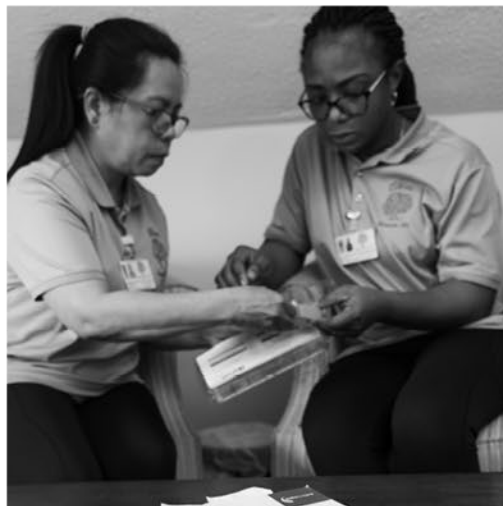# Quality Assured Care Learning Service: application guidance

September 2024

Contents

Section 1: Introduction to the Quality Assured Care Learning Service

The Government is fully committed to a professional, well-supported social care workforce, and is committed to enhancing the skills of staff working in social care. It is of critical importance that the learning, development and training is of high quality, relevant and accessible.

Care providers currently have to replace almost a third of their workers each year due to staff leaving their jobs. High turnover worsens the quality of care. The Department of Health and Social Care (DHSC) is therefore investing in retention through better workforce training, recognition, and career progression, and has:

- Published a new career structure for care and support workers which identifies the values, skills, knowledge, behaviours and recommended learning and development for different roles so that all staff can develop in their careers and can be recognised for their experience and skills.

- Created a new qualification, the Level 2 Adult Social Care Certificate . This has been developed from the Care Certificate standards and requires formal assessment of competence in the workplace. The qualification is regulated by Ofqual and this supports portability across employers. It has been designed to ensure people in direct care roles have the most up to date knowledge and baseline skills required to provide support to people and succeed in their roles.

- Launched the new Adult Social Care Learning and Development Support Scheme through which eligible employers can claim varying levels of reimbursement for spend on upskilling the adult social care workforce in England.

This programme of work centres on identifying, providing, and funding better learning and development for the workforce. With the significant level of public investment being made by the Government it is important to ensure that learning and development is of good quality, easily accessible, meets the needs of the workforce and users of care services, and is trusted by the sector.

Therefore, DHSC has contracted Skills for Care to develop and launch the new Quality Assured Care Learning Service. This service will review the quality of individual courses and qualifications delivered by training providers in the sector and quality assure those which meet a high standard and deliver good learning outcomes. The intention of the service is to ensure that the sector can easily identify good quality learning and development and trust that courses and qualifications identified and funded by the Government meet their needs.

The service is funded by DHSC and there is no cost to training providers to apply for quality assurance. Applicants will be provided with both guidance and support from Skills for Care. Quality assurance will result in specific courses and qualifications being:

- provided with a Quality Assured Care Learning logo that can be used in promotion materials for the course or qualification

- recommended to DHSC for inclusion in the Adult Social Care Learning and Development Support Scheme

- linked to relevant role categories and learning outcomes in the Care Workforce Pathway as recommended learning.

The service will be open to all training providers who meet the eligibility criteria published prior to set application windows. Initial application windows will be for training providers who deliver courses and qualifications eligible for funding from the Adult Social Care Learning and Development Support Scheme.

Over time, it is the Government's ambition that all learning and development identified or funded through the Learning and Development Support Scheme will be quality assured through this Quality Assured Care Learning Service. However, we recognise that this represents a significant change for the sector and will take time to achieve, therefore quality assurance of training provider's courses and qualification will occur in phases.

Phase 1

During the 2024 – 2025 financial year, training providers will be able to apply to be quality assured. Employers will be able to claim funding for courses and qualifications eligible for funding from the Adult Social Care Learning and Development Support Scheme that have not been quality assured.

Phase 2

In the 2025 – 2026 financial year, courses and qualifications delivered by training providers that have been quality assured will be identified as recommended options within the Adult Social Care Learning and Development Support Scheme and Care Workforce Pathway for the sector. Employers will be able to claim funding for courses and qualifications eligible for funding from the Adult Social Care Learning and Development Support Scheme that are not quality assured.

Phase 3

In the 2026 – 2027 financial year, only courses and qualifications delivered by training providers that have been quality assured will be eligible for funding. Employers will not be able to claim funding for courses and qualifications

identified in the Adult Social Care Learning and Development Support Scheme that are not quality assured.

The quality assurance process will remain open to new and returning applicants throughout each phase.

The timings of the phases above are indicative. The timings of phases 2 and 3 are subject to the successful completion of phase 1. For example, the Department of Health and Social Care would need to be assured there was sufficient capacity amongst quality-assured training providers to meet the needs of the sector before moving to a position where employers will not be able to claim for funding for courses and qualifications identified in the Adult Social Care Learning and Development Support Scheme that are not quality assured.

The guidance along with the self-assessment tool will support you to complete your application.

We strongly advise you complete the self-assessment tool ahead of commencing your application.

Section 2: quality measures

The Quality Standards

The Quality Standards are a bespoke measure of quality learning and development for the adult social care workforce. They were developed with a working group comprised of training providers, awarding organisations and care providers as well as Skills for Care. They are designed to set a benchmark for quality training delivery and ensure that training identified, recommended, and funded by the government is of good quality and meets the needs of the sector whilst supporting employers to make informed choices.

Training providers applying to the service will have to provide evidence which meets the Quality Standards designed for all training providers delivering to the adult social care sector, as well as providing evidence for the Quality Standards related to specific accredited qualification(s) and/or learning programmes.

The quality assurance process has two stages. Application stage and audit stage. For more information about the audit stage see appendix 4.

Quality Standard for all training providers:

To be successful, training providers must meet and be able to provide evidence to support, the following Standards. More information about what these Standards look like in practice is in Section 4, part 2.

1. Organisational values align with the values of the social care sector: Kind, compassionate and empathetic; Honest, trustworthy, and reliable; Respect; Courageous and principled; See the whole person; Flexible, open and learning; Proud and positive. They are actively implemented and upheld.

2. Policies and practices which support Equality, Diversity and Inclusion within learning provision are in place and are actively implemented and monitored.

3. Organisational quality assurance processes are in place, are actively implemented and monitored and lead to quality improvement.

4. Staff members and associates receive feedback, support, and developmental opportunities to improve their practice and ensure their subject and sector knowledge remains current.

5. Learning offers are shaped by robust analysis of customer and sector needs to determine key requirements and learning outcomes.

6. Robust initial assessments of learners are carried out to understand the learners' aspirations and needs to determine the most appropriate course of learning and the individualised support required to achieve that learning.

7. All learners are provided with information, advice, and guidance to support further learning and development, proportionate to the programme of learning undertaken.

8. The employer is actively engaged in the learner journey where appropriate to ensure learning is supported and embedded in the workplace to improve the quality of care delivered.

9. Learner and commissioner satisfaction is regularly measured, monitored, and acted upon to improve customer experiences.

