CIMSPA

CIMSPA PROFESSIONAL STANDARD

Tutor

(FULL STANDARD)

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Contents

ABOUT THIS STANDARD

This document is a CIMSPA professional standard (full version).

The full version of this standard is available to CIMSPA awarding organisation, training provider, higher education and further education partners.

1. Overview

Professional standard: Tutor

This professional standard outlines the role and scope of a Tutor and the essential knowledge and skills that are needed to meet the requirements of membership with CIMSPA (the sector minimum deployment standard).

This full version of this standard is available to CIMSPA awarding organisation, training provider, higher education and further education partners. It provides guidance for the development of educational products that will be endorsed by CIMSPA.

Endorsed qualification logo

Qualifications that meet the requirements of this CIMSPA professional standard will display this official CIMSPA endorsement logo.

2.   Scope of the Tutor

A Tutor will provide support and high-quality education programmes to learners to enable them to achieve the intended outcome of completing the programme/course.

Tutors will:

- Feedback on the delivery of any training to their employer / deployer / organisation when appropriate to ensure content is fit for purpose (highlighting content that is well received or a challenge for learners to understand).
- Monitor learner progress and provide ongoing feedback throughout the programme.
- Ensure that all learners feel welcome, respected, and their physical and psychological wellbeing is equal and safe in all learning and development environments.
- Create a collaborative learning environment – where tutors and delegates can learn from each other.
- Ensure the culture and environment is designed to meet a learners' welfare needs and allow them the opportunity to achieve their goals and meet their aspirations.
- Tailor the teaching, learning and development needs of the learner to ensure inclusive approach is adhered to.
- Develop new training materials and resources for the relevant environment where needed.
- Obtain feedback from learners and employers to assess the effectiveness of training programmes.
- Ensure accurate completion of documentation.
- Review and identify own professional needs that includes role modelling life-learning habits and ensuring up to date subject matter and pedagogy knowledge.
- Support the process of embedding functional skills.
- Understand, adapt and implement different teaching and learning methods.
- Undertake progress reviews for each learner as and when required.
- Overcome barriers to learning and adapting delivery to meet the learners needs.
- Be occupationally competent in the area of delivery.

3. CIMSPA membership eligibility

Graduates of this professional standard will meet the requirements to be a CIMSPA member. They will:

UNDERSTAND

- How to plan, deliver and review in a teaching, learning and development environment.

HAVE DEMONSTRATED

- How to deliver and review competent teaching, learner and development strategies.

Additional specialist standards (population, environment or technical) can be added to educational products to widen the scope of the role and enable an individual to show their expertise in additional populations, in different environments and with technical specialisms.

Examples of specialisms that may be added:

- Working within the community
- Working with children
- Working with the inactive

Refer to the CIMSPA Professional Standards Matrix for a comprehensive overview as to how job roles relate to populations, environments and technical specialisms.

4. Summary of knowledge and skills

Tutor

Topic	Knowledge and understanding	Skills
Maximising the learner experience	• How to engage, communicate, obtain feedback and support learners in the teaching, learning and development environment. • How to have a learner centred approach to teaching and learning. • How to maximise the learners experience through understanding their needs to support learner retention.	• Create positive and lasting first impressions. • Develop relationships with learners through excellent communication skills, technical knowledge and acting on feedback to enhance the learner experience. • Show excellence in learner centred approach to teaching and learning, demonstrating the ability to guide the learner through a programme/course.
Principles and practices for learning and development	• Know the principles and function of teaching, learning and development. • Know the role of a tutor. • Working with other key stakeholders and support partners.	
Teaching and learning methods	• Know the different teaching and learning methods e.g. teaching and learner approaches and theories and when to use them. • Understand the principles of teaching and learning.	• Use a variety of teaching and learner methods to engage the learner. • Create a positive atmosphere to promote a productive learning.
Planning, deliver and review	• Know the importance of the training cycle when planning teaching, learning and development. • Know the different methods of teaching, learning and development delivery to ensure learning. • Know the factors to consider when planning sessions.	• Deliver teaching, learning and development sessions. • Use effective communication to deliver teaching and learning sessions. • Prepare teaching and learning resources. • Communicate the purpose, requirements of teaching, learning and development to the learner.
Support quality improvements	• Know the internal and external quality procedures and the role of peer review.	• Support peer review and quality assurance procedures. • Maintain the currency of their own knowledge and skills, with reference to workplace practice and feedback from others.
Industry legislation and guidance	• What legislation and organisational policies and procedures are relevant for tutors. • How relevant industry legislation and organisational policies and procedures impact on a tutor's day-to-day role and responsibilities.	• Adhere to relevant industry legislation and organisational policies and procedures in line with organisational guidelines and best professional practice.

