

Informatics Skills Development

# Training Service Accreditation



The Training Service Accreditation (TSA) is a recognised standard for NHS training services across the North West who are part of the Informatics Skills Development Network. The standards aim to define best practice for the design, development, delivery, evaluation and assessment of training solutions.

The standards have been developed by a subgroup of the North West Digital Workforce Development Leads special interest group with the consent of NHS Digital. Their purpose is to support training services in improving the quality of their training.



# Training Service Accreditation

## What are the benefits of achieving TSA?

By applying these standards, any training service (large or small) can be assured that they are following best practice. The standards have been designed to encourage continuous improvement and allow training services to assess their current activities and plan appropriate development where necessary.

## Training Standard Levels

Each of the standards is divided into three levels Bronze, Silver and Gold, with each level comprising a number of individual requirements. A training service can compare their current processes and activities against each requirement to assess at what level they are operating.

## Assessment Process

Organisations are assessed via a peer review process on a three year rolling programme, in a similar way to the Excellence in Informatics accreditation. Organisations are allocated assessors in advance of a planned assessment date. The Skills Development Network and assessors will work with the organisation on a longer-term basis to achieve success at all levels.

## Templates

A selection of templates based on the documents mentioned throughout this handbook are available to all services working towards accreditation. These templates are not mandatory but merely act to guide and support services with their documentation.



Disclaimer: The Skills Development Network education and training standards are based on the NHS Digital Education and Training Standards which were created by the NHS Digital Training Quality Improvement team in collaboration with NHS education and training professionals. The full set of these standards can be accessed by emailing [tqi@nhs.net](mailto:tqi@nhs.net).

The Skills Development Network Accreditation Scheme is based on the NHS Digital Training Service Accreditation scheme which is no longer in operation. We acknowledge that processes and documentation have been shared with us by NHS Digital to create the Skills Development Network's scheme.



# Overview of Education & Training Standards



## Standard 1

### Service Management and Development

This standard aims to ensure that the service has a long-term plan and a clear vision of what it needs to achieve in order to meet their objectives. This standard supports the ability of the service to accomplish and maintain high standards of performance.



## Standard 2

### Training Needs Analysis and Planning

The Training Needs Analysis (TNA) and Planning standard sets out guidance on how to effectively plan for training and undertake TNA successfully. This will support services to identify the resources required for training delivery and how the training design, development and delivery will be approached.



## Standard 3

### Training Design and Delivery

The requirements of this standard make certain that the training service is designing and delivering training materials that are fit for purpose and compliant with legislation and local policies. Subject matter experts should be included in the design of training solutions and the service should aim to provide training that considers different learning styles.



## Standard 4

### Administration, Facilities and Equipment

This standard provides guidance to ensure that access to training is fit for purpose and allows training to take place in an environment that is both safe and appropriate for trainers and learners. Training administration processes must be in place and support all training service activities throughout the learning cycle.



## Standard 5

### Evaluation and Assessment

The requirements of this standard set out guidance to ensure that evaluation and assessment is in place for all training that the service delivers; results should be fed back into the training lifecycle. All training should have some form of assessment to measure the level of learning that has taken place.

# Standard 1

## Service Management and Development

This Standard aims to ensure that the service has a long term plan and a clear vision of what it needs to achieve in order to meet their objectives. This standard supports the ability of the service to accomplish and maintain high standards of performance



### Bronze Level

#### 1.1.1 Long-term planning is undertaken

The service must be committed to developing a long-term plan, this plan should be created collaboratively with all service members. The long-term plan can be evidenced as part of a wider business plan, a training service strategy or be a stand-alone piece of work; plans should include the following:

- A purpose, vision or mission statement
- SMART objectives that link to the trust or organisation objectives

#### 1.1.2 Long-term planning is supported by an action plan

The service should have a detailed action plan in place outlining how the requirements of the long-term plan will be achieved. The service should complete a regular review of this action plan to ensure that progress is made.

#### 1.1.3 Long-term planning is promoted across the service

The aims and objectives of the service should be promoted to all members of the service to ensure awareness of the overall priorities of the service. The long-term plan should be accessible to all service members. Members should be able to describe the long-term plan and demonstrate commitment to the content.

