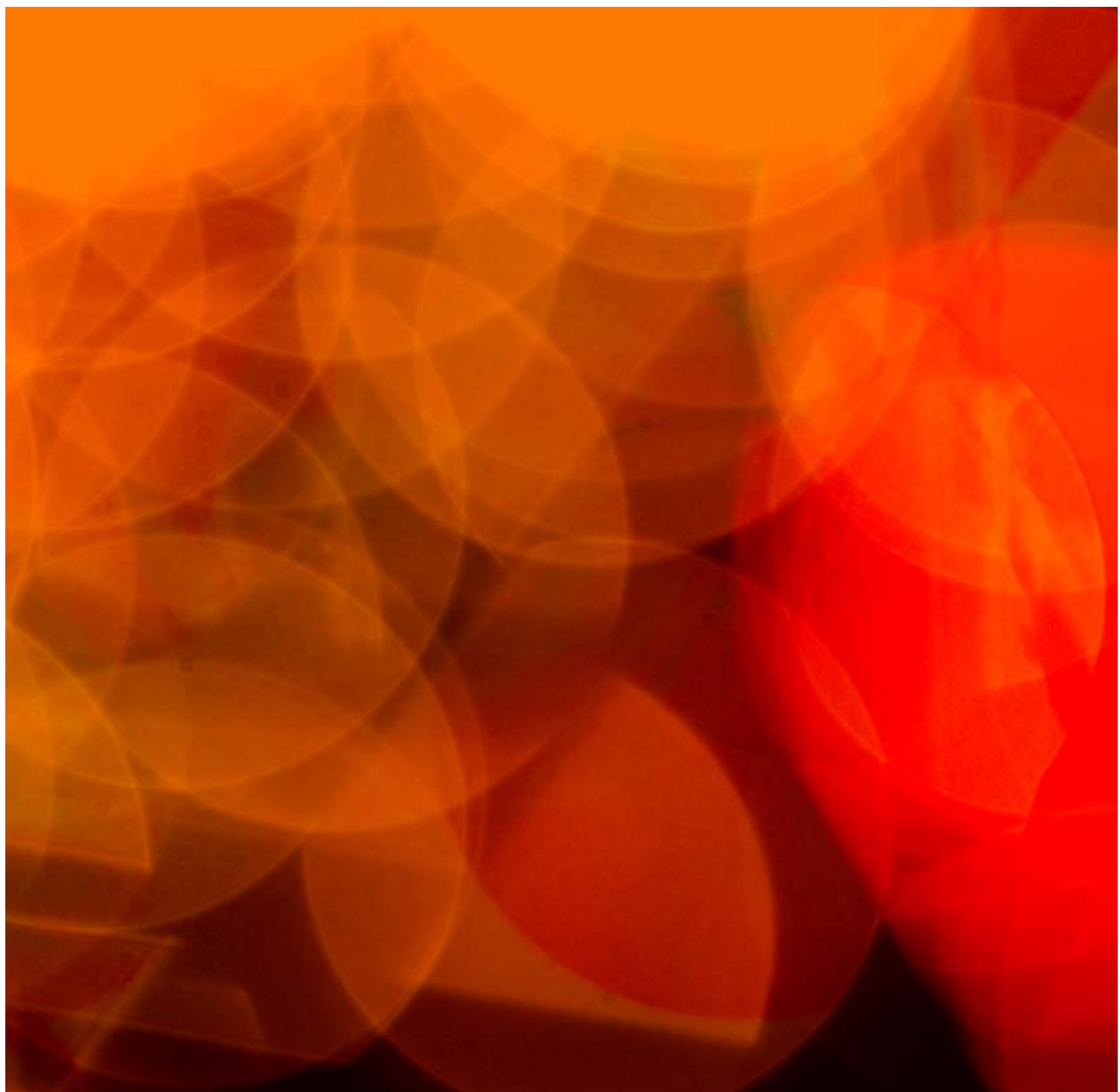


Training Quality Standard Part B

Section 2: Development guide



Getting ready for Training Quality Standard Part B:
a step-by-step guide for health-care training providers
Section 2: TQS Part B explained for the health sector