Topic	Knowledge and understanding	Skills
Professional practice	• Recognise good practice for tutors in the industry through professional ethics, values and appropriate legislation such as data protection and confidentiality in order to support the health, safety and welfare of learners and others. • How to develop themselves, by maintaining a high level of relevant knowledge through a range of mechanisms and regular related professional development.	• Provide a high-quality learner centred service through excellence in the teaching and learning environment and the application of best practice in areas such as developing relationships, duty of care, and risk management. • Demonstrate lawfulness, tact and discretion when handling learner data. • Develop their own skills and behaviours through a range of mechanisms and regular CPD.

5.   Product development guidance

This section is aimed at organisations developing educational products mapping to this professional standard. The requirements should be taken into account in the development of all educational products seeking CIMSPA endorsement.

The CIMSPA professional development board (PDB) has agreed that any of the following educational products can be developed for the role of a tutor/assessor:

Educational product	Mapping requirements	Professional standard achieved on attainment?
Regulated vocational qualification	Fully mapped	YES
Apprenticeship programme	Fully mapped	YES
HE programme/modules	Fully mapped	YES
CPD	Partially mapped	NO

Where evidence that all elements of the professional standard are included CIMSPA endorsement can be sought.

Awarding organisations and higher education institutions seeking CIMSPA endorsement for a product against this professional standard are asked to consider the following:

a) They determine and justify the level of the product they have developed, in line with the regulator's guidance. To ensure parity, the level for all educational products that fully map to this professional standard should be the same; the level assigned is determined by leading awarding organisations currently offering qualifications in the sector in which the role resides. This is not a first-to-post exercise but one in which awarding organisations/higher education institutions are invited to submit their levelled units/full qualification for review as part of the CIMSPA endorsement process. Once agreed by CIMSPA, all subsequent fully-mapped educational products must conform to the level set for this professional standard.

Level descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at a given level and it should be ensured that educational products fully mapping to this professional standard are a 'best-fit' for the level assigned.

b) They determine the total qualification time for the qualification/unit and outline the minimum requirements for practical teaching, learning and development.

They stipulate practical teaching, learning and development must be conducted where practicably possible in a real-work environment ideally, 'on the job'/at work.

c) Their quality assurance meets the appropriate regulator's guidance. Including; internal and external quality assurance, staffing requirements and teaching, learning and development generation and evidence.

6.   Learning and development requirements (LDRs)

The LDRs outline the key areas of learning and teaching, learning and development that should be contained within any educational product seeking CIMSPA endorsement against a professional standard. There are 7 key areas of learning and development for the job role of a tutor, of which all areas are interconnected and mandatory. The key areas are:

1. Maximising the learner experience
2. Principles and practices for learning and development
3. Teaching and learning methods
4. Planning, deliver and review
5. Support quality improvements
6. Industry legislation and guidance
7. Professional practice.

N.B. Examples are given within the LDRs to provide an overview of the knowledge and skills most relevant to the role; it is not mandatory to assess learners against 100% of the examples provided, however, sufficient coverage to ensure occupational competence on achievement must be ensured. This will be reviewed as part of the CIMSPA endorsement process.

1. Maximising the learner experience

Ref	Knowledge and understanding:	A tutor must:
K1.1	Learner needs	• Know the local demographics of their organisation's learners to support the understanding of the learner's needs. • Know the context of the organisation that the learner is working in/for. • Know the learner expectations and aspirations within the teaching and learning environment. • Know how to build social support and inclusion within the teaching and learning environment. • Know how to obtain feedback to support learner retention.
K1.2	Learner engagement	• Know the different methods to engage with the learner. • Know the different behaviour management strategies to support ongoing learner engagement. • Know the learning and teaching, learning and development theories to support personalised learning. • Know the different types of conflict and how to manage them. • Know the different methods to build rapport in order to maximise the learner experience. • Know how to promote the safe and enjoyable use of the teaching and learning environment. • Know the importance of being accessible and approachable to learners. • Know the typical learner journey in the teaching and learning environment. • Know how to present themselves in a professional and approachable manner in line with organisational standards. • Know the importance of learner retention and how to influence this.