Quality Standards for training providers applying for their accredited qualification offer to be quality assured:

Training providers must meet and be able to provide evidence to support, the following Standard. More information about what this Standard looks like in practice is in Section 4 part 3.

1. External Quality Assurance reports, relevant to a range of adult social care qualifications, demonstrate they meet the awarding organisation's standards.

Quality Standards for training providers applying for their own learning programmes to be quality assured:

Training providers must meet and be able to provide evidence to support, the following Standards. More information about what these Standards look like in practice is in Section 4, part 4.

1. Learning programmes are developed using a planned, robust, and defined process.
2. Existing sector-recognised frameworks and standards are drawn on during the development of new programmes, and when reviewing existing programmes, and programme content is aligned to those relevant frameworks and standards.
3. Sector stakeholders and subject experts are consistently engaged in the development and review of learning programmes.
4. Learning programmes are subject to a planned, robust, and defined process of review.
5. Individuals delivering or assessing a learning programme are competent to do so.

Section 3: The Quality Assured Care Learning Service application process

The initial application windows will be open to training providers who offer qualifications and training courses on the list of Eligible training courses and qualifications which accompanies the Department of Health and Social Care's (DHSC) Learning and Development Support Scheme for the adult social care workforce: a guide for employers.

Following these initial application windows, we may seek applications for new courses to address an identified gap in provision. These opportunities will be publicised to training providers with existing quality assured qualifications and courses as well as training providers who have not applied to the service yet. Training providers are advised to sign up to Skills for Care's Enews to be alerted to such opportunities.

Making an application

- Application windows will be opened every 8 weeks and remain open for 6 weeks. The dates and eligibility for each application cycle will be made available on the Skills for Care website and in their Enews.
- When making an application, training providers should first check their eligibility.
- If eligible, training providers are advised to carefully read the guidance document and complete the self-assessment form.
- When making an application, training providers will be required to provide information about their organisation and courses, and evidence to demonstrate that they meet the Quality Standards as appropriate in section 4.
- Upon submission, Skills for Care will undertake a review of the evidence submitted and consider whether it meets the relevant Quality Standards and draw on the information provided later in this document regarding sufficiency of evidence (section 4).

- All applicants will be notified of the results of their application by email within 15 working days of submitting their application. Applications will not be returned to applicants for further information. Submissions will either be accepted or rejected.

- If your application is rejected, you will receive an email including the reason for your rejection and advice to support a successful reapplication. At this point, you will be able to amend your application and resubmit it if

the window is still open. Otherwise, you will not be able to resubmit your application until the next window, for which you are eligible, opens.

- Successful applicants will also be notified via email. The email will contain confirmation of acceptance, information about the service and audit, and access to the logo.
- Skills for Care will recommend to DHSC that specific Quality Assured course(s) and qualifications are included in the Adult Social Care Learning and Development Support Scheme and are eligible for reimbursement. The information provided to DHSC will include details about your organisation, the courses that have been quality assured, your organisation's delivery capacity and information relating to reimbursement rates.
- Your organisation's details will be made publicly available on our website to support the adult social care sector to make informed decisions about their training provision. To maintain the integrity of the service, Skills for Care will periodically undertake audits on training provider applications and evidence submissions - Please see Appendix 4.

The application process is separated into four parts. Not every training provider will need to complete every part.

Part one

All training providers must complete part one of the application form. In part one you will be asked to complete information about your organisation. Training providers must complete all questions in part one of the application form, inaccurate or missing information will result in your application being rejected.

Part two

All training providers must complete part two of the application form. In part two you will be asked to respond to questions and upload evidence which demonstrates how your organisation meets the Quality Standards outlined in Section 2.

If the training provider is unable to provide evidence that demonstrates they meet the Quality Standards assessed in Part 2, their application will be rejected.

Part three

Only training providers who are applying with regards to their delivery of accredited qualifications will complete this part of the application form. In part three you will be asked to answer questions and provide evidence to demonstrate

that the accredited qualifications you deliver meet the Quality Standards outlined in Section 2.

Please note that 'accredited qualifications' are qualifications delivered by training providers who are recognised centres with Ofqual regulated Awarding Organisations. It does not include learning programmes that are accredited by CPD accreditation bodies.

If the training provider's evidence meets the Quality Standards assessed in Part 2 and Part 3, they will have been successful in their accredited qualification submission and those qualifications within the submission will be quality assured. If the training provider is unable to provide evidence that demonstrates they meet the Quality Standards assessed in Part 3, their application will be rejected.

Part four

Only training providers who are applying with regards to the delivery of eligible non-accredited learning programmes will complete this part of the application form when an appropriate application window opens. In part four you will be asked to answer questions and provide evidence to demonstrate that the non-accredited learning programmes you deliver meet the Quality Standards outlined in Section 2.

You will need to complete this information for each learning programme you want to be quality assured to deliver.

If the training provider's evidence meets the Quality Standards assessed in Part 2 and Part 4, they will have been successful in their learning programme submission and those programmes within their submission will be quality assured. If the training provider is unable to provide evidence that demonstrates they meet the Quality Standards assessed in Part 4, their application will be rejected.

Section 4: Application guidance

We strongly advise that you read this guidance thoroughly and then complete the self-assessment tool prior to beginning your application.

Part one - Organisation details

Organisation details

All training providers MUST complete part one of the application form.

1. Organisation name

Enter your organisation's full name including any 'trading as' details.

2. Address

Enter the organisation's full address, including postcode.

If your organisation is registered with Companies House this should be your registered address, otherwise this should be your head office's address.

3. What is your UKPRN number?

Please enter your UKPRN number if you have one, if not select 'not applicable'

4. Alternative contact name

Please enter the full name of the person who will be the alternative contact point for this application, should the primary contact not be contactable.

5. Alternative contact email

Please enter the email address of the person who will be the alternative contact point for this application, should the primary contact not be contactable.

6. Website address

Please enter the organisation's website address if applicable.

Please note: Skills for Care undertakes a light-touch review of training providers' websites at application stage to ensure that the information publicly available to potential customers is accurate and up to date. If your website is incomplete, out of date or contains inaccurate information this will result in your application being

rejected on the basis of failure to meet Quality Standard 3.

7. Who do you deliver training to?

This is a drop-down menu, please select the description that best describes your organisation.

8. What type of organisation are you?

This is a drop-down menu, please select the description that best describes your organisation.

Please note: if you are a Limited company select Private Training Organisation.

9. What type of training do you offer?

This is a drop-down menu, please select all that apply.

10. How many staff does your organisation employ (please include associates)?

This is a text field. Please enter the total number of staff employed by your organisation including any training associates that you employ to develop, deliver or assess training.

Part two - Organisational quality standards

All training providers MUST complete part two of the application form.

Skills for Care wants to ensure that all training providers can meet the quality standards regardless of size. The questions asked in part one of the application will help Skills for Care to contextualise the answers provided in part two of the application. Whilst all applicants must be able to meet the quality standards, we are aware that how you meet them will vary depending upon several factors including the type of training you offer, who you deliver it to, how you deliver it and the size of the organisation. This is about what works for your organisation.