Contents

1. Introduction.....	3
2. Who should use this guide	4
3. What is the Training Quality Standard?	6
4. Sector-specific issues.....	8
5. Working with Part B of the Training Quality Standard.....	11
6. Criterion B.0 Strategy	13
7. Criterion B.1. Understand	18
8. Criterion B.2. Deploy	20
9. Criterion B.3 Perform.....	23

1. Introduction

This guide has been written for training providers of all sizes working with the health sector that are:

- considering certification with reference to Part B of the Training Quality Standard and/or
- preparing a submission for Training Quality Standard assessment.

A set of three resources

This development guide is the second part of a three-part suite of resources produced to help training providers achieve TQS Part B certification of excellence in health.

The three parts are:

- **Section 1: A readiness checklist** – designed to enable a training provider to compare their systems and processes with the requirements of the TQS Part B. It can be used as a quick ‘first check’ and as an ‘audit tool’ to ensure that all the required systems and processes have been implemented before the submission of a Part B application.
- **Section 2: TQS Part B explained** – whether you are just starting out on your TQS Part B journey, or are well on your way, this guide is designed to help steer you through the practicalities before you make an application.
- **Section 3: TQS activities to prepare for your TQS Part B application** – designed to assist health-care training providers gather appropriate evidence for a high-quality TQS Part B submission.

2. Who should use this guide

This guide has been produced and revised to reflect feedback from training providers about the issues they face when thinking about Part B certification. It has received support and helpful steers from colleagues in the health-sector Sector Skills Council (SSC), Skills for Health.

Many training providers have already worked with organisational development and continuous improvement tools including Investors in People, the matrix Standard and Improving Working Lives. This guide therefore builds on the good practice and expertise in quality development that is in the sector and in existing approaches to quality development.

The guide aims to support providers as they progress through their TQS Part B journey to:

- identify key development areas for their organisation linked to the requirements of Part B of the Training Quality Standard
- undertake a range of development activities that will help them to progress towards certification.

How to use this guide

Before you decide to use this guide you should refer to the readiness checklist to help you make a relatively simple assessment of your existing training provision. Having established an internal perspective on your readiness you can use this guide to:

- ensure senior management and board of governors/trustees buy-in and show real commitment to producing a quality TQS application
- develop a coherent understanding by everyone in your organisation who engages with health-sector employers on the requirements of TQS Part B. This whole-sector approach should include:
 - middle managers: who may be involved in curriculum design, managing provision, engaging directly with employers or monitoring quality
 - delivery staff: who are likely to contribute at all levels to a TQS submission.

From the outset think carefully about the differences between Part A of the Training Quality Standard and Part B.

Part A deals with responsiveness to employers. **Part B deals with how the provider responds to, and addresses, specific sector needs.**

This means there is a different emphasis and approach to the two parts of the Training Quality Standard, which you will need to take into account right from the start, when you begin to work with Part B.

When applying for the Training Quality Standard Part B you must clearly demonstrate that issues specifically affecting the health sector have informed your organisation's planning and implementation of training solutions.

The transparency of this sector-based understanding is the 'golden thread' that needs to be embedded across the whole Part B submission.

Try the Skills for Health website for more information about the shape and size of the sector and how the Sector Skills Council is working to support it:

www.skillsforhealth.org.uk

You also need to be very clear about which aspects of your work will be assessed under the scope of Skills for Health, as well as which aspects of your work would be assessed with reference to the work of other Sector Skills Councils. For example, your training provision within the health sector may overlap with adult social care or children's settings. You may therefore want to look at the TQS guidance offered by Skills for Care and the Children's Workforce Development Council. Achieving the Training Quality Standard for health does not mean that you also hold the standard for adult social care or children's workforce, even if all this training is delivered through one section of your organisation (e.g. a department or faculty in a college).

3. What is the Training Quality Standard?

The Training Quality Standard (TQS) is 'an assessment framework designed to recognise and celebrate the best organisations delivering training and development solutions to employers' (*Introducing the Training Quality Standard* CFE/LSC July 2008).

