



Quality Standards for Carers Training

Developed by the National Carer Organisation's Training Consortium

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The Carer Training Quality Standards

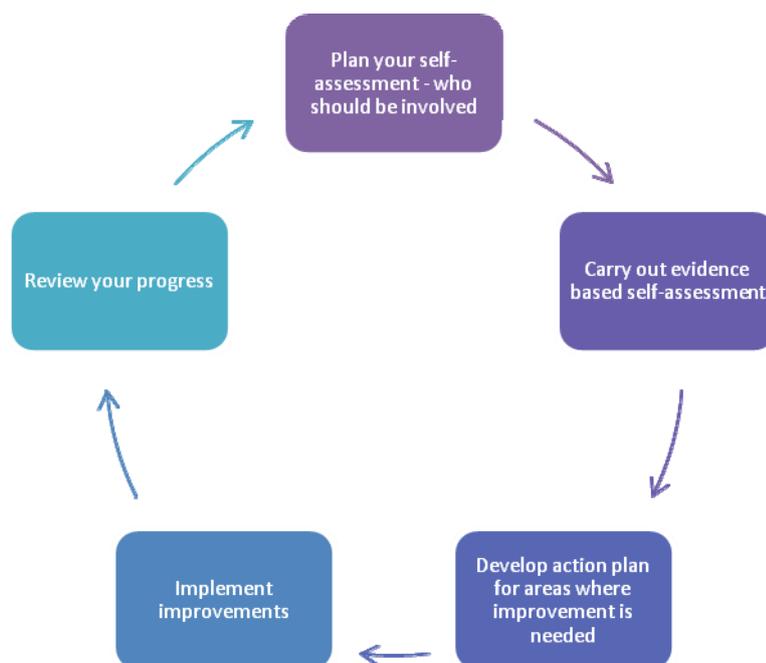
Getting started

The aim of **Carer Training Quality Standards** is to support organisations to deliver high quality training for carers. These standards are not intended to prescribe specifically how training should be developed. Instead, they aim to reflect the diversity of agencies currently engaged in delivering training, and provide carer training standards and good practice examples, which will allow you to benchmark the quality of your training provision.

The Standards have been developed in the form of a self-assessment framework to help providers of carer training to measure their training against a comprehensive set of quality areas and indicators, which cover all stages of the training cycle. This framework allows you to work through each of the quality areas to objectively assess how well you meet each of the indicators for the standards, with examples of evidence you could use to demonstrate this.

Your self-assessment should involve two or more people from your organisation. They should have a good understanding of your service or have regular contact with carers. Self-assessment helps you to identify the areas where you fully meet the standard as well as those where you would want to make some improvements. You can find a sample self-assessment form in the section marked templates.

The diagram below shows how quality standards help you work towards continuous quality improvement.



Who are the Quality Standards for?

The carer training quality standards have been designed for any organisation involved in providing training for carers. Whether you work in the public or voluntary sector, by embracing these standards you will give a clear message of your commitment and continuous striving for improvement.

The benefits for training providers

Applying the quality standards to your approach in carer training helps ensure you:

- respond effectively to the training needs of carers
- develop and deliver high quality training
- evidence the outcome benefits to carers
- promote good practice
- evidence your commitment to continuous quality improvement

The benefits for carers

Applying the quality standards will help ensure:

- consistency in the quality of training delivered to carers
- increased access to training opportunities
- carers have a positive experience from the training opportunity

How the Quality Standards work

The Quality Standards are set within six key areas of training activity. These are areas you would expect to engage in when developing and delivering training for carers.

The Key Quality Areas:

- Identifying Training Needs
- Planning
- Promotion and Participation
- Delivery
- Outcome Evaluation
- Continuous Improvement

Not every organisation will actively engage in each of these areas. Some for example, might start by identifying the carer training needs and then plan the carer outcomes they want to achieve. However, the design and delivery of the training is carried out by another organisation or external agency. The same standards should be applied across each area of activity, regardless of who is responsible for undertaking it.