K1.3	Communication	• Know different communication techniques and how to use, select and adapt the appropriate one:
		
		  – Observation/non-verbal techniques/body language.
		
		  – Open/closed questioning.
		
		  – Active listening.
		
		• Know how to adapt communication methods to meet the needs of the learner from differing backgrounds, cultures, sport/activity experience.
		
		• Know how to adapt communication methods and language to ensure it is inclusive.

K1.4	Participant feedback	• Know the different methods to obtain learner feedback and channels of recording and reporting in line with organisational procedures. • Know the feedback cycle. • Know the impact of the tutor's role on the learners experience.

Ref	Skills:	A Tutor must be able to:
S1.1	Learner engagement	• Demonstrate learner engagement: e.g. deal with learner enquiries. • Implement behaviour management strategies to support ongoing learner engagement. • Apply learning and teaching, learning and development theories to support personalised learning.
S1.2	Develop rapport with learners	• Develop rapport with learners in a friendly and approachable manner; be person centred in an inclusive manner and respectful of the diverse range of people tutors will work with.
S1.3	Professional demeanour	• Demonstrate a professional demeanour: e.g. personal attributes and positive first impressions.
S1.4	Communication	• Demonstrate communication methods appropriate to the learner.

2. Principles and practices for learning and development

Ref	Knowledge and understanding:	A Tutor must:
K2.1	Principles and purpose	• Know the teaching, learning and development principles and strategies used with individuals and groups. • Know the objectives and benefits of teaching, learning and development for learners and organisations. • Know the different environments for teaching, learning and development in relation to different learner and organisational needs.
K2.2	Learning and development cycle	• Know the teaching, learning and development cycle. • Know the role and importance of each phase of the learning and development cycle and how they are used to enhance the learning experience.
K2.3	Individuals	• Know how individuals learn. • Know the different theories of learning in relation to own practice and content. • Know the importance of encouraging the learners to self-reflect as part of the learning process.
K2.4	Needs of the learners	• Understand the needs of learners in relation to teaching, learning and development. • Know how to evaluate the needs of different types of learners. • Know the advantages and disadvantages of adapting teaching, learning and development activities to meet needs and preferences of learners. • Know the importance of engaging learners in planning, managing and reviewing own learning. • Know how to manage behaviour and challenging situations.
K2.5	Roles and responsibilities	• Know the roles and responsibilities of the teaching, learning and development tutors. • Know own roles and responsibilities in relation to teaching, learning and development. • Know the points of referral to meet the potential needs of learners. • Know the tutor's role in quality improvement of teaching, learning and development.
K2.6	Legislation	• Know the legislative and organisational requirements in relation to teaching, learning and development. • Know the learner rights in relation to equality, diversity and inclusion. • Know what the tutor's responsibility is for the safety and security of learners from an organisational perspective. • Know the purpose and limits of confidentiality in relation to learners and the organisation.

Ref	Skills:	A Tutor must be able to:
S2.1	Strategies	• Evaluate teaching, learning and development principles and strategies used with individual learners and learners in groups. • Evaluate the objectives and benefits of teaching, learning and development for learners and organisations. • Critically evaluate different environments for teaching, learning and development in relation to different learner and organisational needs. • Evaluate why teaching, learning and development programmes and activities must be managed to meet learner needs.
S2.2	Development cycle	• Evaluate the role and importance of each phase of the teaching, learning and development cycle. • Analyse how different phases of the teaching, learning and development cycle are used to enhance the learning experience.
S2.3	Theories	• Evaluate different theories of learning in relation to own practice and context.
S2.4	Learners	• Evaluate the needs of different types of learners. • Evaluate the advantages and disadvantages of adapting learning and development activities to meet the needs and preferences of learners. • Explain the importance of engaging learners in planning, managing and reviewing their own learning.