Points for clarification:

Narratives

- You can include an optional narrative for each of the quality standards.
- Your narrative must support the evidence you upload and/or provide context to the evidence you upload.
- Narratives are NOT a replacement for evidence, they are an addition.
- There is a word limit of 500 words for each narrative.

Evidence

- You must upload a **minimum** of 3 pieces of evidence for each quality standard. Please do not provide more than 6 pieces of evidence for each quality standard.
- We have provided examples of the 'possible sources of evidence' which you may want to provide. These lists are not exhaustive, you may have other sources of evidence you could include which better demonstrate how you meet the quality standard.
- **Only uploading policy, procedure, process documents and blank templates is not sufficient**. You must be able to demonstrate how your policies etc work in practice by uploading working examples to support your policy documents. Please note that examples of insufficient and sufficient evidence have been provided to help illustrate this point.
- Personal information should be redacted where applicable.
- Evidence can be uploaded in a number of different formats including audio (MP3) and video (.MOV).
- Evidence should be reflective of current practice and be up to date, for example surveys or feedback should not be more than 12 months old.
- Evidence should specifically relate to your delivery of learning and development to the adult social care sector.

> **TOP TIP**
>
> Number your evidence so that it can be easily identified and referenced if required. For example, evidence relating to quality standard 1 could be numbered QS1.0, QS1.1, QS1.2 etc

1. **Organisational values align with the values of the social care sector: Kind, compassionate and empathetic; Honest, trustworthy, and reliable; Respect; Courageous and principled; See the whole person; Flexible, open and learning; Proud and positive. They are actively implemented and upheld.**

In phase one of the Care Workforce Pathway, Think Local Act Personal (TLAP) were commissioned to work with people who draw on care and support to develop a universal set of values for the sector.

This quality standard is about how your organisational values align with the Universal Care Values. We want to know how you bring your organisational values to life to ensure that your staff, learners, employers, and people who draw on care and support know who you are and what you stand for as an organisation.

Questions you may want to reflect upon to demonstrate how your organisation meets this quality standard are:

- What are your organisation's values?

- How do you communicate your values to people you employ, employers, those who draw on care and support and wider stakeholders?
- How do you ensure your values are embedded in everything you do?
- Do you monitor the effectiveness of your values? If so, how?
- Is performance against your values measured with individual staff members and learners? If so, how?
- When and how do you review your organisational values?

Possible sources of evidence:

- Organisational values
- Organisational mission statement
- Stakeholder feedback
- Analysis of stakeholder feedback
- Appraisal processes
- Employee induction processes
- Employee handbooks
- Staff survey
- Analysis of staff survey
- Learner handbook

Example evidence

Insufficient	Sufficient
- Organisational values - Learner handbook including organisational values. - Staff handbook including organisational values. - Incomplete staff survey	- Organisational values - Staff induction plan which shows how organisational values are introduced. - Analysis of staff survey with performance against organisational values. - Stakeholder feedback referencing organisational values. - Learner feedback and reviews which speak to organisational values

2. **Policies and practices which support Equality, Diversity and Inclusion within learning provision are in place and are actively implemented and monitored.**

This quality standard is to ensure that your organisation has policies and processes in place to support equality, diversity, and inclusion within your learning provision and that those policies and processes enable learners to achieve their full potential.

An Equality Policy should include, as a minimum: A policy statement; Legal framework; scope of the policy; roles and responsibilities; Equality, Diversity, and Inclusion (EDI) learning and development; communication; complaints; monitoring; review. Equality 'Statements' are not sufficient.

Evidence should demonstrate how your policy is actively communicated, how its effectiveness is monitored and what improvements have been made as a result.

Questions you may want to reflect upon to demonstrate how your organisation meets this quality standard are:

- Do you have an equality, diversity and inclusion policy or is it a statement, does it include a process for addressing EDI complaints?
- How do you communicate your commitment to EDI to employers, learners, staff, people who draw on care and support and wider stakeholders?
- What equality and diversity monitoring do you do and how does the monitoring you undertake help you to understand what you are doing well, what needs improving and what gaps in provision, access, or achievement you may have?
- How will you measure the success of your actions?

- How accessible is your learning provision and what reasonable adjustments have you made to ensure your learning provision is accessible?
- How do you embed EDI in your learning and development?
- Are your marketing materials, recruitment materials etc reflective of the communities you serve and the wider adult social care workforce?

Possible sources of evidence:

- Equality and Diversity policy
- Accessibility of learning policy
- Reasonable adjustments
- Menopause policy
- Bullying and harassment policy etc
- Lesson plans showing EDI is embedded.
- Safeguarding policies for learners
- Review processes covering EDI
- Monitoring activity/gap analysis
- EDI action plans
- Recruitment and marketing materials
- Stakeholder testimonials/case studies
- Ofsted inspection report
- CQC inspection report
- Evidence if coproduction with people with lived experience
- Evidence relating to how you capture and use the voice of people with lived experience

Example evidence

Insufficient	Sufficient
- Equality, Diversity and Inclusion statement - Bullying and harassment policy - Template learner review - Template staff appraisal	- Equality, Diversity and Inclusion policy - Lesson plans showing embedding of equality, diversity and inclusion - Analysis of equality monitoring data - EDI action plans and monitoring - Recruitment and marketing materials - Redacted complete learner review showing embedding of EDI.

3. **Organisational quality assurance processes are in place, are actively implemented and monitored and lead to quality improvement.**

In this Quality Standard we want to see that your organisation has processes in place to quality assure your learning and development offers, and that the implementation of these processes leads to improvements.

Questions you may want to reflect upon to demonstrate how your organisation meets this quality standard are:

- How do you know what you do well and what needs to be improved?
- How do you action plan to make improvements where needed?
- How do you know if the actions you have put in place have led to an improvement?
- Who do you involve in the quality improvement process?

Possible sources of evidence:

- Quality assurance strategy
- Quality assurance policy
- Quality assurance process
- ISO 9001 certificate
- Quality assurance flow diagram
- Quality improvement policy.
- Internal audit report
- Self-assessment report
- Minutes of quality assurance meeting
- Quality improvement plan
- Complaints/appeals procedure
- Impact assessment report
- Business plan
- Governance plans
- Governance meetings
- Observations of teaching and learning
- Action plans
- Risk register
- Staff appraisals

Example evidence

Insufficient	Sufficient
- Quality assurance strategy - ISO 9001 certificate - Risk register	- Quality assurance strategy - ISO 9001 certificate - Internal audit report - Self-assessment report - Impact assessment report

	- Action plans - Observations of teaching and learning

4. Staff members and associates receive feedback, support and developmental opportunities to improve their practice and ensure their subject and sector knowledge remains current.

It is important that the staff you employ (this includes associates) are supported to develop their practice and maintain their sector and subject knowledge. What we are looking for here is information and evidence that demonstrates your organisation's approach to this.