The standards and indicators

Each quality area contains a number of standards. These describe the level of quality you set out to achieve in each of the quality areas. Alongside each of the standards are a number of indicators. These describe the kind of activities you might expect to undertake in order to meet the standard to benchmark the quality of your training provision.

Examples of evidence

We have offered some examples of the types of evidence you might look for to help you decide how well you meet a particular indicator. This is not a prescriptive list and you may have other documents or a procedure to demonstrate how you meet a particular indicator.

Why were the standards developed?

Carers, though unpaid, are a key part of social care provision of the future, and as such should enjoy explicit rights to free, **good quality training** to build their knowledge, confidence and ability in their caring role.

Many national and local organisations, NHS Boards and Local Authorities provide training programmes for carers. Across this range of providers there is wide diversity not only in the size of the organisation itself but in the unique challenges they face in delivering their services to carers. There are also differing levels of training standards, quality and accessibility. Scottish Government's strategies for carers and young carers state that 'carers should have similar opportunities for training as the paid workforce'. These strategies set out various actions to help ensure carers achieve positive outcomes from training. To help implement these actions the National Carer Organisations' Training Consortium were assigned to:

- Develop a quality assurance framework promoting high standards for carer training
- Promote training which provides systematic outcome evaluation
- Promote training which dovetails with the NHS Board Carer Information Strategies

Carer Training Quality Standards

Identifying Training Need



The Standard	Indicators	Examples of evidence
<ul style="list-style-type: none"> • Consult, communicate and engage with carers including BME carers and those currently under-represented to identify potential training needs • Proactively respond to training needs as a result of changes in policy or legislation 	<ul style="list-style-type: none"> • You take a systematic approach to identify carer training needs. Information from this enables you to set clearly defined outcomes for carers • Your approach to identifying training needs covers the range of impact that caring can have, such as emotional, financial and practical • Your approach to identifying training needs is inclusive of the diversity of the local carer population 	<ul style="list-style-type: none"> • Training Needs Analysis (TNA) surveys • Findings from carer assessments • Minutes from focus-group discussion • Evaluation feedback from previous training courses • Informal feedback from 1:1 carers support or existing carers groups • Policy or legislative changes

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Planning



The Standard

Indicators

Examples of evidence

- Plan and design training programmes to meet the identified needs and expectations of carers
- Engage with carers and other partners in planning the content and delivery
- Ensure participants are kept safe when planning training for young carers

- You set clear and comprehensive aims, objectives and targets that meet carer needs and expectations (SMART)
- Your training aims, objectives and carer outcomes are clearly defined and communicated so that carers know what to expect
- You consult with carers when planning training content and delivery. The training content is targeted at the appropriate stage in the carer's journey, recognising that different training will be required at different stages

- Training proposals and plans
- Outcome targets relate to TNA findings
- Evaluation feedback from carers
- Records of carer involvement in shaping content
- Equality and diversity policy and how this is applied to training provision
- Examples of training programmes developed for specific groups
- Learning materials in alternative languages or formats
- Range of delivery methods used to meet carer needs

The Standard	Indicators	Examples of evidence
	<ul style="list-style-type: none">• You consider how best to meet the training needs of specific groups of carers such as BME carers, young adult carers, remote and rural carers and other groups who may require additional support• Training is responsive to the changes in the policy and statutory environment and the content is developed and reviewed regularly to reflect change• Training content reflects carers' experiences	

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Promotion and Participation



The Standard

- Actively identify participants through effective publicity about training opportunities for carers

Indicators

- You consider a wide range of methods to effectively publicise and promote the training
- Publicity about training programmes targets minority and hard-to-reach carer communities
- Publicity about training highlights the benefits to carers and reaches the general public, not just carers 'in the system'

Examples of evidence

- Examples of previous promotion and targeting approaches to publicise training opportunities
- Examples of any carers unknown to organisation enquiring about course

