguarding issues during which the learner is expected to learn and recall key facts related to the subject matter. The course is short and knowledge-based so the monitoring need not be complex; however, the course is mandatory and on a topic which learners are expected to be compliant so it needs to be rigorous.
Suggested monitoring process: learning can be assessed by a short, multiple choice questionnaire issued pre- and post-course to assess learning; but in addition, participation in the course needs to be monitored to ensure the course was undertaken by the named learner and at the required frequency (for example, if the course requires repetition annually).

Example 3 - An extended learning programme leading to a degree level qualification in project management which requires learners to demonstrate how they have effectively applied learning from the programme to improve their management of projects in humanitarian settings will require complex, sophisticated and rigorous monitoring to ensure that the learner is prepared for the final assessment.
Suggest monitoring process: 1-1 sessions between the learner and the facilitator to discuss progress and clarify any misunderstanding; periodic formative assignments that check learners' progress is on track before the final assessment is undertake; observation of learners in a simulated environment to monitor their ability to apply the learning in realistic situations.

Annex 7: Checklist on ensuring learners' safety, security and wellbeing

Checklist on ensuring learners' safety, security and well being

Is the training room or outdoor location…..?
Well ventilated
Well lit
Fitted with equipment to enable it to be kept at an appropriate temperature
Free from any hazardous substances
Free from any trip hazards, loose or unstable equipment, obstacles or furniture

Is the equipment….?
Recently checked
Well maintained
Functioning
Appropriately stored
Used by trained staff

Is the furniture…?
Sound and suitable for prolonged use

Are the refreshments….?
Prepared and served in hygienic conditions
Culturally appropriate
Sufficient for the needs of the group
Readily available to all learners

Are the water and sanitation facilities…?
Easily accessible to all learners
Clean and well maintained

Is the Venue…?
Structurally sound
Located in an area that is secure and does not create risk to property or person
Equipped with fire fighting apparatus such as sprinklers, fire alarms and fire extinguishers
Equipped with sufficient fire escape
Equipped with first aid box
Supported by personnel trained in the use of fire and first aid equipment

Protected by day and night guards (in locations where this is appropriate)
Protected by a perimeter fence (in locations where this is appropriate)
Accessible by safe public transport or is suitable transport provided
In proximity to emergency support or health services

Is the learning programme…?
Designed in such a way that they will not be harmful to learners' safety, security or well-being
Effectively facilitated so that instructions are clear and participants are not asked to engage in activities that may cause them physical or emotional harm
Sensitive to political or taboo topics
Implemented in such a way that maintains learners' dignity

Are measures in place to ensure…?
Participant data is secure
Online platforms and networks are protected and secure

Standard 4 – Assessment

Annex 8: Template for marking sheet

Participant Name:					
Criteria	EXCELLENT	GOOD	FAIR	PASS	NOT MET
Module X					
Demonstrate a comprehensive understanding of …					
Demonstrate application of …					
Reflect upon and evaluate…					
Etc.					

Assessor:

Date:

Standard 6 - Resources

Annex 9: Example of a RACI diagram for training course set up

The RACI diagram can be completed in relation to a selected learning programme or event, or in relation to ongoing activities.

Activity	Responsible	Accountable	Consulted	Informed
Send joining instructions to learners	Training Administrator	Training Manager	Client organisation Administrator	N/A
Review participant profiles and special requirements	Trainer	Training Manager	NA	NA
Contextualise training programme	Trainer	Training Manager	Subject expert at client organisation	Training Administrator
Print training materials and deliver to venue	Training administrator	Training administrator	Trainer Venue manager	
Etc….				

HPass