The Training Quality Standard deals with how training providers develop and manage successful customer relationships with employers, as well as how they ensure that the content of the training solutions they deliver achieves the necessary quality to back up those relationships.

The Training Quality Standard aims to assess, and where appropriate, to certificate training providers with reference to two broad issues:

- their responsiveness to employers' needs
- their expertise in particular sectors.

These concepts are set out in a practical framework of criteria and indicators that focus on two linked but ultimately very different delivery competencies:

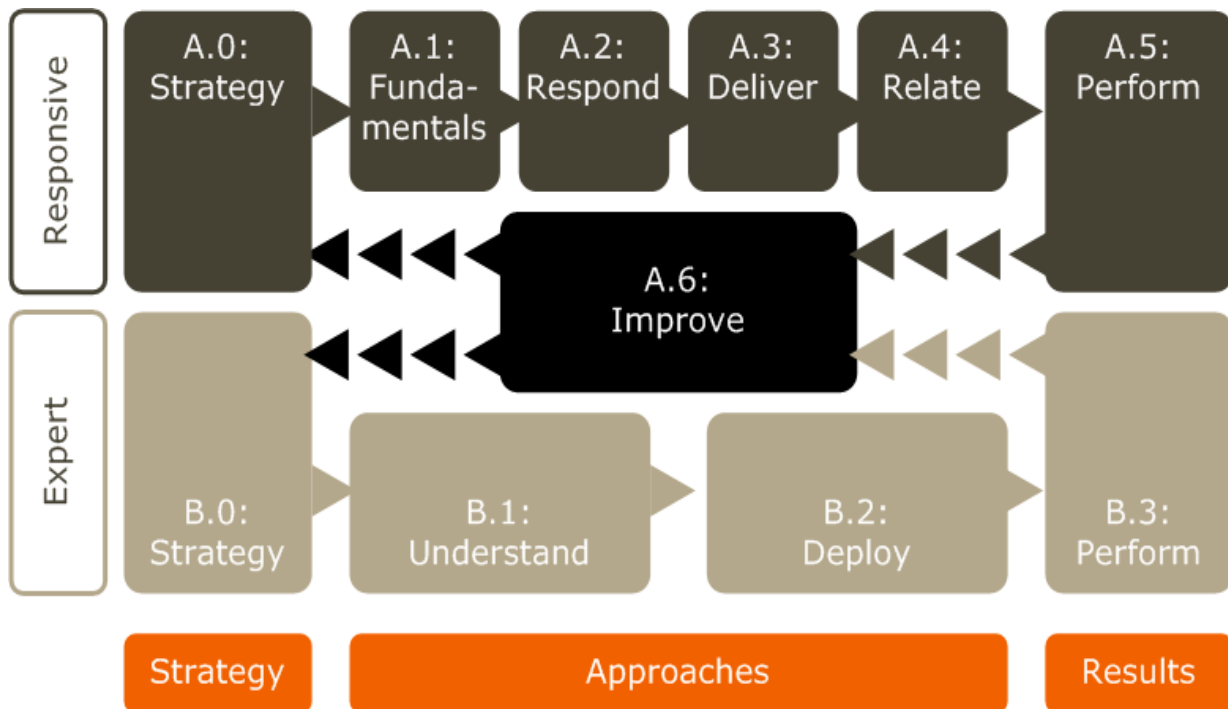
- responding to the needs of employers as individual customers, which is covered in Part A of the Training Quality Standard
- developing and deploying products to address particular sector needs, which is covered in Part B of the Training Quality Standard.

Part A is for all organisations delivering training and development solutions.

Part B focuses on specialist areas where organisations have expertise, having already demonstrated their ability to serve employers through Part A.

Training and work-based learning providers can choose whether to gain certification for Part A before working towards Part B or work concurrently on both Part A and Part B. However, please note that you cannot achieve Part B before achieving Part A.

An overview diagram of the Training Quality Standard is reproduced on page 7.