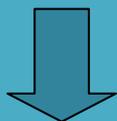
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<div style="border: 1px solid black; border-radius: 15px; padding: 10px; display: inline-block; margin-bottom: 10px;"> Delivery </div>		
The Standards	Indicators	Examples of evidence
<ul style="list-style-type: none"> Training programmes are accessible, flexible and inclusive, and are free at the point of access. The training content and delivery method meets the needs of participants Training providers are appropriately skilled and competent 	<ul style="list-style-type: none"> There is flexibility about the times, method of delivery and location of training to meet the needs of carers. There is engagement with carers to identify and resolve any potential barriers such as arrangements for alternative care provision Training providers promote equality and diversity. The training content and delivery method meets the diverse needs of participants Barriers to participation are recorded to inform future training 	<ul style="list-style-type: none"> Examples of the range and flexibility of delivery of training programmes, e.g. e-learning, use of interpreter Examples of support offered to enable carer participation, e.g. evening or weekend courses, alternative care provision Evaluation feedback from carers Equality and diversity policy for training Staff and tutor feedback Examples of previous training courses

The Standard	Indicators	Examples of evidence
<ul style="list-style-type: none">• Training facilitates peer learning opportunities for carers	<ul style="list-style-type: none">• Tutors or facilitators who deliver training have appropriate knowledge and experience of the training content being delivered• The tutor is flexible enough to respond to changes in the needs and expectations of participants on the day• Tutors deliver content in a way which participants can understand• Any training needs of tutors or facilitators are identified prior to training commencing to ensure they can meet the needs of all participants, e.g. working effectively with interpreters• Training schedules build in opportunities and time for carers to reflect on their learning and link it to their own personal experience. Carers can access emotional support during and/or after training as necessary	

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Outcome Evaluation



The Standard	Indicators	Examples of Evidence
<ul style="list-style-type: none"> Take a systematic approach to carer outcome evaluation 	<ul style="list-style-type: none"> Plan how you will monitor and measure progress against the training aims, objectives and carer outcomes to be achieved Gather and analyse the information to determine the effectiveness of the training, identify areas for improvement and future training need In addition to the specific learning outcomes from training sessions, the carer outcomes you evaluate should include: being more positive about caring, feeling more confident in the caring role and having a more positive impact on the carers health and ability to continue caring Evaluation information is able to evidence the extent to which carers feel better supported in their caring role and more confident 	<ul style="list-style-type: none"> Evaluation plan linking carer outcomes to the indicators being measured Examples of data collection methods used Evaluation report shows the outcome benefits to carers Examples of the range of evaluation techniques used to evaluate the training, including capturing unintended outcome benefits

The Standard	Indicators	Examples of evidence
	<ul style="list-style-type: none">• Evaluation methods are developed to meet the needs of all participants, e.g. provision for carers with low levels of literacy	

Carer Training Quality Standards

Continuous Improvement



The Standards

- Monitor and evaluate your practice and the effectiveness of your training
- Actively encourage continuous improvement in training development and delivery

Indicators

- You use feedback from carers to build upon your strengths and address any areas for improvement
- You are able to demonstrate sustained good practice
- Continuous improvement plans are in place and acted upon and reviewed regularly
- You engage staff and carers in the process of continuous improvement
- You have learning development plans in place for relevant staff

Examples of Evidence

- Evaluation feedback showing the benefits to carers and to the organisation from the training provision
- Examples of action plans with timescales for review processes
- Minutes of meetings with staff and carers

Sample Self-assessment and Evidence Record

Key Quality Area: Identifying Training Needs

The Standards: Consult, communicate and engage with carers including BME carers and those currently under-represented to identify potential training needs. Proactively respond to training needs as a result of changes in policy or legislation.

Indicators	Examples of evidence	Location of evidence
<p>1 You take a systematic approach to identify carer training needs. Information from this enables you to set clearly defined outcomes for carers.</p>	<p><i>1.1 Give examples of the evidence that show you meet the indicator</i></p> <p><i>1.2</i></p>	<p><i>1.1 Indicate where the physical or computer location of the evidence is</i></p> <p><i>1.2</i></p>
<p>2 Your approach to identifying training needs covers the range of impact that caring can have, such as emotional, financial and practical.</p>		
<p>3 Your approach to identifying training needs is inclusive of the diversity of the local carer population.</p>		

Evidence record agreed by:

Date agreed: