

# CPD STANDARDS OFFICE

BRITISH ACCREDITATION

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**Award Internationally  
Recognised Certificates from  
a British Accreditation Body**

**BECOME A CPD ACCREDITED TRAINING PROVIDER & SELL  
YOUR TRAINING GLOBALLY.**

[www.cpdmena.com](http://www.cpdmena.com)

# What does it mean to be **ACCREDITED BY THE BRITISH** **CPD Standards Office?**

## 1 **CPD is Recognised Globally**

Unlike local and regional qualifications (such as those by Ofqual for the UK), CPD is internationally recognised and required by employers and professional bodies everywhere in the world.

## 2 **British CPD Standards are a Global Staple for Professional Standards**

By Becoming Accredited by the British CPD Standards office, you demonstrate that:



Your certificates are  
**recognised**  
**internationally** by  
employers and  
professional  
organisations



Your training courses  
are of international  
**professional quality**  
**standards**



Your training is  
**verified by a British**  
**educational**  
**standards**  
organisation.

# British Standards Assessment Criteria

Becoming accredited means aligning your training to British Accreditation Standards.



## How to Write Learning Objectives?

Find out how to write learning objectives for your training based on international educational and professional standards.

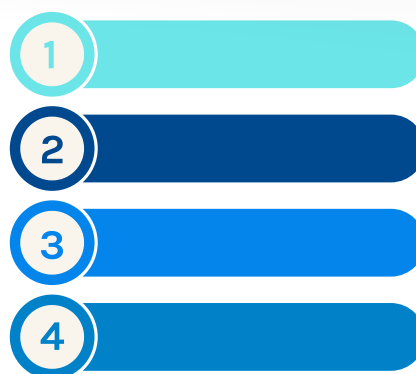
# What are learning objectives?

Learning objectives are a list of sentences that form a statement of what a training course will cover. They're typically presented as a list of a few sentences, often shown with bullet points.

The learning objectives should clearly communicate what skills and/or knowledge will be achieved by anyone undertaking the training course.

## Why are Learning Objectives Important?

They provide a concise list for the individual learners that is specific and measurable. The learner should be able to walk away from the session with the confidence that they have received the knowledge outlined in the learning objectives.



## How Many Learning Objectives Do I Need?

The CPD Standards Office encourages a minimum of 3 learning objectives for any CPD learning activity and no more than a maximum of 10.

# How to write Learning Objectives

Each Learning Objective is a short sentence which we have colour-coded for you to understand. The sentence starts with a verb (action word in red), followed by a noun (naming words such as who, where, what and when in green), and sometimes followed by an objective (description word in blue).

Understand cross-cultural trends in your workplace

VERB

NOUN

ADJECTIVE

## EXAMPLE

### **Learning objectives for a Business Communications course:**

**Build** collaborative relationships that emphasise trust and respect.

**Communicate** effectively using simple and concise language.

**Enhance** listening skills to anticipate and avoid misunderstandings.

**Discriminate** communication styles between different teams.

**Distinguish** between different types of communication.

**Eliminate** communication barriers.

# More Examples



## **Improve employee performance in customer service.**

**Problem:** This objective is vague and lacks specificity. It doesn't explain how or what "improvement" will be measured or within what timeframe.



## **List the skills needed to improve employee performance in customer service.**

**Why it's better:** The audience here will know previously that they will list the skills to improve their customer service abilities and differentiate between them.



## **Enhance team collaboration skills.**

**Problem:** The objective is broad and doesn't define which collaboration skills need enhancement or provide criteria for measuring success.



## **Develop communication skills or handover steps in team collaboration.**

**Why it's better:** This clearly outlines that the course will focus on enabling communication skills that allow employees to transfer information with ease.



## **Enhance leadership skills in the organisation.**

**Problem:** Lack of specificity makes it unclear which leadership skills will be targeted and how enhancement will be measured.



## **Differentiate between leadership and management skills in leading an organisation.**

**Why it's better:** It is now clear on what exact aspect of leadership skills this course focuses on and how exactly this will help the learner to be a better leader.

## Cheat Sheet

# Verbs for Learning Objectives

The key areas that training courses teach learners to do is generally a mixture of; the ability to recall or remember, examine, apply, analyse, evaluate or create.

### Learners' Ability to Recall or Remember

be aware of	extract	label	name	recall	repeat	underline
communicate	identify	list	organise	recognise	reproduce	write
define	find	match	outline	recount	select	state
describe	know	measure	present	relate		

**Communicate** effectively using simple and concise language.

VERB

NOUN

### Learners' Ability to Examine

explain	categorise	compare	contrast	discuss	distinguish	differentiate
identify	point out	predict	outline	restate	summarise	translate

**Distinguish** between different types of communication.

VERB

ADJECTIVE



# Cheat Sheet

## Verbs for Learning Objectives

### Learners Ability to Apply

build	generalise	classify	complete	comprehend	convert	defend
discuss	estimate	examine	exemplify	express	extend	formulate
clarify	give examples of	illustrate	indicate	infer	interpret	judge
justify	paraphrase	perform	predict	present	report	represent
restate	rewrite	select	solve	understand		

Build collaborative relationships that emphasize trust and respect.

VERB

NOUN

ADJECTIVE

### Learners Ability to Analyse

analyse	break down	categorise	compare	conclude	contrast	criticise
devote	diagnose	divide	elucidate	evaluate	examine	explain
identify	illustrate	infer	investigate	justify	point out	question
recognise	relate	resolve	select	separate	subdivide	

Resolve communication conflicts within the workplace.

VERB

NOUN

ADJECTIVE



# Cheat Sheet

## Verbs for Learning Objectives

### Learners Ability to Evaluate

appraise	assess	choose	compare	conclude	contrast	defend
describe how	determine	discriminate	evaluate	judge	justify	question
rate	value					

Discriminate communication styles between different teams.

VERB

NOUN

ADJECTIVE

### Learners Ability to Evaluate

account for	alter	argue	build up	combine	compile	compose
conclude	create	derive	design	develop	devise	engender
enhance	enlarge	explain	formulate	generalise	generate	integrate
manage	modify	order	organise	plan	precise	present
propose	put together	re-arrange	reconstruct	relate	re-organise	report
restate	revise	select	structure	suggest	summarise	synthesise
teach	tell	write				

Enhance listening skills to anticipate and avoid misunderstandings.

VERB

NOUN

ADJECTIVE



# Thank you!

## **Headquarters**

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