Questions you may want to reflect upon to demonstrate how your organisation meets this quality standard are:

- Who is involved in the process of staff development and how do you and your staff decide what staff development is needed?

- When do your staff undertake their development activities, is their development time protected?

- What types of activities do your staff undertake to ensure their sector and subject knowledge is kept up to date?

- How do you measure the impact of learning and development activity undertaken by your staff?

- How do staff embed new learning and development?

- Do staff have the opportunity to share best practice and learn from each other - how is this done?

- Do you undertake observations of teaching and learning and how are these observations used to improve practice?

Possible sources of evidence:

- Learning and development policy
- CPD records
- CPD plans
- Associate contract
- Appraisal policies
- Performance management policies
- Peer assessment policy
- Examples of reflective practice
- Observations of teaching and learning
- Staff surveys

- Staff wellbeing surveys
- Internal Quality Assurance (IQA) reports
- Minutes of standardisation meetings
- Associate trainer contracts
- Evidence of strengths-based leadership
- Certificates of learning
- Staff training needs analysis and associated training plans.

Example evidence

Insufficient	Sufficient
- Learning and development policy - Associate contract - Template of staff appraisal document	- Learning and development policy - Associate contract - CPD records - Examples of reflective practice - Observations of teaching and learning - Staff training needs analysis and training plans - *Redacted* completed staff appraisal

5. Learning offers are shaped by robust analysis of customer and sector needs to determine key requirements and learning outcomes.

It is important to ensure that the learning and development opportunities provided to the adult social care sector are relevant to current and emerging local, regional, and national needs as well as the needs of individual care providers you work with on a daily basis. In this Standard, we want to understand how you make sure this happens.

Questions you may want to reflect upon to demonstrate how your organisation meets this quality standard are:

- How do you engage with the employers you work with to ascertain their training requirements?
- Do you carry out training needs analysis with employers and what do you do with it?
- Do you offer bespoke training programmes – how do you work with employers to ensure the training meets their needs?
- How do you use the information you get from your employer engagement to inform your sector learning and development offer?
- How do you engage with the wider adult social care sector at a local, regional or national level?

- Are you a member of any groups, partnerships or forums and how do you use the information you get from being a member of these groups to shape your sector learning and development offer?
- How do you keep abreast of emerging sector needs and recognised best practice and how do you use this information to shape your sector learning and development offer?

Possible sources of evidence:

- Market engagement strategy
- Individual employer training needs analysis or similar
- Bespoke training packages you have developed.
- Stakeholder surveys
- Analysis of stakeholder surveys
- Minutes of local and/or national adult social care partnerships, working groups or forums that you are actively engaged with.
- Course mapping
- Evidence of employer engagement e.g. minutes
- Action plans as a result of stakeholder engagement.
- Examples of changes made as a result of stakeholder engagement.
- Minutes of relevant internal meetings

Example evidence

Insufficient	Sufficient
- Market engagement strategy - Template training needs analysis - Template stakeholder survey	- Market engagement strategy *Redacted* completed training needs analysis and associated training plan. - Analysis of stakeholder survey - Evidence of working with employer to develop bespoke training - Minutes of relevant internal meeting – e.g. Discussing stakeholder survey and how it will shape your offer.

6. Robust initial assessments of learners are carried out to understand the learners' aspirations and needs to determine the most appropriate course of learning and the individualised support required to achieve that learning.

In order to ensure the adult social care workforce is a high-quality well-trained workforce it is essential that learners are supported to achieve their full potential and meet their career aspirations.

We understand that in some training scenarios, conducting robust initial assessments with learners may not be practical or possible. We would still expect processes to be in place to ensure learners' individual learning needs are being met, and that reasonable adjustments are made where required.

Questions you may want to reflect upon to demonstrate how your organisation meets this quality standard are:

- How do you know that the learner is embarking on the right course of learning?
- How do you know what the learner's career aspirations are?
- How do you ascertain that the learner can achieve the qualification they are embarking on (where applicable)? For example, will their job role lend itself to being able to demonstrate workplace competency where appropriate, do they have the necessary functional skills?
- How do you find out what the learners' current skills and knowledge are?
- What types of initial assessment do you use?
- How have you identified any additional support needs the learner may require in order to complete the course of learning successfully?
- Where do you record all this information, how is it used and by whom?

Possible sources of information:

- Initial assessment policies
- Initial assessment procedures
- Initial assessment paperwork
- Accessibility policy
- Examples of how you have met the needs of individual learners.
- Learner feedback which speaks to the individualised support they have received.
- Learning needs assessment tools
- Individual learning plans

Example evidence

Insufficient	Sufficient
- Initial assessment policy - Accessibility policy - Template individual learning plan	- Initial assessment policy - Accessibility policy - Learner feedback which speaks to the individualised support they have received. - *Redacted* completed individual learning plans

7. **All learners are provided with information, advice, and guidance to support further learning and development, proportionate to the programme of learning undertaken.**

How a learner progresses in their learning journey and career in adult social care is in part because of the quality of information, advice, and guidance (IAG) they are given by training providers and their employers. Good quality IAG throughout the learner's journey will help a learner to stay focussed and motivated and achieve the learning and/or career goals they have set themselves, whatever they may be.

Some courses of learning lend themselves to providing significant levels of individualised IAG, whereas others do not. We will review the evidence submitted in this Standard proportionately and in line with your learning and development offer.

Questions you may want to reflect upon to demonstrate how your organisation meets this quality standard are:

- How do you provide information about further learning opportunities to learners?
- Is the IAG you provide proportionate to the type of training course the learner is undertaking?
- How do you know what the learner's career aspirations are?
- Do you align your IAG to the Care Workforce Pathway?
- How have learners benefitted from the IAG you have provided them?
- When do you provide IAG to learners and who in your organisation provides it?
- Do you collect feedback specifically related to the IAG you offer and if so, what has this told you?

Possible sources of evidence:

- Matrix certificate
- Individual learning plans
- Evidence of dissemination of information in support of further learning opportunities.
- Destination analysis/reports
- Learner feedback
- IAG policies
- Staff IAG accreditations
- Case studies

Example evidence

Insufficient	Sufficient
- Matrix certificate - Eshot of 'further learning opportunities'	- Matrix certificate - Eshot of 'further learning opportunities' - Destination report and analysis - Case study - Learner feedback related to IAG received.

8. **The employer is actively engaged in the learner journey where appropriate to ensure learning is supported and embedded in the workplace to improve the quality of care delivered.**

The benefits of employer engagement in the learner journey are well documented. The learners are generally more motivated, and staff retention is generally higher when employers are committed to and involved in training. In addition, the more involved the employer is in the learner journey the more likely the employer is to have a member of staff that has the right skill set and knowledge to do their job role more effectively and provide a better quality of care.

Some courses of learning lend themselves to a high level of employer engagement, whereas others do not. We will review the evidence submitted in this Standard proportionately and in line with your learning and development offer.

Questions you may want to reflect upon to demonstrate how your organisation meets this quality standard are:

- How do you help the employer to see the value of being involved in the learner's journey?