This diagram can be found in *Introducing the Training Quality Standard* (2008) which can be downloaded from: www.trainingqualitystandard.co.uk

No two organisations follow exactly the same TQS Part B journey. How long it takes and which areas require most work entirely depends on what you're doing well and what might need further development.

The Training Quality Standard is **explicitly non-prescriptive**. That is, a provider organisation is not obliged to do things in a predetermined way to become certified. However, **much of the assessment is 'scored' on the basis of the approaches that a provider uses**. These approaches have to be 'sound' and effectively 'deployed', embedded and evidenced.

4. Sector-specific issues

The health sector employs approximately 2 million people across the UK within the National Health Services (NHS), independent health-care providers and voluntary organisations. As well as hospital services and community health services, the sector includes general medical and dental practitioners and health-care professionals working in a variety of settings such as private surgeries, retail outlets (eg pharmacists), opticians and nursing homes, as well as self-employed practitioners.

Part B Guidance grid Skills For Health

Skills for Health is one of 25 Sector Skills Councils that make up the Skills for Business network. Their key goals are: to address skills gaps and shortages; improve productivity and performance; increase opportunities to boost skills; and improve learning supply.

Each Sector Skills Council has been tasked with producing guidance on Part B, customised for their sector. The Part B guidance grid for health can be found at www.trainingqualitystandard.co.uk

Part B of the TQS requires a clear understanding of the sector in which you are offering training. In England this will include a working knowledge of the following:

- Skills for Health Sector Skills Agreement(s)
- Joint Investment Framework (applicable to the NHS only)
- Quality Assurance Framework for Healthcare Education (EQuIP)
- Sector Qualification Strategy
- Agenda for Change (applicable to the NHS only)
- Skills for Health learning design principles.

As already highlighted, one of the best starting points for your TQS Part B journey will be the Skills for Health website where you can map your employer responsiveness activities against the national and regional labour market needs of the health sector.

The Skills for Health website hosts robust labour market information. Data sets are updated bi-annually to ensure currency and accuracy, and the search engine allows for regional and sector-type searches. This resource should prove invaluable for any organisation considering data to support training solutions.

Why should health-care providers strive for the Training Quality Standard Part B?

In a landscape with a range of quality marks, inspection regimes and business improvement tools why should you consider the TQS Part B?

The Training Quality Standard has been developed to help employers highlight the best public and private organisations from which to access training and development solutions.

As part of the national drive to achieve a first-class skills base in the health sector, the Department of Health in partnership with Skills for Health is supporting employers to invest in education and training, particularly for staff in career framework stages 1–4.

Providers of education and training are increasingly accountable for their quality to strong commissioners.

All providers of education and training across the health sector are being increasingly expected to demonstrate:

- a focus on quality to ensure that public resources secure the best possible quality, innovation and value for money
- customised delivery based on service planning to reflect how health care will meet the needs of the local population
- flexibility – providing education and training with flexibility to meet the needs of the employer's workforce
- a driver of continuous quality improvement and a minimum duplication and burden on the employer
- responsiveness to feedback from learners, employers, patients and the public in the design and delivery of education and training
- the involvement of stakeholders including professionals, patients and the public in the development of training provision.

The TQS supports several key Learning and Skills Council (LSC) initiatives as follows.

- **The introduction of demand-led funding** – in a truly demand-led system employers will be free to choose where they purchase their training and development solutions. LSC is working with a range of stakeholders to ensure that providers with TQS are highlighted to employers as their preferred supplier.
- **Expansion of the network of Skills Academies** – TQS is likely to be a key criterion in selecting and working with provider partners. This will ensure that only the highest standard providers are part of the Skills Academy networks.
- **Expansion of the National Apprenticeship Service** – TQS will play a major role in the delivery of responsive provision that meets the needs of the employers and the learner. Providers who have invested in a responsive infrastructure and excellence in vocational areas will drive the apprenticeship service.
- **Expansion of the Train to Gain programme** – Providers with TQS will play a major role in further raising the credibility and quality of the Train to Gain service. Train to Gain brokers have been made aware of providers with TQS and what this represents. These providers may be prioritised when referring new business. The Employer guide to training providers will link in with this and flag TQS providers as preferred.
- **The Framework for Excellence** includes a reciprocal arrangement that any providers achieving TQS will be rated outstanding across the 'Responsiveness to Employers' key performance area.
- **The LSC Capital Strategy** published in March 2008 confirmed the intention to help drive increased specialisation among FE providers and ensure that capital investment supports provision to address identified skills needs. Providers with TQS will have priority access to specialist capital funding. The capital prospectus states:
colleges applying for capital funding will need to demonstrate their commitment to employer engagement. In most cases, colleges will need to show that, at the point of application they have at least applied for TQS, and they must have achieved the TQS before funding is released. This requirement will apply to other providers of employer responsive provision as well.

