

Tutor Competence Framework

This framework is designed to provide a set of benchmark standards against which tutors can self assess their competence, or can be assessed during tutoring practice. They are based on the national occupational standards developed by the Employment National Training Organisation (the sector skills council for training and development). A tutor is someone who delivers professional development or training programmes to teachers and adults other than teachers. A trainer is someone who delivers professional development or training programmes to tutors.

The standards are grouped under three key areas, and within each, offer a progressive development pathway from an 'emergent' tutor to a tutor demonstrating advanced skills. This framework has been developed for trainers, and the starting point for a trainer is someone who can demonstrate the competence of an advanced level tutor.

The three areas are:

Planning and preparing to facilitate learning

- Explain how people learn
- Prepare for learning sessions
- Plan learning sessions

Facilitating Learning

- Create a positive learning environment
- Communication and presentation
- Manage group and individual learning
- Analysis, assessment and review

Reviewing and evaluating

- Individual learners
- Learning programme
- Evaluate and develop own practice

Planning and preparation

Key area	An emergent tutor should be able to:	An established tutor should be able to:	An advanced tutor should be able to:
How people learn	Explain how people learn	Explain the characteristics that contribute to effective learning	
	Explain a range of preferred learning styles	Identify a range of learning styles and preferences	
		Design sessions to meet a range of learning preferences	Explain a range of theories of learning styles and their impact on the design of learning sessions
	Recognise that learners have different learning needs	Explain how to identify individual learners' needs	Use a range of methods to identify the learning needs of individuals and groups

Key area	An emergent tutor should be able to:	An established tutor should be able to:	An advanced tutor should be able to:
Preparing for learning sessions	<ul style="list-style-type: none"> • Identify the learners existing knowledge and expectations 	<ul style="list-style-type: none"> • Negotiate learning programmes with learners that are based on an accurate assessment of their learning needs, capabilities, goals and the learning situation 	<ul style="list-style-type: none"> ▪ Explain to learners a range of opportunities, methods and resources available to meet their learning needs ▪ Provide learners with information about learning programmes in a way that enables them to make decisions to about how meet their learning needs ▪ Negotiate with learners the way in which learning is to be managed
	<ul style="list-style-type: none"> ▪ Identify learners special needs 	<ul style="list-style-type: none"> ▪ Adapt resources and learning sessions in formats that are accessible to all learners 	<ul style="list-style-type: none"> ▪ Create resources to support the learning session
	<ul style="list-style-type: none"> ▪ Identify the purpose and outcomes for the learning session 		
	<ul style="list-style-type: none"> ▪ Identify the resources and equipment within the learning environment 		
	<ul style="list-style-type: none"> ▪ Identify the practical logistics of the learning session 		

Key area	An emergent tutor should be able to:	An established tutor should be able to:	An advanced tutor should be able to:
Planning learning sessions	Explain learning outcomes		
	Plan a learning session to achieve a learning outcome within the allocated time	Adapt learning sessions to meet the needs of the learners and the available resources	Plan a learning session that meets the needs of learners with different levels of skill/knowledge, so that all learners are challenged and extended at an appropriate level
	Identify different delivery methods	Select a range of delivery methods to meet the learning aims and objectives and the needs of group members	
	Identify which learning outcomes will be achieved through task instruction		Plan a learning session that offers alternative methods to enable learners to achieve the learning outcome
	Prepare learning content to support the aims of the learning session	Plan a series of progressive learning experiences that build and develop throughout the session	Plan a series of progressive learning sessions
	Work as part of a team of people facilitating learning	Manage the contribution of other people to the learning process	Provide leadership and feedback to others involved in the learning process Mentor colleagues to support their professional and personal development as a facilitator of learning.

Delivering a learning session

Key area	An emergent tutor should be able to:	An established tutor should be able to:	An advanced tutor should be able to:
Create a positive learning environment	Describe a positive learning environment	Apply the characteristics of effective learning (learning principles)	
	Explain methods that can be used to create and maintain a positive learning environment	Establish a safe and positive learning environment where learners feel welcome	Analyse the impact of the learning environment on learners and select changes as required
	Select appropriate room layout for the learners and the learning activities	Select appropriate activities to create and maintain a positive learning environment	
	Agree ground rules with learners	Encourage learners to express their views, concerns and comments positively, respecting each others views and rights Encourage learners to take responsibility for setting and maintaining ground rules	Use a range of methods to establish ground rules Enable the learners to take responsibility for and to manage their learning environment
	Demonstrate professional behaviour and attitudes towards learners and others		
		<ul style="list-style-type: none"> ▪ Discuss with individual learners how (any) special needs can be met 	<ul style="list-style-type: none"> ▪ Use knowledge of diversity to create a climate where all learners have the opportunity to learn