- How do you communicate your commitment to working with employers?

- How do you involve the employer in the learner's journey?

- How often do you talk to the employers you work with in adult social care, are your discussions well documented and coordinated?

- How do you plan learning and development activities with the employer?

- How do you work with the employer to ensure that the learner is able to embed their learning in the workplace?

- Do you carry out tripartite reviews with the learner and employer? How do your tripartite reviews help you, the learner and the employer to agree the learner's next learning and development activities so that on and off-the-job training are aligned?

Possible sources of evidence:

- Employer reviews
- Employer surveys
- Employer survey analysis
- Individual learning plans
- Learner reviews demonstrating employer involvement
- Minutes of employer meetings
- Employer engagement strategy
- Training needs analysis
- Case studies
- Impact assessment

Example evidence

Insufficient	Sufficient
- Employer engagement strategy - Template training needs analysis - Template learner review	- Employer engagement strategy - Learner reviews demonstrating employer involvement - Individual learning plans - Employer survey analysis - Case study

9. Learner and commissioner satisfaction is regularly measured, monitored and acted upon to improve customer experiences.

Stakeholder feedback is key in determining whether your organisation is meeting the needs of its customers and beneficiaries. Feedback can be captured in a variety of ways and can be quantitative and qualitative. In this Quality Standard, we want to know that stakeholder feedback is regularly measured and that, importantly, it is used to drive improvements.

Questions you may want to reflect upon to demonstrate how your organisation meets this quality standard are:

- How do you collect feedback about your learning programmes and their delivery? At what point do you collect it and is it quantitative or qualitative feedback?
- How do you analyse the feedback you collect, how often is it analysed and who analyses it?
- How does the feedback you collect help you to improve what you do?
- How does collecting feedback fit into your quality improvement plans?
- What action plans have you put in place following a review of learner and commissioner feedback?
- Does the way in which you collect feedback from learners and commissioners differ and if so, how?
- What are your key measurements of 'satisfaction'? How detailed are your satisfaction measures e.g. are they by programme, protected characteristics etc?

Possible sources of evidence:

- Learner/commissioner feedback forms
- Analysis of learner/commissioner feedback
- Action plans as a result of learner/commissioner feedback
- Feedback policy
- Quality improvement policy
- Quality improvement plan
- Self-assessment report
- Results of Trustpilot/Google reviews etc
- Examples of changes made as a result of learner/commissioner feedback
- Case studies and testimonials
- Stakeholder satisfaction surveys
- Analysis of stakeholder surveys
- Meeting minutes
- Focus group minutes
- PowerPoint presentations about stakeholder surveys

- Action plans
- Complaints and compliments

Example evidence

Insufficient	Sufficient
▪ Template feedback forms ▪ Trustpilot reviews ▪ Feedback policy	▪ Analysis of learner/commissioner feedback ▪ Action plans as a result of learner/commissioner feedback ▪ Self-assessment report ▪ PowerPoint presentations about stakeholder surveys ▪ Examples of improvement made as a result of the collection and analysis of learner and commissioner feedback

10. Are you applying to have your Mental Health First Aid course quality assured?

Select Yes or No

If you select 'yes', you will be asked to upload MHFA instructor certificates for relevant staff members.

Please note: Only Training Providers whose MHFA instructors have been trained by MHFA England are eligible to have their training quality assured through the Quality Assured Care Learning Service.

11. What are you applying to have quality assured?

This is a drop-down menu. Select the option or options that you are seeking quality assurance for.

- Skills for Care Licenced programmes
- Moving Up
- New Directors
- Digital Leadership Programme
- None of the above

Please submit your application and return to the dashboard and complete:

- Part 3 if you are applying to have your accredited qualifications quality assured.
- Part 4 if you are applying to have your learning programme(s) quality assured.

You can return to the dashboard by expanding the menu using the

icon on the left of the screen and then selecting 'My applications' from the menu below
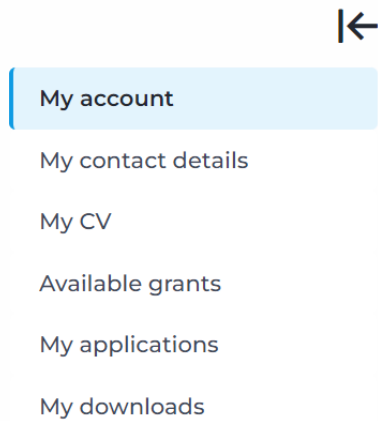
If you are not applying to have anything else quality assured, then you do not need to complete any additional parts of this application form.

At this point in the application process if you do not provide sufficient evidence to prove that you meet the quality standards set above your application for will be rejected.

Part three - Accredited qualifications

Accredited Qualifications

Complete this part of the application form if you are applying with regards to the accredited qualifications you offer.

Please note: accredited qualifications' are qualifications delivered by training providers who are recognised centres with Ofqual regulated Awarding Organisations. It does not include learning programmes that are accredited by CPD accreditation bodies.

1. **External Quality Assurance reports, relevant to a range of adult social care qualifications, demonstrate they meet the awarding organisation's standards.**

In this quality standard, we are seeking to ensure that you have met the quality standards set by the awarding organisation(s) whose accredited qualifications you are delivering.

    1.1. **Which funded qualifications do you currently offer?**

Complete the table using the details contained in the list of Eligible training courses and qualifications which accompanies the Learning and Development Support Scheme for the adult social care workforce: a guide for employers. You can add additional qualifications by selecting the '+' icon to the right of the table. Please add details as requested for all the accredited qualifications you are seeking to have quality assured.

    1.2. **Awarding Organisation(s) details (including centre number)**

This is a text field. List all the awarding organisations whose adult social care qualifications you deliver and would like considering within your application for from the table above. You must include your centre numbers.

    1.3. **Please upload the most current external quality assurance reports relevant to all qualifications which you are seeking quality assurance for.**

You **must** upload your most recent External Quality Assurance (EQA) report for **all** the accredited qualifications you have included in the table above. Quality assurance cannot be provided for qualifications where an EQA report (or equivalent) is not submitted.

    1.4. **Can you confirm that you have met or exceeded the average national achievement rate for the qualifications you are seeking quality assurance for?**

See Appendix 3 for achievement rates in Health, Public Services and Care for the 2022/2023 academic year. Select your response from the options available.

1.5. **If you have not met or exceeded the average national achievement rate for any of the qualifications, you are seeking quality assurance for please explain why.**

This is a text field. Provide details regarding which qualification(s) your organisation has not achieved the average national achievement rate for and why. Not meeting or exceeding national averages may result in your application being rejected but Skills for Care will take exceptional circumstances into account.

1.6. **If you are a new provider with no External Quality Assurance report, please upload your centre approval documentation.**

We are aware that some training providers may only recently have gained centre approval and will not have an EQA report for some or all the qualifications they are approved to deliver by the awarding organisation. If this applies to you then you must upload proof from the awarding organisation that you have met their centre approval criteria and are able to deliver the specific qualifications which you have selected from the list above. Quality assurance cannot be provided for qualifications where proof of centre approval is not submitted.