By achieving the Training Quality Standard Part B, providers will be able to:

- achieve valuable recognition from employers and industry that a training provider is responsive and that they have excellence in one or more sectors
- demonstrate to commissioners the level and quality of service they are able to offer
- highlight to employers those providers who are adept at employer engagement, at understanding the needs of an organisation and at suggesting and delivering training solutions that match need
- attract more employers, as prestige is attached to TQS certification and it is envisaged that as employers' awareness of the Training Quality Standard becomes more widespread they will actively seek out providers with certification.

5. Working with Part B of the Training Quality Standard

This section of the guide will help you to interpret the requirements of Part B of the Training Quality Standard. It will help you to assess how far you have progressed towards certification and articulate your successes and achievements with reference to Part B. It will also help you to identify any development actions you need to complete before you seek certification.

There are four criteria to Part B. You will need to demonstrate your approach to each of these and to each sub-section. Criteria B1, B2 and B3 are each scored and the number of points available for each is shown below. A total of 1000 points is available and you will require a minimum of 550 points, to include no less than 25% of those available under each criterion. Criterion B.0 Strategy is not scored separately but underpins all the other criteria.

The criteria are as follows:

- **Criterion B.0 'Strategy' (0 points)**
Providers with sectoral expertise have a strategy for working with the sector based on the market including clearly defined objectives. They take actions to ensure that their aims and approaches are communicated to appropriate stakeholders.
- **Criterion B.1 'Understand' (350 points)**
Providers with sectoral expertise engage in dialogue with employers and stakeholders in their sectors and look to lead in the adoption and sharing of good practice.
- **Criterion B.2 'Deploy' (350 points)**
Providers with sectoral expertise deploy products and services to meet employer needs, supported by content, people and resources able to meet sector expectations.
- **Criterion B.3 'Perform' (300 points)**
Providers with sectoral expertise cause improving results or sustained good performance in the areas defined in their strategic objectives.

This section focuses on the four criteria and reflects on what they mean for health providers. You should use your copy of Introducing the Training Quality Standard and the guidance notes produced by Skills for Health. Both documents can be found at:

www.trainingqualitystandard.co.uk

Remember that although the activities for each criterion are considered separately, the various parts of the Training Quality Standard are linked. In some cases the link is formal and obvious. For example, the objectives you identify when thinking about the application form item B.0.3 (strategy) are related directly to items B.3.0 and B.3.1 (outcomes).

However, as you work through the application process, you should also bear in mind the links between strategy, approaches and results that are important for all aspects of work with the Training Quality Standard.

The table on page 13 suggests a way that the processes and outcomes can be effectively linked making presentation of a coherent story much simpler.

A what, why and how approach

Seeking certification for TQS requires a very focused approach to gathering and using evidence of performance.

You will need to be able to make a case for and evidence of not only **what** you do, but also **why** do you it and **how** it ensures you are meeting the needs of employers in your sector.

For example, you will need to have a strategy for working with employers, and this needs to be demonstrably based on an analysis of your sector and the identified needs of your specific customers.

You must be able to explain **why** your strategy is valuable and **how** it ensures you are meeting the needs of employers in your sector.

When you come to think about assessment, you must be able to do this in writing but, for now, consider every criterion and use a 'what, why and how' approach.

In summary, you need to do more than say you do something and offer the evidence to prove your point. You need to make the case about the relevance and value of any evidence you produce. You can't leave other people to make the case for you or to work out for themselves how the evidence you present helps your case.

