



## Stage 1 – Planning

## An example

### Aims

1. Trainers, Managers, and Learners identify the needs of the labour market, organisations and learners.
2. Plans for VET training programmes are based upon the needs of the labour market, organisations and learners.

### The Planning Stage

The four stages of the quality assurance cycle (Planning, Implementation, Evaluation and Review) are interrelated and need to be addressed together. However for those VET Training Providers looking at the Planning Stage they need to consider the roles and responsibilities of Trainers, Managers and Learners. For the quality of VET to be assured each stakeholder must play their part and work in partnership with one another where indicated.

### The Planning Stage for OWLS involves:

- Trainers planning training programmes by taking account of the needs of the (local and wider) labour market, organisations and learners.
- Trainers planning training courses and programmes with respect to relevant standards.
- Managers taking an active role in planning training to meet the needs of their organisations.
- Managers putting plans in place to facilitate a learning culture within their organisations.
- Learners contributing to identifying and planning their own learning and development needs.
- Learners helping to plan and influence future training programmes.
- Trainers and Managers working together to ensure appropriate resources are allocated to support effective planning.
- Trainers and Managers work together to identify the training and development needs of organisations (and sector) and plan how best to address these.

## Criteria for Success

1.1 Trainers plan training programmes by taking account of the needs of the (local and wider) labour market, organisations and learners.

1.2 Trainers plan training courses and programmes with respect to relevant standards

1.3 Trainers encourage Managers to take an active role in planning training to meet the needs of their organisations and their sector.

1.4 Trainers support and encourage Managers to put plans in place to facilitate a learning culture within their organisations.

1.5 Trainers facilitate Learners to contribute to identifying and planning their own learning and development needs

1.6 Trainers encourage Learners to help to plan and influence future training and development programmes.

1.7 Trainers and Managers work together to ensure appropriate resources are allocated to support effective planning.

1.8 Trainers and Managers work together to identify the training and development needs of organisations (and sector) and plan how best to address these.

## Contributing Factors

1.8.1 Trainers and Managers plan together and agree learning outcomes that meet the learning and development needs of the organisation (and sector).

Here are some examples of how other training organisations have met this indicator:

- Trainers and Managers agree the learning outcomes for VET programmes.
- Trainers and Managers work together to ensure that the content of the training programme is relevant to the organisation's needs.
- Trainers and Managers work together to ensure that the content of the training programme incorporates new knowledge in the topic.
- Trainers and Managers know, understand and agree the content of the training programmes.
- Trainers and Managers discuss and clarify their expectations in relation to training programmes.
- Trainers and Managers consider alternative ways, other than a training course, of responding to the development needs of the organisations.

1.8.2 Trainers and Managers plan and agree how the training programme will be evaluated.

1.8.3 Trainers and Managers plan to enable the learners to apply their learning outcomes in workplace settings

**For further information about OWLS please visit [www.owls-nest.eu](http://www.owls-nest.eu)**