

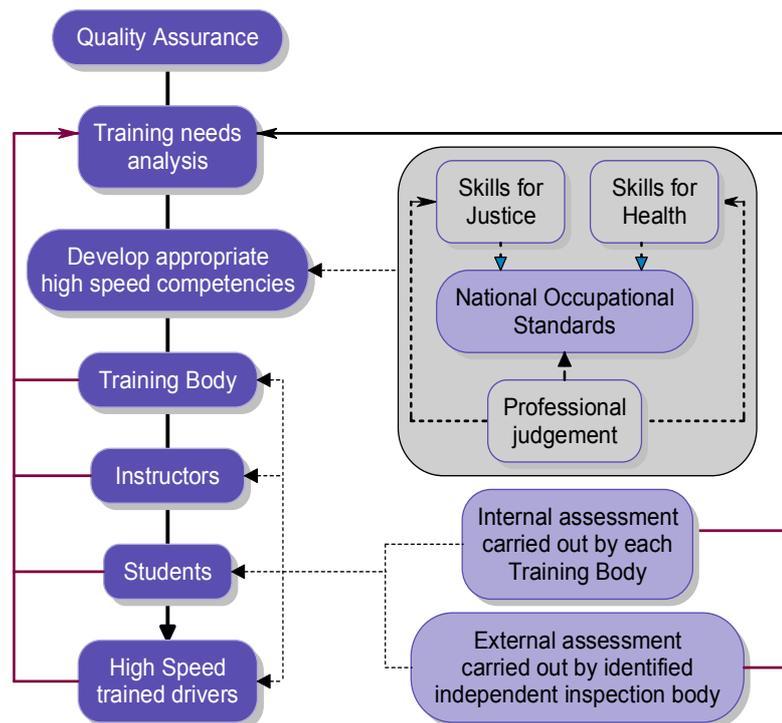
# High Speed Training Quality Assurance

Code of Practice

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## Code of Practice

Quality assurance must be of the entire system of training and include an iterative loop to ensure future development of needs and competencies highlighted by quality assessments. The system is identified in the diagram following.



**Diagram showing the training system with inputs shown by dotted lines and feedback via solid lines**

Competency based training needs quality assurance to maintain the driving standards required and the road safety which is the ultimate aim. The system being recommended includes:

- High speed competencies
- A training body
- Instructors competencies and training
- Student competencies and training
- Certification of instructors and students
- Internal assessment
- External assessment

There is obvious benefit from insisting that a driver is trained to a level of competency so as to reduce the road risk associated with emergency driving and the need to exceed the speed limit.

## Training Competency

Setting driver competencies in high speed driving should be through iterative feedback from the trainers, experience from student assessment before training, student skill level after training and driving needs which change over time. Any system introduced must have the ability to continually receive advice, reports from assessment and review training, shown by the solid lines in the diagram on the previous page.

Issues need to be investigated and then through professional judgment competencies altered, removed or added to. This will pass through national occupational standards where the competencies and training will be developed into the style recommended so as to meet all emergency service training styles. Leaving the competencies and outcome to continue without review or modernisation will lead to inappropriate outcome and reduction in road safety.

Any training system needs to have a robust process of verification to ensure that the student competencies being evaluated before training and the competency level achieved after specific training, meet the intended goal of a safe and competent high speed driver able to decide when to exceed limits and at what level, safely.

The challenge posed by poor training structure is best demonstrated by example.

***Without robust outcome verification, the head driver trainer for a specific Training Body would decide what the appropriate standard for his or her area was, the instructors working in the training body would be qualified but apply the heads standard when testing/assessing drivers for the emergency service and train for the heads desired outcome.***

***The equivalent head in an alternate training body, would do the same, but without reference to the other body. In the competency framework for the High Speed Driving Course, there is no process for assessing or setting the standard (ie the quality desired) that is required. The two thresholds that the training bodies independently decided is/isn't good enough to pass, could be significantly different.***

Without process requirements and verification, there is a second set of possible conflicts which could be caused by organisations focused on budget and abstraction, rather than safety. The effect could be equally as bad, where managers require cuts in training to reduce resource abstraction, budget or, a head of training who was excessively commercially orientated, and operate his school with a target for income generation or quick student turnover, rather than or at the expense of road safety, leading to lower driver outcome.