#### 1.1.4 All trainers must have sufficient subject matter knowledge

All trainers must have sufficient subject matter knowledge in the area that they work and be able to evidence protected learning time to support skill development, for example:

- Attendance at courses, internal or external
- Self-directed learning
- Preparation of training environments for clinical or other systems
- Research of design and delivery methods
- Research of the functionality of new digital and clinical systems

#### 1.1.5 An Induction process should be in place for new starters

A robust induction process should be in place to support new starters to feel welcomed into the service and to develop into their new role.

An induction process could include:

- A detailed introduction to the trust or organisation
- An overview of the long term-plan for the service
- An appropriate training plan for the new starter including shadowing and study time

#### 1.1.6 All trainers should hold or be working towards a recognised training qualification

All trainers should hold or be working towards a recognised training qualification such as:

- Preparing to Teach in the Lifelong Learning Sector
- Award in Education and Training
- Certificate in Education or Post Graduate Certificate in Education
- Trainer Assessor Programme

#### 1.1.7 All members of the Training Service should have a Personal Development Plan (PDP)

All members of the service should have a PDP in place that is reviewed at least annually. Ideally the PDP will form part of a wider performance review that links the PDP to organisational and personal objectives as well as providing services members with the opportunity to reflect on their performance, potential and development needs.



## Standard 1 continued

### Silver Level

#### 1.2.2 Risks and issues are managed

The training service must have a process in place to record, assess and respond to risks and issues that could affect the performance of the service. Risks and issues should be reviewed on a regular basis in line with local policy and guidance, this can include risks and issues identified as part of a project rollout.

#### 1.2.3 Trainer competencies should be recorded and reviewed

The service should maintain a record of trainer competencies that is reviewed regularly to identify gaps in skills that could affect the delivery of services. This can be in the form of a skills matrix linking to the courses offered by the service.

#### 1.2.4 Trainer knowledge and skills are assessed

Trainer knowledge and skills should be assessed as part of an observation process; this process should include feedback to the trainer and the setting of actions that will inform improvements to training packages and delivery style. Observations should be carried out at least annually; depending on service requirements this may need to be completed more frequently.



### Gold Level

#### 1.3.1 Stakeholder and learner feedback is reviewed

The service should gather and analyse feedback from stakeholders and learners on the service it provides. This feedback should be used to inform service improvements and to support long-term planning, ensuring that the training programmes provided meet stakeholder and learner requirements. This could include:

- Stakeholder interviews
- Attendance at meetings
- Questionnaires or surveys
- Lessons learned exercises

#### 1.3.2 The service has planned or undertaken a review of the long-term plan

A review of the long-term plan should be, as a minimum, an annual exercise; the review should include demonstration of how the service objectives have been achieved. At each annual review, setting of new objectives should be completed to ensure on-going implementation of service improvements. A review can include:

- Progress review of service objectives and action plan
- Use of data, metrics and KPI performance to determine achievements
- Consideration of further priorities for service development

#### 1.3.3 All members of the Training Service have appropriate customer service training

The service members should be able to demonstrate a customer service culture that supports both internal and external customers (where applicable, some organisations might only have internal customers). This could include:

- Face to face training courses
- Online courses
- External courses
- NVQ or Apprenticeships
- Review of performance against organisational values and behaviours

#### 1.3.4 All staff in a leadership role should have or be working towards a formal leadership programme or qualification

All training service staff in a leadership role should have completed or be working towards a formal leadership programme or qualification.



# Standard 2

## Training Needs Analysis, Planning and Performance

This standard provides guidance on how to effectively plan for training, undertake training needs analysis (TNA) and report on performance. Effective planning will provide an understanding about how, when, where and with whom each stage of the training will be undertaken. In order to effectively identify the resources required and how the training design, development, delivery, evaluation and assessment will be approached. The TNA process will help the training service identify training requirements, plan the associated training activities and report of the achievement of key performance indicators.