		Challenge discriminatory or other unacceptable behaviour	Use a range of direct and indirect methods to challenge discriminatory or other unacceptable behaviour, including group empowerment
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Key area	An emergent tutor should be able to:	An established tutor should be able to:	An advanced tutor should be able to:
Communication and presentation	<ul style="list-style-type: none"> • Present information with confidence and at a pace that is appropriate to the learners 		
	<ul style="list-style-type: none"> • Use appropriate and non discriminatory language 		
	<ul style="list-style-type: none"> • Explain the impact of effective non verbal communication on the learning process 		
	<ul style="list-style-type: none"> • Give clear and accurate information to reinforce learning points 	<ul style="list-style-type: none"> • Identify when it is appropriate to give information 	
		<ul style="list-style-type: none"> • Differentiate between essential and non essential information 	
	<ul style="list-style-type: none"> • Give learners positive feedback on the process and learning outcomes 		
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Interpret information and apply it in a way that is relevant to the learner • 	
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Present information in using a variety of tone, 	<ul style="list-style-type: none"> • Demonstrate higher level communication skills –

		manner and pace which is appropriate to the needs and capabilities of the learner	<i>(non verbal - gesture, eye contact, communication, listening, pause, pace, tone, expression)</i>
		<ul style="list-style-type: none"> Recognise and respond to individual needs and learning styles through the selection of appropriate communication methods. 	<ul style="list-style-type: none"> Use permutations and combinations of communication styles that appear simultaneously to a range of learning styles and special needs
		<ul style="list-style-type: none"> Use a range of appropriate audio visual aids including technology based aids with confidence so that they enhance learning 	

Manage and facilitate learning

Key area	An emergent tutor should be able to:	An established tutor should be able to:	An advanced tutor should be able to:
Using a range of delivery methods, styles and skills to facilitate learning for groups and individuals	<ul style="list-style-type: none"> • Explain a range of delivery methods (styles) 	<ul style="list-style-type: none"> • Use a range of delivery styles across a continuum from directed to facilitated learning 	
	<ul style="list-style-type: none"> • Define the skills required to use each delivery method 		
	<ul style="list-style-type: none"> • Select appropriate methods for different learning situations 	<ul style="list-style-type: none"> • Use a range of delivery methods to provide variety and balance. 	<ul style="list-style-type: none"> • Differentiate individual learning activities to meet the needs of individual learners within a group
		<ul style="list-style-type: none"> • Explain the advantages and of different methods in different situations 	<ul style="list-style-type: none"> • Select and apply a combination of delivery styles and methods to meet learners needs
		<ul style="list-style-type: none"> • Adapt a planned session to use a different method to meet the needs of learners 	<ul style="list-style-type: none"> • Negotiate with learners the delivery style and methods most appropriate to their learning needs
	<ul style="list-style-type: none"> • Manage feedback that draws the learning from a learning activity 		<ul style="list-style-type: none"> • Enable the learners to review and summarise learning from learning activities
	<ul style="list-style-type: none"> • Summarise a learning session 		

Use questions to facilitate learning	<ul style="list-style-type: none"> • Explain how questioning supports learning • • 		
	<ul style="list-style-type: none"> • Explain different types of questions and how they are used 		<ul style="list-style-type: none"> • Enable learners to take responsibility for their own learning through problem solving, challenging, goal setting
	<ul style="list-style-type: none"> • Demonstrate questioning and listening skills 	<ul style="list-style-type: none"> • Structure initial and follow up questions to <ul style="list-style-type: none"> ○ Test existing knowledge ○ Raise awareness ○ Draw out learning ○ Probe, funnel ○ Challenge misconceptions ○ Extend learning 	