In both these scenario there could be the undesired outcome of drivers at a lower standard than this whole scheme desired and other unhealthy pressure which might well lead to lower competencies and or reduced training.

It is extremely important for the scheme to focus on the outcome desired - good drivers with the

ability to make healthy decisions and carry out their function without risk to themselves, other motorists and or road users. What we do not want are drivers who can answer a call, quickly, but in doing so drive badly and unsafely. What matters isn't how fast a driver can drive, but how good they are, that they answer a call and get there, quickly, but without endangering themselves or most importantly others.

It is accepted that it is very difficult to assess across the board, but that this is the key to a good system and safe drivers. A course with competencies rather than a rigid course structure requires a robust verification of the processes of competency assessment, ability gap analysis and training needs.

## **Training Needs Analysis**

There are in fact two areas of training needs. Those of the student carried out by the instructors at each training body and those required by this scheme, high speed driving.

There is a High Speed Training Advisory Group, under the control of DfT (or other administrative body formed and overseen by DfT), which sits as frequently as necessary, monitoring the competencies and training needs of high speed driving to ensure this scheme is dynamic and appropriate given the skill level of the drivers qualifying and their ability record (collisions etc)

## **Skill Competency - Training Needs**

Providers will need to employ a qualified trainer, that is trainers who meet the training competencies as outlined in the trainer's development code of practice. It is only with experienced and highly trained instructors that the competency evaluation before training and the training provided as a result to ensure the student meets the outcome desired, will be effective.

The training body will need to adopt the two competency framework codes of practice, driver training and instructor development. This will give the provider the means to evaluate a student's pre-training competency and training needs analysis. These frameworks have been developed from the courses currently provided by the three emergency services, SOCA and MOD.

These documents are in a style and with content suitable for the Sector Skills Council and will enable any suitable provider to introduce internal verification or use Go Skills, Skills for Justice or Skills for Health to monitor and quality assure the training process. The end result would be a period of training to a level suitable for National Occupational Standards. The training can however be provided without use of either the sector skills or an awarding body.

Assuming the provider has instructors at the competency level necessary, trains in a suitable way and can provide the additional training necessary to produce a driver at the required skill level, then they can provide High Speed Training. However, the training will need to demonstrate the outcome at a level sufficient to meet the quality assurance required.

Quality assurance of outcome would be provided either through a recognised internal verification or the use of a recognised awarding body able to approve the training establishment and if required provide national qualification such as B.Tec or NVQ. From this the qualified driver will be evaluated

against our competencies to ensure the training given is appropriate.

DfT will allow any emergency service to do this within the organisation, not use any outside awarding body, if the organisation can show it has internal and external assessment at an acceptable level.

There would need to be three parts to any system to verify that the competencies required from the High Speed Course were met by all students satisfactorily completing the training.

- An administration level to authorise the different training bodies (Schools) as 'suitable' to provide the training and certify the students who were successful.
- External assessment which would be peer group assessment carried out by already authorised training schools who are randomly chosen to do so by the administration level, and;
- Internal assessment whereby instructors and training methods are continually assessed by the training school itself.

Quality assurance is vital so as to make sure competency assessment and training work together so as to produce high speed drivers who do so at the highest level of road safety.

It is accepted that this needs to be introduced as cost neutral as it can be allowing for all current emergency services to be catered for, as well as other prescribed organisations as and when they are permitted. Therefore this will permit independent internal verification assessment and the independent use of outside accreditation bodies, both ways needing to achieve verification and ensure the training achieves the competency required.

- Independent internal verification

***An independent assessment body within the organisation training, not relying on outside bodies, bodies without the expertise, and additional costs associated with the verification. A designated body organising assessments, designating the assessor, monitoring the process and certifying those who pass.***

- Accreditation bodies

***NVQ or similar awarding bodies will achieve the required standard by ensuring there are proper verification processes built into training designed to focus on the training processes and the quality of the driving of the students who pass/fail. This will need to be on top of any similar focus on appeal processes/equality and diversity statements/paperwork chains and the like being both efficient and correct.***

Internal verification or outside accreditation will both need two independent (independent being another provider from the same Organisation but not involved in the school being assessed) assessors. This would be achieved by either mutual assistance or payment by the training body being assessed. This would be for the emergency service to propose to DfT who would need to approve any scheme that is set-up.

Outside or private training bodies will also need to be quality assured. This would be achieved in most cases by the use of nationally approved accreditation/awarding bodies verifying the provider and the National Skills Council approval of the competencies and associated training.

Currently the Fire and Rescue Service and the NHS Ambulance Service use internal (Sector Skills) and external (Awarding Body—National Occupational Standards) processes to develop their training competency needs and verify that their training process meets the standards they require. This still requires specialist trainers from the emergency service to carry out the assessment.

The Police Service relies more on history, development over time, peer group assessment and instructor training at a consistent standard with guidance from a national conference (all police driving schools are members) led by an ACPO (Association of Chief Police Officers) portfolio holder. This process has worked over time with driver training standards being maintained. This too requires assessment by specialist trainers from ‘other’ police training bodies.

DfT ultimately approves quality assurance assessment and training body accreditation after advice from the High Speed Training Advisory Group. It is for each and every training body/organisation to submit their intended system and obtain approval.

## **System of Training Quality Assurance**

As identified above, there is a need for internal assessment by each training body. Records must be kept of continual instructor assessment and trainee assessment as well as student cross-checking and overall student competency when training is complete.

Further there should be what is to be considered as external assessment. This will be after approval by DfT and through the use of a practising qualified trainer from an accredited training body.

Each training body will need to be quality assured every 5 years by at least two independent instructors from two other accredited training bodies. This will be carried out under the direction of DfT having been advised by the High Speed Training Advisory Group.

A suggested Quality Review strategy follows which a training body may adopt, or submit an alternative structure.

## Quality Assurance Strategy

### Part 1: Overview

#### **Why a Quality Assurance Strategy for Emergency Response Driver Training (ERDT)?**

The emergency services have to respond to emergency situations as quickly as possible. This response often involves the need to transport equipment, people and casualties to or from the scene of an incident on a 24 hour/7 day basis, using dedicated emergency service vehicles that are driven at relatively high speeds in a wide variety of traffic and weather conditions. This expeditious response is, quite rightly, nothing less than what is expected and indeed demanded by emergency service clients.

The urgent, situation-driven nature of emergency response driving has long been recognised, and to facilitate the use of vehicles for this purpose, various exemptions from the legal restrictions and conditions imposed on the users of those vehicles by legislative instruments such as the *Road Traffic Act (1988 Amended 1991)* have been granted and are used routinely by emergency drivers. It is undeniable that the provision of an emergency response implies exposure to a significantly increased level of risk, and that risk may impact on the public, emergency service staff or the emergency services themselves at a corporate level. This has led to the identification of emergency response driving as a “risk-critical” activity and to meet this criticality, emergency service organisations have traditionally provided various forms of advanced driver training (ERDT) to give their staff the competences enabling them to perform duties of this nature.

ERDT is usually provided “in-house”, with each organisation having its own training and assessment/test facilities. Where issues of scale and/or economy apply, ERDT may have been provided via some form of collaborative activity or by “buying-in” from appropriately-qualified providers. While this approach has, in the past, been sufficient to meet the needs of the day, it is far from certain that existing arrangements for providing ERDT will be sufficient to meet future needs. It is a truism that as the complexity of the operational environment increases and traffic conditions become increasingly demanding, the levels of response-related risk to which people are exposed will also increase. It is vital that as we strive to equip our people with the skills that they need to engage in emergency driving, we also ensure that the risks that are associated with it are covered as a matter of course.

The advent of the Road Safety Act 2006 also provides an additional catalyst for activity in this area; when it becomes law, the existing exemptions for emergency service drivers from certain requirements of the *Road Traffic Regulation Act* would cease to apply, unless the individual concerned has undertaken a recognised ERDT course and has duly reached an appropriate standard of achievement. This means that there will be many emergency service staff (such as senior officers) currently providing a emergency response who will require ERDT they are to be able to continue to perform their duties legally.

