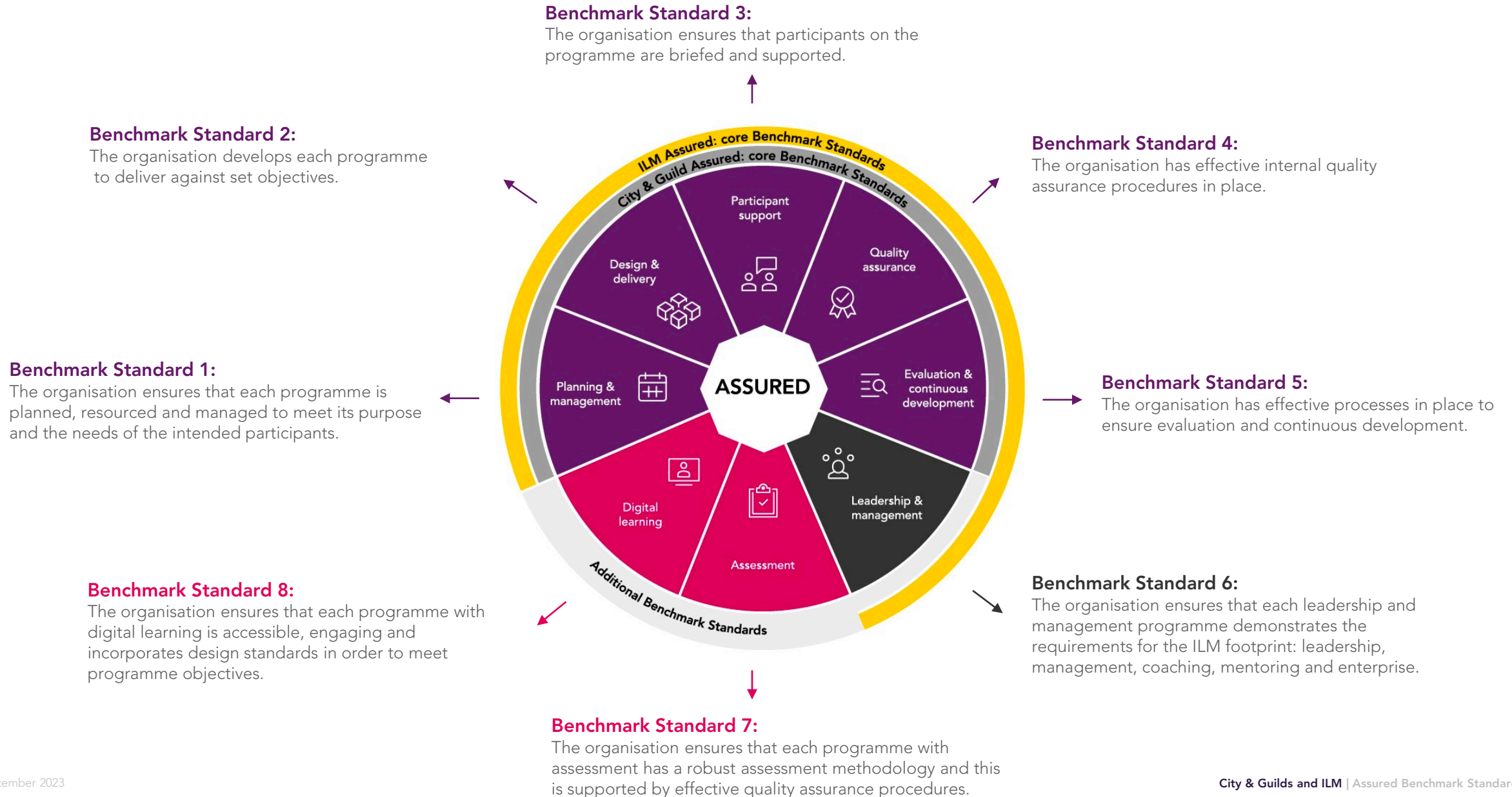
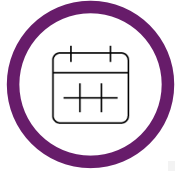


# Assured Benchmark Standards





## Benchmark Standard 1: Planning and management

The organisation ensures that each programme is planned, resourced and managed to meet its purpose and the needs of the intended participants.