Key area	An emergent tutor should be able to:	An established tutor should be able to:	An advanced tutor should be able to:
Facilitating learning through group work and activities	Introduce the learning objectives to be covered		
	<ul style="list-style-type: none"> Involve learners and encourages ownership of learning 		
	<ul style="list-style-type: none"> Use a range of delivery methods and styles 	Determine when and to use learning activities	
	Set up tasks and small group work to enable learners to achieve specific learning outcomes	<ul style="list-style-type: none"> Set up and manage group activities so that individuals are engaged and focussed on clear learning outcomes 	
		<ul style="list-style-type: none"> Use a variety of group activities appropriate to the learning outcome and the progression of learning 	Differentiate group activities to meet individual learning needs
	Ensure group members understand the aims and expected outcomes of the exercises and activities		<ul style="list-style-type: none"> Empower the group to take responsibility for their own learning through the activity

	<ul style="list-style-type: none"> • Gives clear guidance and instruction on how to take part in the exercises and activities 		
	<ul style="list-style-type: none"> • Use questions to facilitate learning 	<ul style="list-style-type: none"> • Observe critically and supports with interventions and effective questions 	
	<ul style="list-style-type: none"> • Observe progress towards achieving the learning outcome • 	<ul style="list-style-type: none"> • Use effective intervention to influence from within the group to improve learning 	
	<ul style="list-style-type: none"> • Encourage learners to ask questions and get explanations at appropriate stages 		
		<ul style="list-style-type: none"> • Manage any differences within the group so that all members of the group can continue to learn 	<ul style="list-style-type: none"> • Allocate responsibilities to individuals within the group
			<ul style="list-style-type: none"> • Identify and manages the dynamics and different needs of individuals in the group
			<ul style="list-style-type: none"> • Encourage group members to identify the things which contribute to

			or prevent individual and group learning
			<ul style="list-style-type: none"> • Monitor the learning progress of individuals within the group in an appropriate way
	<ul style="list-style-type: none"> • Provide constructive feedback to reinforce learning 	<ul style="list-style-type: none"> • Provide accurate and constructive feedback to enhance learning 	<ul style="list-style-type: none"> • Give learners positive feedback on the progress they have made and the process of learning within the group
		<ul style="list-style-type: none"> • Use a variety of methods of feedback to draw the learning out of small or whole group activities 	
		<ul style="list-style-type: none"> • Structure opportunities to enable learners to apply and practise their skills 	

Assessment, evaluation and review

Key area	An emergent tutor should be able to:	An established tutor should be able to:	An advanced tutor should be able to:
Individual learners	<ul style="list-style-type: none"> Explain a range of methods for summarising and reviewing learning against outcomes/goals 	<ul style="list-style-type: none"> Create opportunities for regular discussion to review progress with learners 	<ul style="list-style-type: none"> Devise activities that encourage continuous self reflection and self review as an integral part of a learning session
	<ul style="list-style-type: none"> Explain a range of methods of testing that learning has taken place 	<ul style="list-style-type: none"> Select and use a range of assessment methods 	<ul style="list-style-type: none"> Use continuous assessment and review methods, leading to a summative assessment and action planning process
	<ul style="list-style-type: none"> Encourage learners to self reflect on their own learning 	<ul style="list-style-type: none"> Encourage learners to actively seek feedback on their learning/performance 	<ul style="list-style-type: none"> Devise activities that encourage peer review at intervals during learning sessions
	<ul style="list-style-type: none"> Observe learners and make assessment against outcomes and/or criteria 		<ul style="list-style-type: none"> Devise criteria against which to assess learning, relevant to the learning outcomes/goals
		<ul style="list-style-type: none"> Check that review is accurate and unbiased 	
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Explain when and how to provide feedback on progress towards learning goals 	

		<ul style="list-style-type: none">• Use a learner centred review and feedback model	
		<ul style="list-style-type: none">• Record assessment outcomes, negotiate learning programmes and agree actions for each learner	

Key area	An emergent tutor should be able to:	An established tutor should be able to:	An advanced tutor should be able to:
Learning programme	<ul style="list-style-type: none"> • Provide opportunities for learners to give feedback on the learning programme 	<ul style="list-style-type: none"> • Evaluate how effective the session is against the aims and objectives 	
	<ul style="list-style-type: none"> • Evaluate the feedback and identify areas for development within the programme 	<ul style="list-style-type: none"> • Evaluate the impact of the learning programme on the development of learners competence 	
	<ul style="list-style-type: none"> • Contribute ideas for the refinement of the learning programme and/or the support resources 	<ul style="list-style-type: none"> • Draw on evaluation to contribute to the ongoing improvement of the learning programme 	<ul style="list-style-type: none"> • Identify/reviews learning needs and objectives, changing the learning programme as a result