There are, inevitably, other considerations to be taken into account; there is still a very real and continuing need to achieve best value and to improve financial probity at all levels. These issues are now permanent fixtures in organisational agendas and even risk-critical training and development programmes are not immune. Notwithstanding this fact, common-sense dictates that it is useless for organisations to drive down costs on the one hand if in doing this they increase exposure to risk or degrade service levels on the other.

This means that the need to provide effective ERDT – and to provide it on an economical and efficient basis - is now firmly established as an area of priority for any organisation that aspires to provide a vehicular response to emergency incidents.

All of the above would tend to suggest that organisations will need to devote considerable extra resources to the provision of driver training (when viewed against the requirement of previous years), if their staff are to continue to provide an operational capability while complying with the demands of the law. As this may well be a requirement that will be difficult to service for many organisations, it is envisaged that one solution could be the purchase of ERDT from “sister” emergency services or from independent providers such as commercial training organisations.

While there is general agreement among stakeholders that existing guidance as to the content and process of ERDT (i.e. the “Roadcraft” series of documents) is more than adequate for our purposes, it is also true that there is still no common standard governing the ways in which that training is delivered. This means that in many cases, the suitability of provision is often only assessed on the “pass rates” achieved at the end of the day. This might, at first sight, seem to be a satisfactory measure of quality, but the fact that there is no guarantee that providers are achieving their pass rates *in a way that is commensurate with known good practice* means that users may potentially be exposed to risk beyond their immediate control. When ERDT is provided “in-house”, this issue can be obviously be managed but the use of external providers could pose problems.

It is therefore evident that:

- There is (or will very shortly be ) a need to provide *more* training.
- There is also a need to ensure that the training that is provided (from whatever source) is truly “fit for purpose” and that it fully complies with all expectations in order to minimise the amount of risk that we are exposed to.

In short, we need to be confident that the training that we provide will meet our needs in all respects. This *Quality Assurance (QA) Strategy* has therefore been designed to help us to achieve that objective.

### **The meaning of Quality**

Traditionally, the word “Quality” is understood to imply two concepts; first, that a product or service meets certain expectations and second, that it does so consistently. It does not necessarily imply that the product or service is “good” or that it is “fit for purpose” - it merely indicates that it meets some form of standard. Following on from this, it will be seen that there is a need to set out, promote and understand relevant expectations regarding the provision of services or products before the notion of “quality” can have any real meaning in practical terms.

This is as true of ERDT as it is of any other service or product, and this fact need to be fully appreciated by stakeholders. It is the responsibility of service or product users to decide whether or not the “quality” of what they are buying into is actually capable of meeting their needs.

Once an appropriate standard of “quality” has been decided upon, there is then a need to ensure the standard of provision meets and *then continues to meet* all of our expectations. This is what the “Quality Assurance” process is all about. Having decided what we want our ERDT programmes to achieve, the QA process should then ensure the way in which ERDT is provided is effective and consistent.

**A “Quality Assurance” Strategy will thus provide us with the confidence to say that our ERDT provision satisfies our given requirements and that it will continue to do so until those requirements change.**

In the context of this report, the phrase “Quality Assurance” is taken to mean that there are:

- A set of procedures covering all key stages of training;
- monitoring processes to ensure the procedures are effective;
- adequate records of activity;
- output checks for defects, with appropriate corrective action where necessary;
- regular reviews of individual processes;
- regular reviews of the quality system itself for effectiveness; and
- systems to facilitate continual improvement.

The QA Strategy therefore seeks to ensure that the provision of training and development is audited and that steps are taken to ensure that the provision complies with best known methodology. Good practice and areas of concern alike should be identified and, where appropriate, shared.

### **What will be the basis for the Strategy?**

The point of having a QA Strategy is that it should represent a common approach to the provision of ERDT that is relevant to the needs of all end users. This is important, because while the individual approaches to ERDT adopted by each emergency service will be dictated by their own operational requirements (which are naturally very different), the outcome to which they all aspire will be the same. A common approach means that it be much easier to share good practice and experience.