### Bronze Level

#### 2.1.1 There is a procedure for planning how and when training delivery will take place

The training service must demonstrate that planning of training delivery takes place; this should be in the form of a documented procedure or process. All training requires some degree of planning to ensure that the required resources and people are available at the right time. This could include:

- Scheduling of Business as Usual (BAU) courses
- Planning of project training

#### 2.1.2 Learner requirements and pre-requisites are captured before training takes place

Learner requirements and pre-requisites should be captured before training takes place to ensure that the training provided meets the needs of the learner.

- Asking learners to complete pre-requisite training
- Capture of learner requirements for attendance at courses e.g access
- Discussions with learners to ascertain the level of current knowledge and requirements for development



### Silver Level

#### 2.2.1 Training needs analysis takes place prior to training delivery for any new courses

The training service must conduct informal or formal Training Needs Analysis prior to the design and delivery of training solutions. As a minimum a TNA should capture staff and operational training needs. The results of which will identify the course content. This could include:

- Information collected at meetings
- Conversations with learners and stakeholders
- Project requirements

#### 2.2.2 Training plans are created to support the rollout of any projects and deployments

Training plans should be created to support the rollout of any projects and deployments. Training plans should provide a record of how, when, where and with whom each stage of the training will be undertaken, in order to effectively identify the resources required.

The training plan should reference a project, deployment or support a service/organisational strategy. Plans should detail the scope of the requirements.

This could include:

- Objectives
- Delivery methods
- Evaluation and assessment methodology
- TNA (method and/or results)
- Resources and timescales
- KPI's (timescales, numbers trained, DNA rates)

#### 2.2.3 Training plans are approved by key stakeholders

Training plans must be approved by senior key stakeholders in line with local requirements, this could include:

- A Line Manager or Senior Manager
- A Programme Board/Project Board
- A Workstream Board



## Standard 2 continued

### Gold Level

#### 2.3.1 Capture and analyse individual skill assessment for staff to identify gaps in digital skills

An analysis of learner digital skills should take place to support the implementation of new digital technology where appropriate. The Training Service should ensure that the provision of training and support to upskill staff to the required level of competency is readily available following assessment. Methods of assessment could include:

- Online questionnaire or assessment
- 1:1 observation
- On-the-job observation
- Stakeholder feedback

#### 2.3.2 Training plans are reviewed to ensure that the objectives of plans are being met

The objectives outlined in training plans must be reviewed, and where possible achieved. This could include:

- Review of achievements against the objectives
- Production of training attendance reports
- Review of course evaluations
- Review of project reports and evidence of changes and exceptions to the plan

#### 2.3.3 The Service has identified key performance indicators (KPIs) and uses evaluation and assessment results to support reporting of achievements

The service should have identified KPIs that support service improvements, monitors customer satisfaction and supports the achievement of Training Plans. The service should develop reporting mechanisms for internal monitoring and to provide assurance to external customers. Examples of KPIs could include:

- 80% pass mark achieved before users are issued with a login
- 90% delegate feedback is good or excellent
- 80% of delegates are trained within a specific date range
- 80% of staff are trained on any new systems in advance of deployments





# Standard 3

## Training Design and Delivery

This standard sets out the requirements which ensure that the training service is designing and delivering training materials that are fit for purpose and compliant with legislation and local policies.

- Data Security
- Information Governance
- Copyright
- Equality Acts



Training services will ensure that personal information is dealt with legally, securely, efficiently and effectively, enabling the learner to receive the best possible service.

The service should involve subject matter experts in the design of training solutions and ensure that materials are properly managed. The service should aim to provide training that considers different learning styles to ensure there is equal access to learning opportunities.

### Bronze Level

#### 3.1.1 All training delivery is supported by relevant learning resources

All training delivery should be supported by appropriate training resources to ensure a standardised approach to training across the service. Training resources should be made available to learners to support different learning styles. Resources could include:

- Pre-course materials
- Trainer notes
- Lesson or course plans
- User guides, frequently asked questions (FAQ's) and quick reference guides
- eLearning

#### 3.1.2 Lesson plans are available for all courses

Lesson plans should be used to support all face to face and virtual training courses. Lesson plans could include:

- Aims and objectives of the session
- Training materials required
- How and when materials will be used
- Timing of activities and the resources needed for each activity
- Varying delivery methods to ensure that a range of learning styles are met during training

#### 3.1.3 The development of training solutions follows a documented process ensuring that they are measured for effectiveness and improved accordingly

The training service will document the process it follows when developing training solutions, including review by stakeholders; for example, subject matter experts. The documented process will include information about the Review-Feedback-Improvement cycle. A procedure must exist to ensure that training materials and methods are regularly evaluated and updated as required, ensuring that proposed changes are correct, current and meet training requirements.