Please submit your application and return to the dashboard and complete:

- part 4 if you are applying to have your learning programme(s) quality assured

You can return to the dashboard by expanding the menu using the ⇥| icon on the left of the screen and then selecting 'My applications' from the menu below
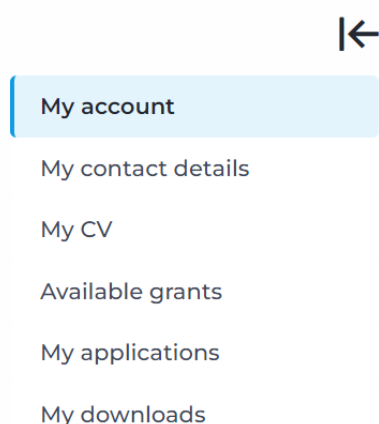
If you are not applying to have anything else quality assured, then you do not need to complete any additional parts of this application form.

At this point in the application process if you do not provide sufficient evidence to prove that you meet the quality standards set above your application will be rejected.

Part four - Learning programmes

Learning Programmes

Complete this part of the application form if you are applying with regards to delivery of **eligible** non-accredited learning programmes. As part of a phased approach to expanding the remit of the QACL Service, this part of the application form will be opened at a later date when we commence quality assurance of training provider developed learning programmes.

Key information

1. Name of the programme you are seeking quality assurance for.

This is a free text box; add the name of the programme you are seeking quality assurance for.

2. How is this programme delivered?

This is a drop-down menu. Select all that apply.

3. Learning programme duration

This is a free text box. Add how many hours and/or days the programme is delivered over. For example, if the programme is 4 days delivered over 4 months, then please say this.

4. What level is your learning programme?

This is a drop-down menu. Select the appropriate level.

Quality Standards

1. Learning programmes are developed using a planned, robust and defined process.

In this quality standard we want to know **how** your learning programmes are developed. We are looking for learning programmes that are developed in a clearly defined way.

Questions you may want to reflect upon to demonstrate how your organisation meets this quality standard are:

- How did you determine that the learning programme was needed and how does this learning programme fit into your wider learning and development offer?

- How did you determine what level of learning programme you would develop?
- How did you determine what the learning outcomes would be?
- Who wrote the programme and how are they qualified to do so? Were key stakeholders involved in the process of writing the programme?
- How will the programme be delivered and why did you decide the programme would be delivered in this way?
- Was the programme piloted and who by? What feedback did you get after piloting the programme and how was this incorporated into the development of the programme?
- Is the programme mapped to any appropriate occupational standards, frameworks or the Care Workforce Pathway?

Possible sources of evidence:

- Programme development procedure
- Quality assurance process
- Quality assurance procedure
- Programme development checklists
- Team meeting minutes
- Leadership team minutes
- CPD accreditation documentation
- Course outlines
- Course development documentation
- Standardisation, review and mapping processes
- Feedback from course pilot
- Author credentials

Example evidence

Insufficient	Sufficient
- Programme development procedure - Template programme development checklists	- Programme development procedure - Course outlines - Course development documentation - Completed standardisation, review and mapping paperwork - CPD accreditation documentation

2. **Existing sector-recognised frameworks and standards are drawn on during the development of new programmes, and when reviewing existing programmes, and programme content is aligned to those relevant frameworks and standards.**

2.1. **Have you aligned this programme to relevant standards or frameworks?**

Select yes or no

2.2. **Please specify which relevant standards and/or frameworks you have aligned this programme to.**

This is a free text box. You must detail all relevant standards and frameworks that this learning programme is mapped to.

2.3. **Please upload all relevant mapping documents related to this programme.**

You must upload mapping documentation that demonstrates how the learning programme you have submitted is mapped to the standards and/or frameworks you have specified above.

3. **Sector stakeholders and subject experts are consistently engaged in the development and review of learning programmes.**

3.1. **Which sector stakeholders were involved in the development of the programme?**

Select all that apply from the drop-down menu.

3.2. **Please upload evidence of engagement with identified stakeholders during the development of this learning programme.**

You must upload evidence that demonstrates how each stakeholder group you have identified above was involved in the development of the programme you are seeking quality assurance for.

Possible sources of evidence:

- Pilot feedback forms
- Meeting notes
- Feedback from subject matter experts.
- Consultation/focus group minutes
- Stakeholder surveys
- Analysis of stakeholder surveys

3.3. **Which sector stakeholders were involved in the review of the programme**

Select all that apply from the drop-down menu.

3.4. **Please upload evidence of engagement with identified stakeholders during review of this learning programme.**

You must upload evidence that demonstrates how each stakeholder group you have identified above was involved in the review of the programme.

Possible sources of evidence:

- Feedback forms
- Meeting notes
- Feedback from subject matter experts.
- Consultation group activities
- Surveys
- Evidence of changes that have been made as a result of the review.

4. **Learning programmes are subject to a planned, robust and defined process of review.**

   4.1. **Which sector stakeholders were involved in the review of the programme**

   Select your response from the drop-down list.

   4.2. **Please upload evidence which demonstrates your approach to the review of learning programmes.**

Questions you may want to reflect upon to demonstrate how your organisation meets this quality standard are:

- How often do you review your learning programmes? For example, do you have a review timetable or is it more ad hoc?

- Who is involved in the review of your learning programmes?

- How are stakeholders involved in the review of learning programmes?

- How are your staff involved in the review of your learning programmes?

- How do you ensure that stakeholder feedback is included in the review of your programme?

- How do you know that the changes you make as a result of the review have had the impact intended?

- How do you know what changes need to be made to your learning programmes?

Possible sources of evidence:

- Programme review procedure
- Quality assurance process
- Quality assurance procedure
- Programme review checklists

- Team meeting minutes
- Leadership team minutes
- Course review documentation
- Analysis of feedback relating to the programme
- Evidence of changes made to the programme following review.
- Impact assessments
- Programme review timetable

Example evidence

Insufficient	Sufficient
- Programme review procedure - Quality assurance process - Template programme review checklist	- Programme review procedure - Completed programme review checklist for the programme you are seeking quality assurance for. - Analysis of feedback relating to the programme you are seeking quality assurance for - Evidence of changes made to the programme following review. - Relevant meeting minutes. - All of the above for another programme if the one you are seeking quality assurance for is new and has not been reviewed.

5. **Individuals delivering or assessing a learning programme are competent to do so.**

Please upload evidence to demonstrate how you ensure the individual(s) who deliver or assess this training are competent to do so.

Questions you may want to reflect upon to demonstrate how your organisation meets this quality standard are:

- How did you recruit the individual(s) who deliver/assess the learning programme?
- How did you develop the knowledge and skills of the individual(s) who deliver/assess the learning programme?
- What existing knowledge and skills do the individual(s) have who deliver/assess the learning programme?
- How do you ensure that the individual(s) who deliver this learning programme keep up to date in terms of their knowledge and skills?