3. Teaching, learning and development methods

Ref	Knowledge and understanding:	A Tutor must:
K3.1	Different types of teaching, learning and development methods	• Know the advantages and disadvantages of a range of teaching, learning and development methods. • Know the individual learner needs and the teaching, learning and development methods that can be used to support them. • Know the importance of a person centre approach and ensuring inclusivity and adapting delivery. • Know the importance of effective questioning. • Know the benefits of encouraging social learning amongst other tutors.
K3.2	Facilitate	• Know how to facilitate effectively in the learning environment. • Know the importance of promoting active thinking and reflection.

Ref	Skills:	A Tutor must be able to:
S3.1	Different types of teaching, learning and development methods	• Use a variety of teaching and learner methods to engage the learner. • Create a positive atmosphere to promote productive learning.

4. Planning, deliver and review teaching, learning and development

Ref	Knowledge and understanding:	A Tutor must:
K4.1	Plan for teaching, learning and development	• Know the key factors to consider when planning teaching, learning and development activities. • Know the benefits of using a holistic approach to planning activities. • Know how to minimise risks to teaching, learning and development through the planning process. • Know how to build an inclusive teaching, learning and development environment including differentiation.
K4.2	Involve the learners in the planning process	• Know the importance of involving the learner and others in the planning of the teaching, learning and development process. • Know the types of information that should be made available to learners and others involved in the teaching, learning and development process. • Know how peer teaching and self-reflection can be used effectively to promote learner involvement and personal responsibility in the teaching, learning and development environment. • Know how teaching, learning and development requirements can be adapted to meet the needs of individual learners. • Know the importance of involving the learner and to understand the learning styles of each learner. • Know the importance of observing and providing feedback.
K4.3	Resources	• Know the importance of planning and utilising appropriate resources. • Know how to prepare resources and conditions for the teaching, learning and development of vocational skills, knowledge and understanding.
K4.4	Barriers	• Know the types of barriers that learners may face either trying to engage in learning and within the learning environment. • Know how to address any perceived barriers that a learner may face within the teaching, learning and development environment.
K4.5	Delivery	• Know how to deliver safe and effective teaching, learning and development activities appropriate to the programme. • Know the different types of delivery e.g. face to face, blended, eLearning.
K4.6	Feedback	• Know different ways to give feedback within a teaching, learning and development environment. • Know how feedback and questioning contribute to the teaching, learning and development process. • Know the importance of taking account of the learner feedback and contributing to the feedback on the learner performance.

Ref		A Tutor must be able to:

K4.7   Review

- Know how to appropriately review the teaching, learning and development activities conducted:
  - Resources
  - Data collection
  - Information before, during and post teaching, learning and development activities.
- Know how to support the learner to develop actions based on the feedback from the teaching, learning and development activities.
- Know the importance of formative assessment to help establish development areas.
- Know how to support the learner to implement any actions from the teaching, learning and development activities.
- Know how to review own performance within the teaching, learning and development activities.

Ref	Skills:	A Tutor must be able to:
S4.1	Be able to plan for teaching, learning and development activities	- Effectively plan teaching, learning and development activities appropriate to the learner. - Communicate the purpose, requirements and processes of the activities to the learner. - Plan the teaching, learning and development of occupational competence to address learner needs and current achievements. - Identify opportunities for holistic teaching, learning and development activities.
S4.2	Be able to prepare teaching, learning and development environment	- Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet teaching, learning and development requirements. - Prepare resources for the teaching, learning and development of vocational skills, knowledge and understanding. - Communicate the purpose, requirements and processes of teaching, learning and development of vocational skills, knowledge and understanding to learners.
S4.3	Be able to deliver teaching, learning and development activities	- Deliver safe and effective teaching, learning and development activities. - Adhere to the guidelines and procedures for safeguarding and protecting children and vulnerable adults. - Provide participants with information about the session and how it supports their goals. - Ensure all participants can take part in the planned sessions. - Adapt your teaching, learning and development activities where required to meet the needs of the learners. - Make sure the learners have the information they require about future sessions.
S4.4	Feedback	- Provide the learners with feedback on their performance ensuring the benefits and types of feedback are included. - Agree personal development needs with the learners.