Key area	Emergent	Established	Advanced
Evaluate and develop own practice	<ul style="list-style-type: none"> • Reflect on own practice 	<ul style="list-style-type: none"> • Self review current competence using benchmark standards and personal aspirations 	
	<ul style="list-style-type: none"> • Self assess own strengths and areas for development as a facilitator 		
	<ul style="list-style-type: none"> • Seek and draw upon feedback from others 	<ul style="list-style-type: none"> • Review performance using results, formative assessments, feedback from learners and peers 	
	<ul style="list-style-type: none"> • Action plan for and undertake personal development 		<ul style="list-style-type: none"> • Develop and monitor a personal action plan
			<ul style="list-style-type: none"> • Try out and evaluate the development of own practice
			<ul style="list-style-type: none"> • Identify and respond to changes in professional practice, national and local systems and the organisations policy and procedures

Needs tutor exemplar

National Standards - Trainer

Planning and preparation

Key area	An established trainer should be able to:	An advanced trainer should be able to:
How people learn	<ul style="list-style-type: none"> • Explain a range of theories of learning styles and their impact on the design of learning sessions 	<ul style="list-style-type: none"> • Develop learning and training methods
	<ul style="list-style-type: none"> • Use a range of methods to identify the learning needs of individuals and groups 	<ul style="list-style-type: none"> • Use a range of training and leadership styles to ensure learning progress is achieved.
	<ul style="list-style-type: none"> • Develop methods to improve learning 	<ul style="list-style-type: none"> • Review current developments in learning styles and methods
		<ul style="list-style-type: none"> • Assess the advantages and disadvantages of different training and development methods
		<ul style="list-style-type: none"> • Involve learners and other people in developing improved methods of learning

Key area	An established trainer should be able to:	An advanced trainer should be able to:
Preparing for learning sessions	<ul style="list-style-type: none"> ▪ Explain to learners a range of opportunities, methods and resources available to meet their learning needs 	
	<ul style="list-style-type: none"> ▪ Provide learners with information about learning programmes in a way that enables them to make decisions to about how meet their learning needs 	
	<ul style="list-style-type: none"> • Negotiate with learners the way in which learning is to be managed ▪ Create resources to support the learning session 	<ul style="list-style-type: none"> ▪ Produce support materials in a style and format that are appropriate to the needs and capabilities of the learners

Key area	An established trainer should be able to:	An advanced trainer should be able to:
Planning learning sessions		
	<ul style="list-style-type: none"> ▪ Plan a learning session that meets the needs of learners with different levels of skill/knowledge, so that all learners are challenged and extended at an appropriate level 	
	<ul style="list-style-type: none"> ▪ Plan a learning session that offers alternative methods to enable learners to achieve the learning outcome 	<ul style="list-style-type: none"> ▪ Plan a suitable learning programme that promotes the individuals' ability to learn and succeed
	<ul style="list-style-type: none"> ▪ Plan a series of progressive learning sessions 	<ul style="list-style-type: none"> ▪ Design and develop learning programmes
	<ul style="list-style-type: none"> ▪ Provide leadership and feedback to others involved in the learning process. 	<ul style="list-style-type: none"> ▪ Take responsibility for the efficient and effective organisation of the training team
	<ul style="list-style-type: none"> ▪ Takes initiative and involve others to ensure the smooth running of training programmes 	
	<ul style="list-style-type: none"> ▪ Mentor colleagues to support their professional and personal development as a facilitator of learning 	<ul style="list-style-type: none"> ▪ Actively build the knowledge and skills of individual team members

Delivering a learning session

Key area	An established trainer should be able to:	An advanced trainer should be able to:
Create a positive learning environment	<ul style="list-style-type: none"> • Analyse the impact of the learning environment on learners and select changes as required 	<ul style="list-style-type: none"> • Confront and deal sensitively with issues related to inclusion and diversity of individuals
	<ul style="list-style-type: none"> • Use a range of methods to establish ground rules 	<ul style="list-style-type: none"> • Deal sensitively with people, recognising different professional needs, taking account of these during training
	<ul style="list-style-type: none"> • Enable the learners to take responsibility for and to manage their learning environment 	
	<ul style="list-style-type: none"> ▪ Use knowledge of diversity to create a climate where all learners have the opportunity to learn 	
	<ul style="list-style-type: none"> • Use a range of direct and indirect methods to challenge discriminatory or other unacceptable behaviour, including group empowerment 	