- Do you carry out observations of teaching and learning with the individual(s) delivering/assessing this learning programme?
- How do you ensure that the observations of teaching and learning are used to inform the individual's learning plan?
- How can the individual themselves request additional learning and development opportunities in relation to the delivery or assessment of this learning programme?

Possible sources of evidence:

- Job descriptions

- Recruitment and selection process

- Associate contracts

- CPD activity related to the subject matter

- Recruitment policies and procedures

- Teaching and learning qualification certificates

- Observations of teaching and learning specific to the trainers and courses you are seeking quality assurance for.

- Employer and learner feedback in relation to the trainers and courses you are seeking quality assurance for.

- Trainer development plans

- CVs demonstrating sector experience and subject expertise.

- Trainer feedback relating to their development to deliver the programme.

- IIP reports

Example evidence

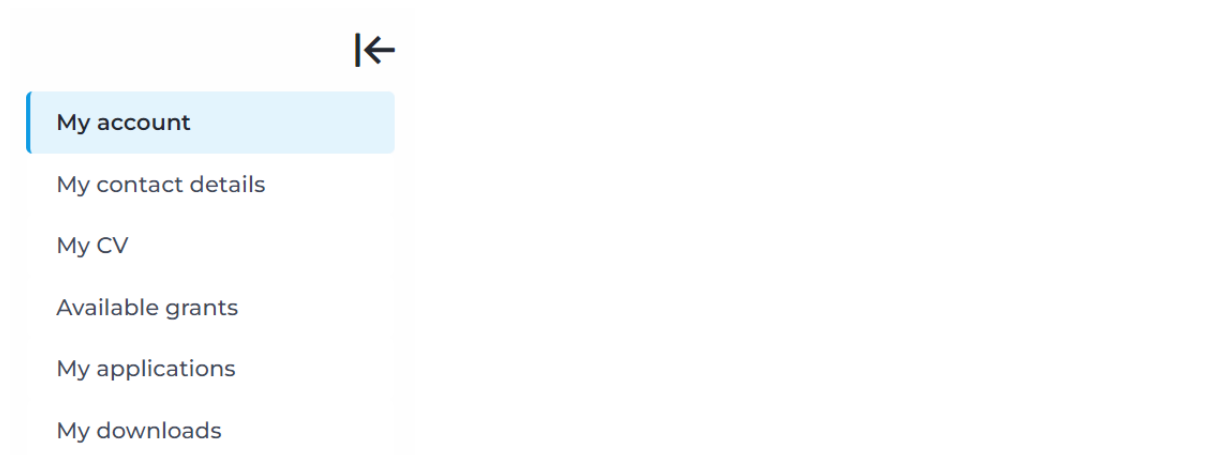| Insufficient	Sufficient
- Job description - Associate contract - Recruitment policy	- Job description - Recruitment policy - CVs of the individuals delivering the training - Observations of teaching and learning - CPD records of the individuals delivering the training - Trainer feedback relating to their development to deliver the programme you are seeking quality assurance for.

Please <u>submit</u> your application and return to the dashboard and complete:

Part 3 if you are applying to have your accredited qualifications quality assured.

You can return to the dashboard by expanding the menu using the

icon on the left of the screen and then selecting 'My applications' from the menu below

If you are not applying to have anything else quality assured, then you do not need to complete any additional parts of this application form.

At this point in the application process if you do not provide sufficient evidence to prove that you meet the quality standards set above your application will be rejected.

Section 5: next steps

Next steps

- After submitting your application, you can expect a decision and next steps within 15 working days
- In deciding whether or not your organisation has demonstrated that the quality of individual courses and qualifications you deliver are of a high standard and deliver good learning outcomes Skills for Care will consider whether your organisation has:
    - Provided information in relation to **all** the quality standards
    - Provided **accurate** information
    - Provided **at least 3 pieces** of evidence for each quality standard.
    - Provided **sufficient** evidence in relation to all the quality standards
    - Provided **current** evidence of policies and procedures in practice.
    - Provided **evidence that is in proportion** to the type of organisation you are, the type of training you deliver and the size and complexity of your organisation.
- All training providers who are successful in their application to have their qualifications and learning programmes quality assured will be subject to regular audits conducted by the Skills for Care Audit Team. The evidence you provide will also be used to determine a RAG rating which will inform the audit schedule.

Section 6

Complaints and compliments

It is our aim to give the best possible service in all areas of our work. To enable us to do this, we need to know how you feel about how we do our work. We welcome your comments on any aspect of Skills for Care's service whether these are positive, negative or suggestions for improvement. Please see the Skills for Care Feedback Policy for more information.

Appendix 1

Quality Standard Glossary

Accredited qualification	Qualifications delivered by learning providers who are recognised centres with Ofqual regulated Awarding Organisations. It does not include learning programmes that are accredited by CPD accreditation bodies.
Equality	Equality is about ensuring that everyone has the same opportunities, and no one is treated differently or discriminated against because of their personal characteristics. These are known as 'protected characteristics' under the Equality Act 2010.
Diversity	Diversity is about recognising, valuing and taking account of people's different backgrounds, knowledge, skills, and experiences.
Inclusion	Inclusion is where differences between people and groups are seen as a benefit, and where people feel comfortable to share their perspectives and differences, knowing that their opinions and ideas are valued.
Reasonable adjustments	Reasonable adjustments are changes an employer makes to remove or reduce a disadvantage related to someone's disability.
Contextualised	To consider something or to help other people consider something in the situation within which it exists or happens
Quality assurance	A process used to determine if a product or service meets quality standards
Insufficient evidence	Evidence is considered insufficient when it does not demonstrate that the written policy, procedure or narrative has been followed in practice, reviewed and improved upon.

Sufficient evidence	Evidence is considered sufficient when it clearly demonstrates that the written policy, procedure or narrative has been followed in practice, reviewed and improved upon.

Appendix 2

'Further education and skills' statistics publication 9 May 2024

2022/23 Academic year

Health, Public Services and Care

Qualification level	Qualification type	Achievement rate (%)
Level 2	Award	87.5
Level 2	Certificate	85.5
Level 2	Diploma	79.2
Level 3	Award	90.6
Level 3	Certificate	80.6
Level 3	Diploma	80.8
Level 4+	Certificate	80
Level 4+	Diploma	71.3

1. Achievement rates are based on the individual qualification aims that were completed in the relevant year (Hybrid End Year). They are calculated as the number of aims achieved divided by the number started, excluding the aims of any learners that transferred onto another qualification within the same institution.
2. Achievement rates are calculated according to the Education & Training Qualification Achievement Rate business rules. These documents are available on the gov.uk website https://www.gov.uk/government/collections/qualification-achievement-rates-and-minimum-standards
3. Figures include all funded and unfunded aims reported on the Individualised Learner Record (ILR).
4. Further guidance for the Education & Training National Achievement Rate Tables can be found on the gov.uk website https://www.gov.uk/government/collections/sfa-national-success-rates-tables

Appendix 3

Frequently asked questions

1. **How much will it cost to have my courses quality assured through the new service?**

The Quality Assured Care Learning Service is funded by DHSC so there is no cost to training providers to access the service and apply for quality assurance.