### What's covered

#### 1.1 Programme rationale

There is a rationale for each programme which is consistent with the organisation's strategic goals:

- Aims of programme are linked to business needs, values and vision
- Any pre-requisite prior learning and/or qualification requirements
- Development and delivery of programme
- Assessment method (if any)
- Local language delivery (if applicable).

#### 1.2 Resources

Resources have been allocated to support the development, delivery and administration of programme(s):

- Staffing
- Delivery locations/sites
- Facilities/equipment
- Administrative systems and processes.

#### 1.3 Policies, processes and procedures

Policies that demonstrate best practice in learning and development design and delivery are in place:

- Equality, diversity and inclusion
- Health, safety and welfare
- Complaints and grievance
- Data protection
- Safeguarding (if applicable)
- Malpractice/maladministration.

Processes and procedures that demonstrate best practice in learning and development design and delivery are in place:

- Recruitment of participants
- Access arrangements
- Claiming or issuing certificates and/ or credentials
- Replacement of lost certificates or errors on certificates/digital credentials.

#### 1.4 Staff skills and experience

Those involved in the management, development and delivery of the programme(s) have the relevant experience and have developed/are developing relevant learning and development skills:

- Staff selection, recruitment and training
- Technical competence
- Learning and development experience
- Assessment experience (if required).



## Benchmark Standard 2: Design and delivery

The organisation develops each programme to deliver against set objectives.

### What's covered

#### 2.1 Aims and objectives

Aims and objectives provide a clear indication of the content of the learning programme and are reflected in the programme materials:

- Aims
- Objectives
- Structure.

#### 2.2 Intellectual property

The organisation has the right to use and distribute the materials as the creator of the materials or, where materials from other sources are used, it has obtained appropriate permissions to use and distribute such materials:

- Written confirmation of intellectual property (if relevant).

#### 2.3 Programme materials

Programme materials are fit for purpose and deliver the learning outcomes at a suitable level for the audience and subject matter:

- Title accurately reflects the content and context of the programme. It cannot be confused with a nationally recognised qualification, and is suitable for use as the title on the certificate and/or credential
- All programme materials reflect the objectives and subject matter.

#### 2.4 Programme length

The length of the programme, the time allocated for delivery and support for participants is sufficient to enable them to meet the objectives. The materials for each programme clarify:

- Expected learning hours for programme delivery
- Length/time of assessments (if relevant).

#### 2.5 Accessibility

The materials for each programme account for different learning styles and accessibility:

- Documented programme materials demonstrate different learning styles and accessibility in the programme delivery.

#### 2.6 Industry links

Where there are links to recognised industry standards and/or local frameworks, there is clear mapping within the programme to confirm these:

- Mapping evidence links to industry standards (if applicable).



## Benchmark Standard 3: Participant support

The organisation ensures that participants on the programme are briefed and supported

### What's covered

#### 3.1 Communication

Processes are in place for communicating information related to the programme(s) clearly and accurately to participants:

- Availability of the training programme
- Programme information
- Joining information.

#### 3.2 Induction

For each programme there is a documented induction plan in place for participants that includes:

- Aims and objectives of the programme
- The expected learning hours
- The delivery method
- Support available
- Assessment requirements (if applicable).





## Benchmark Standard 4: Quality assurance

The organisation has effective internal quality assurance procedures in place.

### What's covered

#### 4.1 Quality contact

There is a named individual with responsibility for monitoring the quality of each programme:

- Name and position of the person responsible for quality assurance of the programme(s)
- Key responsibilities of the named person.

#### 4.2 Quality assurance documentation

There are written procedures and supporting documentation for checking and maintaining the consistency of development and delivery:

- Review and approval of content and materials
- Version control of documents and ownership conventions
- Selection of delivery locations (if applicable)
- Delivery monitoring and standardisation activities.

#### 4.3 Participant records

Records are in place to record participant's progress through the programme:

- Procedure in place for tracking registration, attendance, progress and completion
- Records for registration, attendance, progress and completion.

#### 4.4 Issuing certificates/credentials

Certificates/credentials are only issued when all delivery (and assessment where applicable) has taken place. Documented procedures for issuing certificates/credentials include:

- Responsibility for issuing certificates/credentials
- Quality checks required prior to issuing certificates/credentials.