**Simply put, this is that the provision of ERDT should equip people with the competence to drive operational vehicles in a variety of response environments, achieving organisational objectives as necessary while consistently minimising risk.**

This means that the QA strategy should not seek to involve itself in the fine detail of the training process itself (i.e. what is taught and how) but should instead seek to support stakeholders in their efforts to deliver ERDT in a way that supports accepted standards of good practice and complies with legislative requirements (e.g. health and safety, workplace discrimination etc.). This is an important principle of the strategy and is one that all stakeholders should be able to subscribe to. Once this is accepted, the next question to consider is how such an approach can lend itself to assessment and management. Fortunately, this objective can be achieved relatively easily by using a methodology based on *National Occupational Standards*.

### **National Occupational Standards**

The nature and use of National Occupational Standards (NOS) is by now well understood, especially in the wider context of workforce development and vocational training. Unlike traditional academic approaches, which are mainly concerned with the gaining of knowledge-related qualifications, the vocational approach seeks to help people to develop occupational competence through workplace-orientated training. In this context, “competence” is defined as the ability to consistently achieve the outcomes described in a NOS via the application of skills, knowledge and understanding.

NOS are not prescriptive regarding the way in which outcomes are achieved (save to specify that health and safety legislation, etc. should be observed) but they are very specific regarding the outcome itself. NOS describe all the important functions that staff in each of the areas listed must carry out to be considered competent in their roles. Also included are criteria that specify the standard of performance the member of staff must achieve and the knowledge and understanding they need. This means that any system based on NOS will be flexible enough to accommodate requirements of individual stakeholders (just as we require) but by virtue of the specificity of the NOS will lend itself to assessment and verification. The result is a system that uses a well-established methodology that is familiar to all stakeholders (who in many cases will already have assessment and verification systems in place) and which does not imply a large requirement in terms of resources to get it up and running. NOS ensure that consistency of competence is achieved through everyone working toward nationally acknowledged standards and help to promote transferability between differing stakeholders working in the same areas of activity – such as ERDT - and between specialist roles.

It is also worth considering the fact that the Health and Safety Executive accepts that people who have been developed and assessed against properly accredited NOS can be considered to be competent within the meaning of the Health and Safety at Work Act 1974 and other relevant legislation. With regard to ERDT, suitable NOS already exist, these being accredited via GoSkills, the Sector Skills Council for public transport and driver instruction. There is also a suggested structure for a Unit dealing with the activity of ERD itself, this being drawn from the Emergency Fire Services NOS Unit FF9 - Drive, manoeuvre and re-deploy Fire Service vehicles .

Details of these NOS are attached at Appendix A below.

### **Advantage of the Standards-based approach**

As we have already seen, the main advantage of this approach is that it readily accommodates the differing requirements of individual stakeholders, allowing each to tailor the nature of the ERDT provision they require to the particular risks that they have to confront. The use of NOS allows the adoption of an objective approach with no overtones of partiality. This is particularly important when the issue of private sector ERDT providers is considered; the standards-based approach will help to ensure that their offerings are “up to scratch” and are fit for purpose.

### **Who will it affect?**

As previously stated, the need for adequate and effective training of emergency response drivers is shared by a number of differing organisations (see below) so it is proposed that the QA Strategy is developed as a shared resource that is relevant to the needs of the emergency driving community. Organisations such as the Police, Fire and Ambulance services are often seen as being the main users of emergency vehicles, but other organisations such as the Serious and Organised Crime Agency are also services that provide an emergency vehicular response and thus also need to develop their drivers accordingly. Each of these bodies bears a responsibility for seeing that any ERDT product that they choose to use is “fit for purpose”, and the existence of the QA Strategy will reassure them that this is indeed the case.