Key area	An established trainer should be able to:	An advanced trainer should be able to:
Communication	<ul style="list-style-type: none"> • Demonstrate higher level communication skills – (<i>non verbal - gesture, eye contact, communication, listening, pause, pace, tone, expression</i>) 	
	<ul style="list-style-type: none"> • Use permutations and combinations of communication styles that appear simultaneously to a range of learning styles and special needs 	

Manage and facilitate learning

Key area	An established trainer should be able to:	An advanced trainer should be able to:
Facilitating Learning		
	<ul style="list-style-type: none"> • Use a range of delivery methods, styles and skills to facilitate learning for groups and individuals 	
	<ul style="list-style-type: none"> • Differentiate individual learning activities to meet the needs of individual learners within a group 	<ul style="list-style-type: none"> ▪ Identify and deal with any difficulties learners have in managing their learning
	<ul style="list-style-type: none"> • Provide individual learners with guidance to help them plan their learning 	
	<ul style="list-style-type: none"> • Select and apply a combination of delivery styles and methods to meet learners needs 	
	<ul style="list-style-type: none"> • Negotiate with learners the delivery style and methods most appropriate to their learning needs 	<ul style="list-style-type: none"> ▪ Identify opportunities with the learner which helps them develop and improve performance, including additional sources of information or support that may be appropriate
	<ul style="list-style-type: none"> • Enable the learners to review and summarise learning from learning activities 	<ul style="list-style-type: none"> ▪ Enable the learner to identify changes they need to make to their current practice, and how these can be applied
		<ul style="list-style-type: none"> ▪ Enable the learner to identify changes they need to make to their current practice, and how these can be applied

Key area	An established trainer should be able to:	An advanced trainer should be able to:
Use questions to facilitate learning	<ul style="list-style-type: none"><li data-bbox="817 287 1420 418">• Enable learners to take responsibility for their own learning through problem solving, challenging, goal setting	<ul style="list-style-type: none"><li data-bbox="1442 287 2049 386">• Use effective questioning to coach individuals, enabling them to achieve their learning goals

Key area	An established trainer should be able to:	An advanced trainer should be able to:
Facilitating learning through group work and activities	<ul style="list-style-type: none"> • Differentiate group activities to meet individual learning needs 	<ul style="list-style-type: none"> • Use learning activities that focus individual and group thinking and understanding
	<ul style="list-style-type: none"> • Empower the group to take responsibility for their own learning through the activity 	
	<ul style="list-style-type: none"> • Allocate responsibilities to individuals within the group 	
	<ul style="list-style-type: none"> • Identify and manage the dynamics and different needs of individuals in the group 	
	<ul style="list-style-type: none"> • Encourage group members to identify the things which contribute to or prevent individual and group learning 	
	<ul style="list-style-type: none"> • Monitor the learning progress of individuals within the group in an appropriate way 	
	<ul style="list-style-type: none"> • Give learners positive feedback on the progress they have made and the process of learning within the group 	

Assessment, evaluation and review

Key area	An established trainer should be able to:	An advanced trainer should be able to:
Individual learners	<ul style="list-style-type: none"> • Devise activities that encourage continuous self reflection and self review as an integral part of a learning session 	
	<ul style="list-style-type: none"> • Use continuous assessment and review methods, leading to a summative assessment and action planning process 	<ul style="list-style-type: none"> • Use appropriate initial assessment methods that help learners to make a realistic judgment of their achievements and future learning needs
	<ul style="list-style-type: none"> • Devise activities that encourage peer review at intervals during learning sessions 	
	<ul style="list-style-type: none"> • Devise criteria against which to assess learning, relevant to the learning outcomes/goals 	

Key area	An emergent trainer should be able to:	An advanced trainer should be able to:
Learning programme	<ul style="list-style-type: none"> Identify/reviews learning needs and objectives, changing the learning programme as a result 	<ul style="list-style-type: none"> Build relevant monitoring and evaluation processes into the design and development of the learning programme
		<ul style="list-style-type: none"> Interpret and justify information and views about the learning programme

Key area	An established trainer should be able to	Advanced
Evaluate and develop own practice	<ul style="list-style-type: none"> Develop and monitor a personal action plan 	
	<ul style="list-style-type: none"> Try out and evaluate the development of own practice 	
	<ul style="list-style-type: none"> Identify and respond to changes in professional practice, national and local systems and the organisations policy and procedures 	

Needs trainer exemplar