S4.5	Review	• Review safe and effective teaching, learning and development activities to include a tutor's ability to:
		– Conduct reviews at timely opportunities
		– Collate evidence to support the review of the activities, to include self-reflection
		– Identify how to improve the planning and delivery of future sessions for particpants and self.
		• Discuss and agree your review with learners and others.
		• Record the review.
		• Adapt future activities to meet the outcomes of the review.

5. Support quality improvements

Ref	Knowledge and understanding:	A Tutor must:
K5.1	Quality assurance	- Know the importance of quality assurance in the teaching, learning and development process. - Know the quality assurance and standardisation procedures in own area of practice. - Know the procedures to follow when there are disputes concerning teaching, learning and development in own area of practice.
K5.2	Quality improvement	- Know the importance of using relevant and quality resources. - Know the importance of keeping teaching, learning and development resources up to date. - Know who to contact to report any quality assurance concerns.

Ref	Skills:	A Tutor must be able to:
S5.1	Follow quality processes	- Follow standardisation procedures. - Observe good practice to develop self and teaching, learning and development activities.
S5.2	Quality assurance	- Maintain records of the teaching, learning and development of vocational skills, knowledge and understanding, its outcomes and learner progress e.g. lesson plans, schemes of works. - Make teaching, learning and development information available to authorised colleagues as required. - Follow procedures to maintain the confidentiality of teaching, learning and development information.

6. Industry legislation and guidance

Ref	Knowledge and understanding:	A Tutor must:
K6.1	Legislation and regulation	• Know the relevant industry policies, procedures and legislation relating to the teaching, learning and development environment, including those for health, safety and welfare. • Know key legal and regulatory requirements e.g. equality act, health and safety at work act, safeguarding and safe supervision of children and vulnerable adults and data protection. • Know the regulations and requirements relevant to the teaching, learning and development in own area of practice.
K6.2	Organisation policies and procedures	• Understand an organisation's policies and procedures e.g. risk assessment, safeguarding, equality and diversity, data protection, accident reporting.
K6.3	Sector guidance	• Understand sector guidance: e.g. sector bodies, Health and Safety Executive, Sport Councils.

Ref	Skills:	A Tutor must be able to:
S6.1	Legislation and regulation	• Follow relevant industry policies, procedures and legislation relating to the teaching, learning and development environment, including those for health, safety and welfare.

7. Professional practice

Ref	Knowledge and understanding:	A Tutor must:
K7.1	Conduct	• Describe how to conduct themselves and portray a professional image: e.g. respectful of participants and other professionals, positive, honest, empowering, motivating, trustworthy, committed, non-judgemental, consistent, a good role model, with professional personal conduct and integrity.
K7.2	Ethics	• Explain professional ethics related to own role: e.g. duty of care, professional membership, role boundaries/scope of practice and responsibilities, representation of skills, abilities, and knowledge, interface with other relevant professionals, business practices and professional code of conduct.
K7.3	Legislation and organisational procedures	• Identify current legislation and organisational procedures relevant to own role such as: data protection, participant confidentiality, conflict of interest, health and safety at work, disclosure and barring service procedures (DBS checks), safeguarding children and adults at risk, equality and diversity, personal liability insurance, reporting of injuries, first aid regulations, individual organisational policies and procedures.
K7.4	Good practice	• Identify good practice regarding conduct, ethics, legislation and organisational procedures.
K7.5	Self-development	• Identify sources of support to develop themselves. • Know the importance of keeping up to date with teaching and learning.
K7.6	Team development	• Identify sources of support to assist colleagues.

Ref	Skills:	A Tutor must be able to:
S7.1	Responsibility and professional duty of care to participants	• Ensure learner safety and wellbeing at all times. • Demonstrate compliance with relevant legal responsibilities: e.g. health and safety at work, equality and diversity, safeguarding, data protection, hazard identification, safe working practices, ethical and professional conduct). • Demonstrate appropriate duty of care to learners.
S7.2	Clarify roles and responsibilities	• Demonstrate to the learner the tutor's role, responsibilities and limitations in providing assistance: e.g. scope of practice, duty of care.
S7.3	Developing self	• Demonstrate a commitment to their own ongoing development.
S7.4	Developing teams	• Demonstrate a commitment to developing a positive learning culture.

7.   Acknowledgements

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