### **Role of Effective Evaluation**

A major part of the QA strategy will be *evaluation*. This activity supports a consideration of ERDT provision against the QA components described above. Traditional approaches to training offer little support to managers when they attempt to assess the true worth of training, especially when

they attempt to measure this in the context of the desired outcomes stated within planning processes. Simply put, evaluation enables managers to determine whether or not the training:

- Was acceptable and was perceived positively by the recipients;
- had a measurable result in terms of knowledge or skills gained;
- helped to people to work more effectively; and
- helped the organisation to achieve improved levels of service provision.

This structure is formally known as the “Kirkpatrick 4 Stage Model”. It is usually stated thus:

- Level 1 – Reaction and Opinion
- Level 2 - Acquisition of Learning
- Level 3 – Workplace Application
- Level 4 – Organisational Outcome

The evaluation process has been designed to address all 4 Levels of evaluation as separate categories to allow managers to address only those areas of concern that are relevant. The aim of the process is to establish a clear and transparent method for highlighting and resolving issues identified for improvement and provide a consistent and informative method of communicating the effects to all interested parties.

### **Implementation of the QA Strategy**

In order for the Strategy to be effective, its ownership and subsequent implementation must be considered. It is envisaged that ownership of the Strategy is vested in relevant stakeholder bodies such as ACPO, CFOA, ASA and the like, via appropriate sub-groups or workstream heads. In order to maintain a common approach, it is suggested that the delivery of the Strategy is mediated by a Memorandum of Understanding or Heads of Agreement or similar instrument between such stakeholder organisations.

Although the responsibility for implementing and managing the ERDT QA Strategy will fall upon individual stakeholder organisations, a common approach will enable good practice to be shared and areas of concern to be identified and addressed as soon as possible. For this reason, it is proposed that a working group consisting of representatives from interested stakeholder groups should maintain an overview of the Strategy, monitor compliance with the framework, advise constituent organisations on its implementation and provide an element of QA at national level. The use of NOS will make this task easier, as they are relevant to a very wide range of stakeholders.

## Part 2: Quality Assurance Strategy for Emergency Response Driver Training: What to do

The objectives of the QA Strategy as discussed above can be achieved by the application of the following five key areas. Taken together, they form a quality framework that can be used by any stakeholder to assess the adequacy and quality of their ERDT provision. The framework covers:

- Organisation of provision;
- Design of the training product or service;
- Delivery of the training product or service;
- Assessment of learners.
- QA and Evaluation of Training (Kirkpatrick Model)

When all five areas of the framework have been considered, users should have a fairly objective idea of the standards being achieved and maintained. Users should then be able to monitor compliance with the Strategy on behalf of organisational Learning and Development Managers and provide information to stakeholder national representative bodies as appropriate.

### **Evidence:**

The requirements for evidence are the same as for any assessment against NOS; it should be relevant, easily available and may be kept in any appropriate form, e.g. paper copy, computer file, etc. in an accessible location.



1. Organisation of Provision

<p><i>Assessment Criteria</i> (Needs X-reference to relevant NOS)</p>	<p><i>Required Evidence (guidance only)</i></p>	<p><i>Evidence and Location</i></p>	<p><i>Self Assessment Date</i></p>	<p><i>S.M.A.R.T Actions required (specify date for completion)</i></p>
<p>1.1 Clearly defined management structure</p>	<p>Departmental organisation chart. Supporting explanations if necessary (e.g. of any matrix management. Roles split between depts). Any changes introduced should be documented and dated.</p> <p>Role Profiles for all staff. Dated to show currency.</p>			
<p>1.2 Specialist staff recruitment and selection process.</p>	<p>Staff Recruitment procedure, e.g. 'assessment centre'. (Recommended selection method rather than just interview).</p> <p>Procedure must link to Core Competencies and Role Profile.</p> <p>Induction programme:</p> <p>Into the organisation for appointees from outside.</p> <p>Into the department.</p> <p>Personal Development Records for all staff. Completed and up to date for all staff to show Continuous Professional Development. Must show it is actively used to progress performance and</p>			

	development.			
1.3 Minimum qualifications for staff and on going development.	<p>Document stating:</p> <p>Qualifications required on appointment,</p> <p>Qualifications to be attained whilst in the department within prescribed time span.</p> <p>Copies of certificates/documentation held by staff</p>			
1.4 Management, working groups and meeting structure	<p>Clearly defined terms of reference</p> <p>Membership lists</p> <p>Minutes of meetings clearly showing action points with responsibilities</p> <p>Evidence of management decisions informing departmental processes, procedures and initiatives</p> <p>Evidence of Information Sharing</p>			
1.5 Business Planning	<p>Departmental plans and records to include:</p> <p>Risk Register</p> <p>Organisational / departmental vision .</p> <p>How departmental activity supports organisational/national objectives and requirements.</p> <p>Resource allocation, (including human resources).</p>			

