Life Science Industry

National Credentialing Register

Quality Assurance Guide to Employers

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LSI Quality Assurance

Guidance to Employers

Purpose

This guide has been written for use in the United Kingdom and is addressed to Employers, who are wholly responsible for the delivery of LSI training as outlined in the *'Life Science Industry Register - Education & Training Framework Matrix'*, downloadable via the following link: https://lifescienceindustry.co.uk/publications/.

In cases where Employers are using a third party for training then the training organisation concerned should also ensure that they have read and taken account of this guidance, which should be read in conjunction with the relevant LSI Standards and Quality Assurance Framework, the latest versions of which can also be found at the web address above.

Stakeholder Engagement

Employers should ensure that mechanisms are in place to foster a close working relationship with appropriate healthcare agencies including Trade Associations, Professional Bodies and the LSI Academy.

Employers should be able to evidence appropriate involvement of relevant members of each profession/specialism in the design, delivery and development of training programmes.

Meeting the Standards for Tiers 1, 2 & 3

All training programmes should be mapped to the published LSI Standards of Proficiency relating to each Tier.

Delivery of training

Employers should be able to provide evidence that the delivery of training is appropriate for each programme's learning outcomes in terms of:

- Knowledge
- Understanding
- Practical skills
- Communications and information technology
- Classroom-style training
- Practical skills
- Refresher training.

Assessment of Learning

All assessment policies and procedures should be reliable, consistent, equitable and clearly communicated to prospective trainees.

There should be an appropriate spread of assessments with clear:

- Assessment criteria
- Credit weightings
- Marking procedures
- Failure criteria
- Appeal procedures
- Exit routes.

Recordkeeping

All training and outcomes should be fully documented, and records kept in accordance with current Data Protection regulations.

The Academy should be informed when a user's training is about to expire so that individuals who have not kept their qualifications up-to-date can be contacted and removed from the register where appropriate.

ID cards

All eligible individuals will need to transfer to the new LSI card by March 2020, phasing to be agreed with the Academy: contact lsiadmin@ahcs.ac.uk

Provision of a learner-centred training environment

Training programmes must deliver the necessary learning to support trainees, both in their training and for their eventual role as an LSI registrant.

The design and delivery of programmes should promote learner-centred, independent learning. Trainees need to take responsibility to manage their own learning and to exercise initiative, personal and professional responsibility.

Trainees should be provided with an opportunity to provide feedback in an appropriate manner.

Every employer should have in place robust processes by which they will support trainees while training. These should include:

- Processes to identify individuals in need of additional support, and mechanisms to put in place individual learning plans to ameliorate any difficulties
- Resources allocated to the provision of additional remedial help, if necessary, including one-to-one support where appropriate
- Processes to flag concerns about trainees to employers and Academy as appropriate, within the boundaries of confidentiality
- Processes to address concerns raised by trainees or supervisors in respect of teaching or teaching support.

The employer's monitoring system should also be able to evidence the effective implementation of each training programme and demonstrate the timely resolution of any problems that may arise.

Feedback and response documents should normally be available for Academy review, subject to issues of data protection and confidentiality where applicable.

Training Staff: Experience and Qualifications

- Trainers should have appropriate qualifications and be able to demonstrate a commitment to their own continuing professional development
- Trainers must have the requisite knowledge, skills and experience
- Trainers should be aware of the detailed requirements of LSI programmes
- CVs should be provided by all training staff and should include:
    a. Name and Title
    b. Present post
    c. Areas of expertise
    d. Training role and contribution to each programme
    e. Academic Qualifications
    f. Professional Qualifications and Experience
    g. Teaching Qualifications and Experience
    h. Any Research publications
    i. Membership of Professional bodies
    j. Continuing Professional Development activities.

Accreditation of training by external organisations

Accreditation is important because it helps the Academy to determine whether or not an institution or training programme meets minimum standards of quality.

Successful trainees need to be able to work professionally in the NHS and meet the needs of patients and the public.

While specific company product training may not be accredited, the company still has a liability for ensuring that their staff are properly trained for the roles they undertake.

As far as is possible, all training programmes should be accredited by an appropriate, reputable body that is recognised by the Academy (training programmes should have been signed off by the training organisation's executive board prior to accreditation).

The objectives of accreditation are to ensure that each training programme:
- Meets the requirements of the LSI QA framework
- Has sufficient high-quality input from appropriate teaching resources
- Will continue to develop and evolve in response to NHS developments and feedback from employers, trainees, lay people and other partners
- Is current, up-to-date and allows for regular re-accreditation.

The principles underpinning the accreditation of training programmes include an expectation that:
- The educational approach is sound

- There is a good understanding of the NHS and NHS values
- Patient and lay advice has been sought in the design, delivery, assessment and development of the training programme
- Descriptions of training programmes make clear and explicit relevant links to current models of service delivery, care and patient pathways.
- The duty of NHS staff to maximise quality and efficiency and to continually strive for the improvement of services is highlighted
- Details of all policies and procedures are accessible, valid, reliable, consistent and equitable
- Recordkeeping and the registration of trainees is robust
- Plans are in place to proactively monitor programmes and rapidly address any problems that may occur
- There is a commitment to ensuring continued compatibility with the evolving LSI QA Framework and Standards.

Equality and Diversity

All training programmes should be able to demonstrate evidence of adherence to the Disability Discrimination Act 1995, which was extended to education in September 2002, following amendments introduced by the Special Educational Needs and Disability Act 2001. Additionally, evidence should be demonstrated to show adherence to the Disability Discrimination Act (2005). All training programmes should also include evidence of adherence to the 2010 Equality Act and any superseding legislation with respect to equality.