2. **How does the new Quality Assured Care Learning Service differ from Skills for Care endorsement?**

The Skills for Care endorsement scheme took a holistic view of the training provider to determine if they had the right policies, procedures and processes in place to be a good quality training provider.

The Quality Assured Care Learning Service reviews the quality of individual courses and qualifications delivered by training providers to ensure that training and development is of good quality, easily accessible, meets the needs of the workforce and users of care services.

3. **How does this new service link to the Care Workforce Pathway?**

Courses and qualifications which meet the quality standards will be linked to relevant role categories and learning outcomes in the Care Workforce Pathway as recommended learning.

4. **How is the new service linked to the new fund?**

Successfully meeting the quality standards will result in specific courses and qualifications being recommended to DHSC for inclusion in the Adult Social Care Learning and Development Support Scheme. DHSC will consider this recommendation when updating the course and qualification list.

5. **What benefits are there to becoming quality assured through the new service?**

Successfully meeting the quality standards will result in specific courses and qualifications being:

- Provided with a Quality Assured Care Learning logo that can be used in promotion materials for the course or qualification
- Recommended to DHSC for inclusion in the Adult Social Care Learning and Development Support Scheme.
- Linked to relevant role categories and learning outcomes in the Care Workforce Pathway as recommended learning.

- Over time, it is the government's ambition that all training and development identified or funded through the Learning and Development Support Scheme will be quality assured by the Quality Assured Care Learning Service.

6. Why has the new quality assurance service been launched?

DHSC has contracted Skills for Care to develop and launch a new Quality Assured Care Learning Service. This service will review the quality of individual courses and qualifications delivered by training providers in the sector. Those which meet a high standard and deliver good learning outcomes will successfully achieve quality assurance. The intention of the service is to ensure that the sector is able to easily identify good quality training and development and trust that courses and qualifications identified and funded by the government meet their needs.

The Quality Standards developed are a bespoke measure of quality learning and development for the adult social care workforce. They are designed to set a benchmark for quality training delivery and support employers to make informed choices.

7. If I am an endorsed provider with Skills for Care, can I apply for quality assurance through the new service?

Yes, if you are an existing endorsed provider to the now closed scheme you can apply to become quality assured through this service irrespective of whether your organisation is a Skills for Care endorsed training provider.

8. Do I have to be quality assured in order for the courses I deliver to be eligible for funding through the new funding scheme?

Over time, it is the government's ambition that all training and development identified or funded through the workforce programmes will be quality assured by the Quality Assured Care Learning Service. We recognise that this represents a significant change for the sector and will take time to achieve, therefore quality assurance of training provider's courses and qualifications will occur in phases.

Phase 1

During the 2024 – 2025 financial year training providers will be able to apply to be quality assured. Employers will be able to claim funding for courses and qualifications identified in the Adult Social Care Learning and Development Support Scheme that are not quality assured.

Phase 2

In the 2025 – 2026 financial year courses and qualifications delivered by training providers that have been quality assured will be identified as preferred options for the sector. Employers will be able to claim funding for courses and qualifications

identified in the Adult Social Care Learning and Development Support Scheme that are not quality assured.

Phase 3

In the 2026 – 2027 financial year only courses and qualifications delivered by training providers that have been quality assured will be eligible for funding or inclusion in the Care Workforce Pathway. Employers will not be able to claim funding for courses and qualifications identified the Adult Social Care Learning and Development Support Scheme that are not quality assured.

9. How do I become Quality Assured?

Training providers applying to the service will have to provide evidence which meets the quality standards designed for all training providers delivering to the adult social care sector, as well as providing evidence for the quality standards related to specific accredited qualification(s) and/or learning programmes.

If you would like to find out more about the Quality Assured Care Learning Service and how you can apply to be quality assured, you should read the information provided on the Skills for Care website

If, after reading the guidance and completing the self-assessment you think your organisation can meet the quality standards, please apply here.

10. What are the quality standards?

Training providers applying to the service will have to provide evidence which meets the quality standards designed for all training providers delivering to the adult social care sector, as well as providing evidence for the quality standards related to specific accredited qualification(s) and/or learning programmes. You can view the quality standards by visiting the Skills for Care website.

11. How were the quality standards developed?

They were developed with a working group comprised of training providers, awarding organisations and care providers as well as Skills for Care.

12. Will I get feedback if I am unsuccessful?

- If your organisation has NOT been successful in demonstrating that you meet the quality standards, we will advise you which quality standard(s) your organisation has not provided sufficient evidence for. Additional actions:
  - o Re-read the guidance and review your self-assessment.
  - o If you find alternative evidence, then you will be able to amend your application and resubmit it if the current window is still open.
  - o If the window has closed and you find alternative evidence then amend your application and resubmit it when the next window, for which you are eligible opens.

- o In the event that you cannot find alternative sufficient evidence we would encourage your organisation to review its current practices.

13. If I am unsuccessful, can I reapply?

Yes. If you find alternative sufficient evidence you will be able to amend your application and resubmit it if the current window is still open or if you find alternative sufficient evidence amend your application and resubmit it when the next window, for which you are eligible opens.

14. I am a care provider – why is the Quality Assured Care Learning Service important to me?

The quality standards are a bespoke measure of quality learning and development for the adult social care workforce. They are designed to set a benchmark for quality training delivery and support employers to make informed choices. The service will review the quality of individual courses and qualifications delivered by training providers to ensure that training and development is of good quality, easily accessible, meets the needs of the workforce and users of care services, and is trusted by the sector.

15. Who can apply to have their courses quality assured?

The service will be open to all training providers who meet the eligibility criteria published prior to set application windows.

Appendix 4

Audit

All training providers who are successful in their application to have their qualifications and learning programmes quality assured will be subject to regular audits conducted by the Skills for Care Audit Team. The purpose of audit is to ensure that:

- training providers continuously meet and exceed the quality standards.
- training providers continue to implement and act upon the policies and activities submitted within the application stage
- changes over time are noted and addressed
- training providers acting in accordance with the agreements they have made as part of the service e.g. Code of Conduct, Logo Use Agreement.

Most training providers can expect an initial audit approximately six to nine months after their successful application. Following this initial audit, the training provider will be advised when they can expect their next audit. The second audit will occur within six to eighteen months of the first. The timeline will be dependent on the outcome of the initial audit. The audit cycle will continue in this manner for the period of time the training provider retains their quality assured status.

Training providers will be alerted to an upcoming audit via email. This initial email will outline the purpose of the audit, what areas the auditors will be focusing on, an initial request for any further evidence submissions, and a timeline in which the audit will be conducted.

If an issue is identified, Skills for Care will alert the training provider to the issue and provide an Action Plan. If the training provider addresses the action and resubmits before the deadline then no further action will occur. If the training provider fails to address the action and/or meet the deadline then the training provider will lose their Quality Assured status. They will receive an email detailing the decision and implications.