	Review of departmental plans			
1.6 Budget and funding arrangements	<p>Financial planning documentation</p> <p>Financial expenditure records</p> <p>Documentation showing Best Value, planning and processes, in accordance with relevant Costing Models.</p> <p>Training course cost documentation</p>			
1.7 Fairness at work	<p>Policy and procedure documents</p> <p>Evidence that staff are aware of and understand policy and procedures (e.g. grievance/resolution)</p> <p>No local provision – organisational only.</p> <p>Copies of appropriate records</p>			
1.8 Equality and Diversity	Policies that address E &D issues that apply to staff and learners clearly identified and available.			
1.9 Programme of Training Events	Programme of Training Events and related NOS available to all interested parties			
1.11 Health and Safety	<p>Health and Safety Policy</p> <p>Evidence of staff knowing, and being able to apply the H&amp; S policy</p> <p>Staff to sign as seen.</p>			

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## 2. Design of the training product or service

<i>Assessment Criteria</i> <i>(Needs X-reference to relevant NOS)</i>	<i>Required Evidence (guidance only)</i>	<i>Evidence and Location</i>	<i>Self Assessment Date</i>	<i>S.M.A.R.T Actions required (specify date for completion)</i>
2.1 Design policy	<p>Records to show that the organisational guidelines have been followed for development of a learning solution</p> <p>Requirement for development linked to identified training need or performance gap Environmental scanning.</p> <p>PNA &amp; TNA.</p> <p>Follow guidance in Models for Learning</p> <p>Evidence to show that an agreed design process has been followed in designing a training product.</p> <p>Ensure copyright issues are addressed.</p>			
2.2 Training Needs Analysis	<p>Record of decisions made following the TNA report</p> <p>Evidence that other solutions than formal training have been considered to meet identified need</p>			

2.3 Decision making process	Evidence of appropriate level of decision making regarding design of course. Record of decisions clearly show why decision was taken			
2.4 Equality and Diversity	Evidence that Equality Impact Assessments in place as required.			
2.5 Organisational Values	Evidence to show that the following have been mainstreamed into training planning and delivery:  Community Involvement, Organisational Values, preferred leadership/management style			
2.6 Currency	Evidence to show checks have been made to ensure that product or service design reflects current or pending legislation, local and national guidelines.			
2.7 Health and Safety	Evidence to show that risk assessments in respect of training events, including delivery methodology, have been undertaken and recorded  Where required, control measures identified and implemented			
2.8 Compliance with national workforce development strategies.	A process to ensure that products comply with national governance (e.g. DfES guidance, Awarding Body requirements, etc.) and are matched against National Occupational Standards where appropriate,			

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2.9 Change control system	Evidence to show that there is a change control system in place			
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### 3. Delivery of the training product or service

<i>Assessment Criteria (Needs X-reference to relevant NOS)</i>	<i>Required Evidence (guidance only)</i>	<i>Evidence and Location</i>	<i>Self Assessment Date</i>	<i>S.M.A.R.T Actions required (specify date for completion)</i>
3.1 Lesson plans and programmes, course outcomes, course review	<p>All teaching/training/development opportunities to be delivered to a lesson plan and, where appropriate, a programme. Feedback/evaluation sessions to be included in planning process.</p> <p>Records of the outcomes of feedback/evaluation/review sessions</p> <p>Lesson plans to show aims and objectives and assessment arrangements with references to appropriate NOS where necessary.</p> <p>Schedules for course review meetings. Evidence of regular programme taking into account data from feedback/evaluation</p> <p>Recorded membership of course review meetings (to include clients, programme and curriculum</p>			

