



Facilitated

Learning and Development for People that Care

Training Standards

The aim of these standards is to provide a quality benchmark for the design, delivery and presentation of all Facilitated development activities. The standards provide a guide to all staff and associates in respect of designing and delivering training.

Overall standards apply, prior to, during and after a learning event. The term 'learning event' is used generically to include all developmental activities such as training courses, seminars, conferences and individual programmes of learning.

- Trainers and facilitators promote the principles and standards reflected in the company and their clients policies
- The learning event is delivered within the relevant policy, procedural and legal context.
- The aims, objectives and content will have been ratified by the company and clients
- Learning packages reflect current best practice, statutory requirements and relevant local and national guidance.
- Each learning event has clearly stated aims and objectives.
- Each course has a dedicated course pack that contains; the aims and objectives, programme, trainer's programme (outlining the content for each session) and supporting materials and exercises.
- The aims and objectives, content and structure of the event/programme are made clear at the beginning and reviewed with participants at the end of the event/programme.

- During the learning event participants will have opportunities to discuss and reflect upon the contents and consider the policy and practice implications.
- The learning event takes account of principles of adult learning, different learning styles and blocks to learning and strives to create an atmosphere that builds trust and promotes learning and caters for a range of learning styles and diverse communication needs.
- Confidentiality will be clarified at the beginning of the programme
- Trainers should as far as reasonable practicable ensure the learning environment is appropriate, safe and conducive to learning for all learners.
- Participants are informed of housekeeping and safety arrangements at the beginning of each event.
- Everyone can be heard and distractions such as; noise from urns, fans and continual use of OHP and power point are minimised wherever possible.
- Trainers should as far as reasonable practicable ensure refreshments and catering arrangements will meet cultural and dietary needs as appropriate
- Learning events have an explicit value base that recognises and respects diversity, promotes inclusion and equality and this is evident throughout the design, delivery and evaluation process.
- All participant's whatever their background and previous experience are encouraged to fully participate.
- Materials and language used do not re-enforce stereotypes.
- Where materials/research are limited, for example, being eurocentric or excluding disability this is acknowledged.
- Discriminatory language or behaviour is challenged in manner designed to be educative
- All materials presented at learning events are accurate, relevant, up to date and referenced
- Visual aids are used appropriately to enhance and add value to the presentation.
- Overhead slides are clear normally with 22 font minimum with good colour contrast. Visual presentations are read out if any participant is unable to see the material.
- Handouts, produced by the unit are typed using 12 font minimum and in an appropriate font. Large print handouts are provided for participants on request.
- Information provided is clear, concise, in plain English and jargon free.

- Trainers/facilitators will carry out an evaluation of programmes including an analysis of the evaluation feedback enabling action to be taken in respect of any issues arising within a relevant timescale.
- Evaluations are carried out to the agreed format.
- Attendance lists and evaluation forms are completed by course participants and returned to Facilitated's Administrator within 5 days of the event.