## Standard 3 continued

### Silver Level

3.2.1 Training materials are up to date, version controlled and are readily available to learners and facilitators as required

Changes to training materials follow a revision process that is appropriate to the scale of the amendments. Training materials must be version controlled in order to ensure trainers and learners always have access to correct and up to date materials list or index of all materials should be available. As soon as a document is first drafted it should be recorded on this list/index.

This could be in the form of:

- An Excel spreadsheet
- Version history in Microsoft 365
- Team SharePoint page

3.2.2 A walkthrough or pilot is carried with an appropriate audience before the implementation of new courses.

A walkthrough or pilot of the training methods and materials is carried out with an appropriate audience whose feedback is incorporated into the improvement of training. The walkthrough or pilot should test the effectiveness of training and should take place prior to implementation.

This could include:

- The method to be used for the delivery of training
- Review of training resources for both trainer and learner
- Review of role-based scenarios, software environment or training data
- An assessment method and associated competency test



### Gold Level

3.3.1 Subject matter experts are involved in the continuous improvement of training solutions and materials

Subject matter experts must contribute to the design, content and approval of training solutions and associated materials. This ensures that changes undergo appropriate review, authorisation and approval by subject matter experts. This could include:

- Clinicians or administrative staff
- System Configuration Team
- Testing Team
- Trainers

3.3.2 Digital technology is used to enhance the design, development and accessibility of training resources

The training service must have integrated the use digital technologies into the design and development and accessibility of training resources that are used to support the delivery of training. This could include:

- Screen capture and eLearning development software
- Learning Management System (LMS)
- Websites and Intranets
- Design applications
- M365 Applications

3.3.3 Digital technology is used to enhance the delivery of training courses, delivered either virtually or face to face

The training service must use digital technologies to enhance the delivery of training courses either virtually or face to face. This could include:

- Virtual Classroom delivery software
- Interactive screens or whiteboards
- Mobile devices
- M365 Applications



# Standard 4

## Administration, Facilities and Equipment

All training services need the support of a sound and effective administration system. The administration processes should support all training service activities throughout the learning cycle.

Access to training needs to be fit for purpose and allow training to take place in an environment that is both safe and appropriate for trainers and learners. This standard also looks at ensuring that the equipment used is maintained, updated and fit for purpose.

There is emphasis on having documented procedures to allow consistency of administration functions, particularly where contact with learners is concerned, regardless of the size of the training service.

This standard is not dependent upon a training service having dedicated administration staff.



### Bronze Level

#### 4.1.1 Training records must be accurate, secure and comply with legislation and local policies

Training records should be held digitally and must conform to Information Governance policies with restricted access in place. Records can be stored within:

- Learning Management System (LMS)
- Database
- Spreadsheet

#### 4.1.2 Administration procedures are in place and reviewed at regular intervals

The training service should have detailed administrative procedures in place to support the service in scheduling and booking training. Administration procedures should be reviewed and updated at regular intervals; documentation should be version controlled. Training service members are required to have read and acknowledged updated versions. This could include:

- Process for scheduling training courses
- Enrolment and booking process for staff
- Management of Did not Attend (DNAs) 'processes' cancellations and re-bookings
- Access to eLearning

#### 4.1.3 Appropriate guidance to support learners to access training is in place and is reviewed as required

The training service should have communication procedures in place to support learners to access training. Guidance to support learners should be reviewed and updated as required. This could include:

- Classroom attendance information including location details, for example a map, parking information and transport links
- Virtual training joining instructions and supporting guidance
- Guidance on access to training resources

#### 4.1.4 Training facilities guidance is available to support trainers and is reviewed as required

The training service should provide guidance to support trainers that are delivering classroom sessions. Training facilities guidance should be reviewed, updated and version controlled. This could include:

- System information and equipment
- Password access
- Fire Alarm procedures
- Housekeeping information
- Equivalent guidance should be available for virtual delivery.