## Benchmark Standard 5: Evaluation and continuous development

The organisation has effective processes in place to ensure evaluation and continuous development.

### What's covered

#### 5.1 Internal review/self-assessment

Documented procedures exist to ensure the programme is subject to internal reviews:

- Timescales of reviews
- Responsibility for reviews
- Recording of reviews
- Development of action plan
- Sign-off of review.

The documented procedures include reviewing and reporting the effectiveness of the programme from a learning and development perspective, with consideration of:

- Feedback on training
- Timings and content of training
- Progress of participants through the programme
- Supporting policies and procedures.

#### 5.2 Internal reporting

Reports are made for the senior management to facilitate the review against the organisational rationale/business case:

- Reporting schedule and mechanism.





## Benchmark Standard 6: Leadership and management

The organisation ensures that each leadership and management programme demonstrates the requirements for the ILM footprint: leadership, management, coaching, mentoring and enterprise.

### What's covered

#### 6.1 Programme aim

The aim of the programme(s) is to develop leadership and management capability:

- Leadership and management is embedded in all aspects of the programme(s).

#### 6.2 ILM footprint

Each programme fits within the ILM footprint of leadership, management, coaching, mentoring or enterprise:

- The programme is based on general or specific areas of management and/or leadership, coaching/mentoring or enterprise
- The purpose of the programme is to enhance or develop the knowledge and/or skills of managers, leaders, coaches, mentors and/or entrepreneurs.

#### 6.3 Programme title

Programme title(s) accurately reflect leadership/management content:

- Leadership/management content reflected.





## Benchmark Standard 7: Assessment

The organisation ensures that each programme with assessment has a robust assessment methodology and this is supported by effective quality assurance procedures.

### What's covered

#### 7.1 Assessment strategy

A valid and reliable assessment strategy is in place:

- The assessment strategy is fit-for-purpose
- The assessment strategy has clear links to the programme aims and objectives.

#### 7.2 Assessment criteria

The assessment criteria are measurable, achievable and communicated to participants:

- Assessment criteria accurately measure whether learning outcomes/objectives have been met (validity)
- Assessments allow rigour to confirm that the work assessed is that of the participant (authenticity)
- Participants are provided with clear information on the assessment criteria.

#### 7.3 Quality assurance

Measures in place ensure the quality of the assessment process are sufficient and consistent:

- Assessment design and development
- Assessments are carried out to a consistent standard
- Standardisation takes place across the Assessment team (if applicable).

#### 7.4 Participant feedback

Feedback is provided to participants following assessment:

- Participants are given relevant and constructive feedback following assessment.
- Feedback is captured, stored and made available upon request.

#### 7.5 Participant appeal process

Participants are informed about their right to appeal against assessment decisions and the process they should follow:

- Participants are informed about their right to appeal against assessment decisions and the process they should follow
- Appeals policy and process, including timescales for resolution is documented.

#### 7.6 Certificates/credentials

There is a quality assurance process for the issuing of results:

- Certificates/digital credentials are only issued when assessments have been quality assured.





## Benchmark Standard 8: Digital learning

The organisation ensures that each programme with digital learning is accessible, engaging and incorporates design standards in order to meet programme objectives.

### What's covered

#### 8.1 Design standards

Instructional design standards are in place that support the development of a logical framework for learning content.

#### 8.2 Participant interactivity

The content and the design of the programme maximises participant interactivity – it provides relevant opportunities for exploration and consolidation of understanding.

#### 8.3 Navigation

Visual design standards refer to graphical user interface (GUI) and ensure that navigation is intuitive and user friendly.

#### 8.4 Compatibility

Digital learning is compatible with different devices (e.g. desktops, laptops and mobile devices). Media elements are considered to ensure standardisation of presentation:

- Screen layout/size
- Animation
- Text elements
- Graphics
- Audio
- Video.

#### 8.5 Participant management

The programme uses a common industry format (e.g. SCORM, AICC, xAPI or cmi5) enabling interaction with a participant management system to record information on participants:

- Participant access information
- Number of assessment attempts
- Time to complete
- Assessment results.