	<p>managers and deliverers)</p> <p>Evidence that changes to course content/lesson plans sanctioned and recorded as per change control process.</p> <p>Action to revise content or methodology allocated to named responsibilities.</p> <p>Minutes of meetings of training providers and clients</p>			
3.2 Learning Resources	<p>Records maintained in respect of training locations, classrooms, facilities and</p> <p>Checklist for each training venue to ensure fitness for purpose.</p> <p>Records of health and safety monitoring</p> <p>List of training/teaching staff and their qualification and experience inc. external trainers.</p>			
3.3 Training Records	<p>Records kept to include:</p> <p>Learner attendance records</p> <p>Learner assessment records</p> <p>Secure record storage facilities</p> <p>Policy for storage, access to and the handling of learner records.</p> <p>Booking in and out system for any</p>			

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	student portfolios/pieces of work. Freedom of Information policy in place.			
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#### 4. Assessment of Learners

<i>Assessment Criteria (Needs X-reference to relevant NOS)</i>	<i>Required Evidence (guidance only)</i>	<i>Evidence and Location</i>	<i>Self Assessment Date</i>	<i>S.M.A.R.T Actions required (specify date for completion)</i>
4.1 Learners are informed of the aims/objectives of assessment where relevant	Lesson plans Student feedback sheet			
4.2 Learners are informed before the start of the course/programme of assessment requirements	Lesson plans Learner feedback sheet Pre-course joining instructions includes assessment requirements			
4.3 Formal assessments linked to lesson/programme aims and objectives/outcomes and qualification performance criteria	Lesson plans aims and objectives/outcomes			
4.4 Formal assessments are judged against recognised criteria	Assessment examples			
4.5 Formal assessments have been	Validation documents			

validated				
4.6 Learners have access to formal assessments made on them	copies of assessments Questioning of learners			
4.7 Learners formal assessments are kept according to policy	Copy of Policy Secure Storage facilities Questioning of Learners			
4.8 Assessors are suitably qualified	Copies of certificates / Assessor CV's			
4.9 Formal assessments are verified where appropriate	Verification records			
4.10 Appeals policy & procedure against formal assessment decision	Copy of appeals procedure (written understanding to be demonstrated)			
4.11 Trainers/Assessors are aware of the appeals policy/process and the organisational grievance procedures	Discussions with trainers, (written understanding to be demonstrated)			
4.12 Appeals and grievances are monitored	Monitoring documentation Analysis of appeals and grievances.			

	Access to trained mediators?			
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**5. QA and Evaluation of Training (Kirkpatrick Model)**

5.1 Quality Assurance policy	The organisation should have a policy setting out its subscription to the principle of QA and evaluation			
5.2 Quality Assurance procedure	Quality Assurance document detailing the QA arrangements for course design, delivery and assessment to include evaluation  (Models for Learning as a guide document).  QA process owned by senior management team and staff			
5.3 Quality Assurance of the Design Process	Learner assessment and evaluation methodologies built into the design process.  Arrangements for a pilot course and de-brief where appropriate and practicable.  Evidence that data from this informs course managers/trainers/clients for appropriate action.  Evidence that information from evaluation outcomes are taken into account into any course design review			

<p>5.4 Evaluation of Training Delivery</p>	<p>Evidence of evaluation processes at levels 1 -4 and how this has supported quality development</p> <p>(A procedure for evaluation of training delivery, training outcomes and organisational impacts should be in place):</p> <p>Set frequency for evaluation activity dependent on level.</p> <p>Qualifications of staff carrying out the monitoring</p> <p>Criteria against which staff are monitored</p> <p>Documentation</p> <p>Feedback mechanism from/to trainers</p> <p>Relationship to performance appraisal</p> <p>Links to trainer development</p> <p>Identification of good practice</p> <p>Name(s) of staff responsible for monitoring training delivery with qualifications and experience</p> <p>Records of monitoring activity and feedback/discussion</p> <p>Evidence of use of outcomes of monitoring for staff development and dissemination of good practice.</p>			
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