
Learning services outside formal education — Service requirements

*Services de formation fournis en dehors du cadre de l'enseignement
formel — Exigences de services*

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Foreword

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

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

Attention is drawn to the possibility that some of the elements of this document may be the subject of patent rights. ISO shall not be held responsible for identifying any or all such patent rights. Details of any patent rights identified during the development of the document will be in the Introduction and/or on the ISO list of patent declarations received (see www.iso.org/patents).

Any trade name used in this document is information given for the convenience of users and does not constitute an endorsement.

For an explanation on the voluntary nature of standards, the meaning of ISO specific terms and expressions related to conformity assessment, as well as information about ISO's adherence to the World Trade Organization (WTO) principles in the Technical Barriers to Trade (TBT) see the following URL: www.iso.org/iso/foreword.html.

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

ISO/TC 232 has also developed the following documents:

- ISO 29990:2010¹⁾, *Learning services for non-formal education and training — Basic requirements for service providers*
- ISO 29991:2014, *Language learning services outside formal education — Requirements*

1) The service requirements for a learning service provider contained in ISO 29990:2010 are addressed in this document. The management system elements for an educational organization contained in ISO 29990:2010 will be addressed in the future ISO 21001.

Introduction

This document is intended to provide a generic frame of reference for quality learning services outside formal education by specifying its various elements and delivery.

The structure of this document reflects a typical sequence of experiences of learners and sponsors in a prototypical learning service, including advertising, information provided prior to acquisition of the service, needs analysis, design, assessment and evaluation.

However, the way in which the learning service is planned and delivered can vary depending on the context. The learning service provider (LSP) can implement a management system designed to ensure consistent delivery of service and conformity with this document.

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Learning services outside formal education — Service requirements

1 Scope

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

In cases where the learning service provider is part of an organization that delivers products (i.e. goods and services) in addition to learning services, this document only applies to learning services.

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

2 Normative references

There are no normative references in this document.

3 Terms and definitions

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

ISO and IEC maintain terminological databases for use in standardization at the following addresses:

- ISO Online browsing platform: available at <http://www.iso.org/obp>
- IEC Electropedia: available at <http://www.electropedia.org/>

3.1

assessment

gathering of data to determine the *learning* (3.9) outcomes of an individual *learner* (3.8) or group of learners

3.2

blended learning

combination of different modes of *learning* (3.9)

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

[SOURCE: ISO 29991:2014, 2.4, modified]

3.3

competence

ability to apply knowledge and skills to achieve intended results

3.4

curriculum

plan of study prepared by the *learning service provider* (3.13) which describes the aims, content, *learning resources* (3.11), and *learning* (3.9) outcomes

**3.5
evaluation**

systematic gathering of information, including the results of *assessment* (3.1) and *monitoring* (3.14), in order to make decisions about possible adjustments to the *learning service* (3.12)

**3.6
facilitator**

person who works with *learners* (3.8) to assist them with *learning* (3.9)

Note 1 to entry: A *facilitator* (3.6) is also often referred to as a teacher, a trainer, a coach, a tutor or a mentor.

[SOURCE: ISO 29990:2010, 2.8]

**3.7
interested party**

individual, group or organization with a direct or indirect interest in the *learning service* (3.12), including its management and outcomes, or the processes involved, or both

[SOURCE: ISO 29990:2010, 2.9]

**3.8
learner**

person engaged in *learning* (3.9)

[SOURCE: ISO 29990:2010, 2.11]

**3.9
learning**

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

[SOURCE: ISO 29990:2010, 2.12]

**3.10
learning environment**

classrooms, multimedia rooms and other physical or virtual spaces used for *learning* (3.9)

**3.11
learning resource**

material, environment, human resource, information or other asset that can be drawn on by the *learning service provider* (3.13) in order to facilitate *learning* (3.9) effectively

**3.12
learning service**

sequence of activities designed to enable *learning* (3.9)

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

**3.13
learning service provider**

LSP

organization or individual providing *learning services* (3.12) outside formal education, including any associates involved in the provision of the learning service

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

**3.14
monitoring**

continuous examination of progress achieved during the implementation of the *learning service* (3.12) to track conformity with the plan and to take necessary decisions to improve performance

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3.15**sponsor**

organization or individual that acquires *learning services* (3.12) on behalf of *learners* (3.8), that provides financial or other support for them, or that has a vested interest in the outcome of the *learning* (3.9)

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

[SOURCE: ISO 29990:2010, 2.17, modified]

4 General information provided by the LSP

4.1 Prior to enrolment, learners and interested parties need information about the learning services in order to make an informed decision.

4.2 Information provided by the LSP shall be accessible, up-to-date, accurate and legible. This information shall include at least the following elements:

- a) name, address of headquarters, contact details, and locations where the learning services are provided;
- b) key management staff;
- c) description of the main learning services offered by the LSP;
- d) qualification or experience of facilitators in charge of the learning service, or both;
- e) teaching methods;
- f) description of learning environment and learning resources;
- g) any certifications, awards, qualifications and accreditation offered.

5 Proposal development

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

5.2 Prior to developing the proposal, the LSP shall take appropriate steps to understand the learning request, its context and any logistical factors. This proposal shall include at least the following:

- a) the objectives and targets of the proposed learning services;
- b) the capacity of the LSP to address the client's needs (e.g. client references, technical characteristics, facilitators profile, example of similar programmes);
- c) the teaching and assessment methods to be used by the LSP in delivering the learning service;
- d) the price, terms and conditions.

6 Information provided prior to acquisition of the learning service

Before agreeing to the acquisition of the learning service, the interested parties shall be provided with the following information, as applicable:

- a) the title and objectives of the learning service;
- b) any prerequisites, technical or otherwise, such as a required level of competence;