## Standard 4 continued

### Silver Level

4.2.2 Training environments are configured to replicate the learners working environment as closely as possible

All training environments used by learners should replicate the learners working environment as closely as possible and include data designed to reflect live scenarios. This could include:

- Clinical systems
- Applications
- Mobile Devices

4.2.3 Training Service software and equipment should meet minimum relevant requirements

The training service should undertake a regular review of the software and equipment used to deliver training to ensure they remain fit for purpose, safe and effective. This could include:

- Software updates applied as necessary
- Process in place for replacement of faulty or outdated IT equipment.
- Equipment is updated regularly in line with wider trust policy



### Gold Level

4.3.1 Learners have access to an online booking system

The training service should offer access to online booking for training, to allow learners to access course information and proactively book onto training sessions and cancel places on training sessions.

4.3.2 Training Service has fully digital administration processes

The training service has a fully digital administration function to support all processes. This could include:

- Online booking forms
- Self-service booking processes
- Online Evaluation surveys
- Online Assessment forms



# Standard 5

## Evaluation and Assessment

Evaluation and assessment processes typically start at the outset of the training lifecycle, this activity gathers information to support the analysis of training solutions to review their effectiveness.

Evaluation and assessment results should be fed back into the training lifecycle and detailed in the training plan. This should feedback into trainer performance and further development of training solutions. A process of continuous improvement should be embedded in the service, using reflective practice methodology. All training should have some form of assessment to measure the level of learning that has taken place.



### Bronze Level

#### 5.1.1 Learner reaction to the training is captured and recorded

On completion of the training delivery, learner reaction to the training must be captured to measure their satisfaction. The results of learner reaction to the training must be reported on and made available to the trainer. Feedback could include questions concerning:

- Suitable delivery methods
- Relevance to role
- Content meets requirements
- Potential improvements to training

#### 5.1.2 Learner assessment takes place as part of the training and is linked to the course objectives

Some form of individual assessment against the learning objectives should be carried out to ensure that the learner has met the required objectives. This could include:

- Questions
- Observations
- Scenario-based assessments



### Silver Level

#### 5.2.1 Evaluation of learner reaction and assessment results are used to improve training planning, design and delivery

Evaluation and assessment data captured following the delivery of training should support the service to improve the planning, design and delivery methods used. This could include:

- Length of course
- Relevance of content or scenarios to the workplace
- Indication of common areas of misunderstanding
- Effectiveness of the delivery method

#### 5.2.2 Support mechanisms are in place for learners who do not reach the required competency level

Where a learner is deemed not to have reached the required level of competency, the training service must have a system in place that allows for further training and development pathway.



## Standard 5 continued

### Gold Level

#### 5.3.1 The training service uses digital tools and techniques to assess and evaluate the effectiveness of training solutions

The training service must use digital tools and techniques in collecting evaluation and assessment data and its subsequent analysis and reporting. This could include:

- Polling applications used in the virtual classroom
- Online evaluation surveys
- Assessments built into eLearning as part of the course
- Digital assessments following training delivery

#### 5.3.2 The transfer of Knowledge and skills into the learner's workplace is reviewed

The Training Service must capture and evaluate feedback, to enable review of the extent to which learners are applying what they have learnt during training, within the workplace. This level of evaluation should review the learner's change in knowledge and skills. Timing of the workplace evaluation must be sufficiently long after the training for the learners to alter their behaviour. Yet, it must not be so late that other factors invalidate the results or that learners do not relate their learning back to the training. This could include:

- A questionnaire 4-12 weeks following training
- On-the-job observation
- Floor walking support
- Interviewing learners, their peers and managers
- Review of data quality metrics
- Feedback from Stakeholders





The NHS Skills Development Network operates across NHS organisations in England. Its remit is to provide the infrastructure for improving leadership and professional development skills, raising standards and sharing best practice through economy-wide learning.

The Skills Development Network uses a dedicated website, [www.skillsdevelopmentnetwork.com](http://www.skillsdevelopmentnetwork.com), to publicise and support its work. The website is the primary source of information for all staff in providing resources for personal and organisational development.

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