

# Framework for Quality Assurance of Training

Please use the following prompts to reflect on your training

1. **Why is the Training needed?**
  - a. Be clear about why the Training is needed
  - b. Define the knowledge gaps/ practice outcomes you are impacting by introducing the training
  - c. Is the training linked to learning needs analysis, or service changes to improve care?
2. **Learning Outcomes**
  - a. List the learning outcomes for the training- this will help you and participants be clear about what they will achieve. It also defines the scope of the training and supports any evaluation.
3. **Design / Delivery / Impact**
  - a. What is the most effective delivery method and why?
  - b. There are so many methods you can use – does your method best support learning?

Can people remember key messages/ do you need to practice observe skills?

4. **Accessibility**
  - a. Have the materials been assessed for accessibility?
  - b. For help to [develop](#) accessible materials
5. **Equitable access**
  - a. Who are the target groups?
  - b. Does the delivery method, application and timing support equitable access to training?
6. **Training records**
  - a. It is essential to record training on ESR please link with L&D to enter your training onto the prospectus using this will ensure all training is recorded on staff records
7. **Competency.**
  - a. Decide who will deliver the training?
  - b. What is their experience, expertise, qualifications in the subject?
  - c. People delivering training should have a relevant teaching qualification and evidence of their skill as a teacher.
8. **A competency-based assessment**
  - a. Can be formulated to assess the practitioner's ability to perform the skill without assistance, as well as measuring comprehension of the theoretical aspects of the skill.
9. **Assessment process**

- a. Develop clear criteria, so that regardless of who undertakes the assessment. Clear guidelines will validate when an answer is sufficient to achieve competency.
- b. All assessors should use set criteria when assessing a practitioner.

**10. Assessors**

- a. Must themselves be experienced and competent in the skill and have an appropriate teaching and assessing qualification / training that is recognised by the organisation.
- b. Each assessor will use the agreed documentation and accompanying criteria when assessing a practitioner.

**11. Governance/ quality assurance**

- a. Has the content been signed off and approved by your internal team/ local expert practitioners and CEGG.
- b. Wherever possible the training should be linked to research, best practice and follow national training learner outcomes.

**12. Evaluation** how will your training be evaluated?

- a. What outcomes do you want to achieve?
- b. Decide the objectives of learning before delivery of the learning, it will help you to measure outcomes, quality and cost effectiveness of delivery methods.

**13. What does good quality look like?**

- a. Quality measures can also be considered when evaluating training
- b. There are various ways to describe quality in healthcare. In 1999, the then Institute of Medicine described characteristics of quality:

**Safe** - avoid harm evidence based and appropriate- peer review

**Effective** - demonstrating outcomes, planned evaluation

**Person-centred** - respectful and responsive to individual needs and wishes

**Timely** – at the right time, consider different teaching / learning methods to support this

**Efficient** – best deliver methods, can pre learning & reading / post reflecting reduce travel and face to face delivery

**Equitable** – an equal chance of the same outcome regardless of geography, socioeconomic status, digital access.