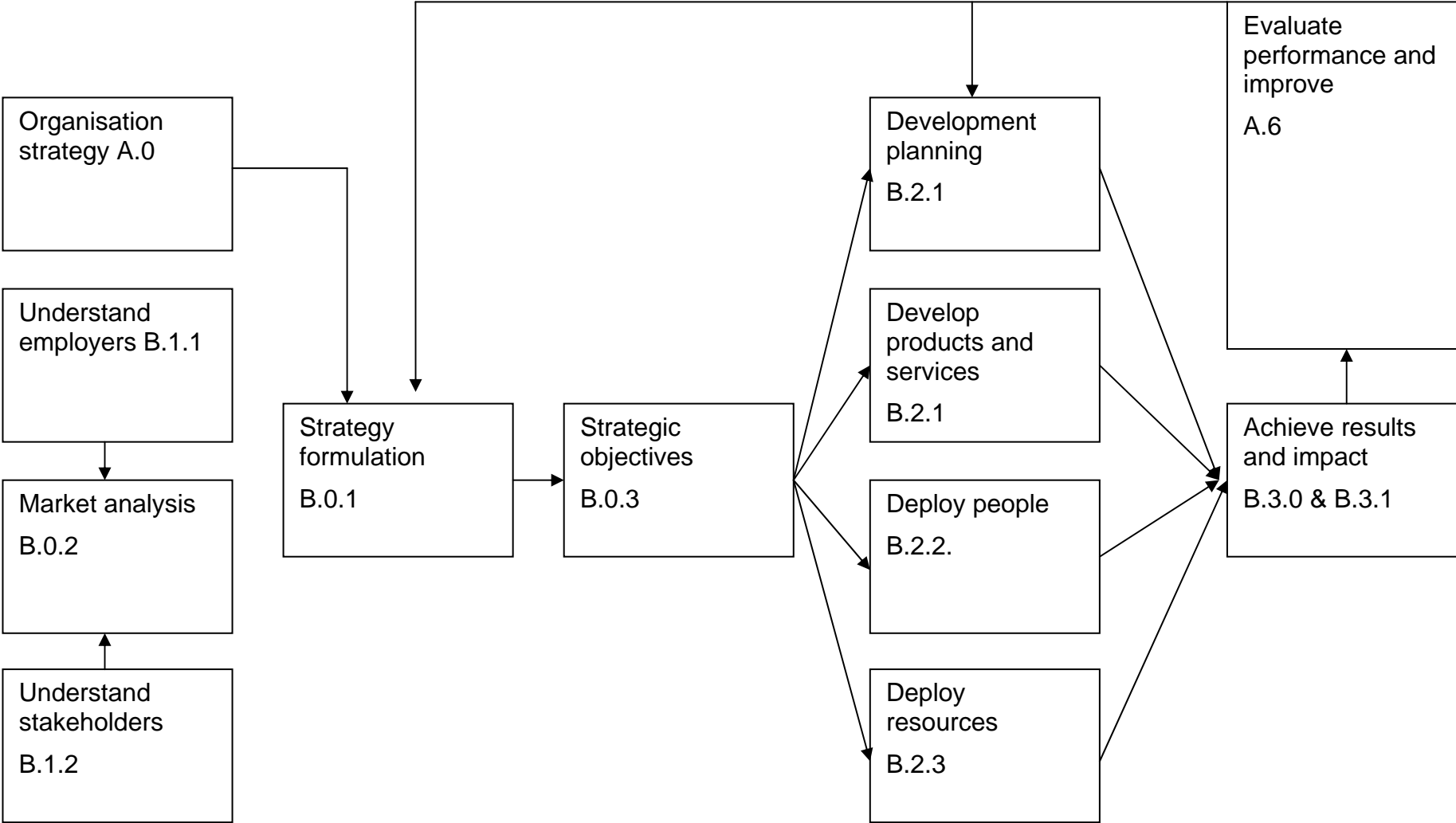
6. Criterion B.0 Strategy

This part of the Training Quality Standard focuses on your strategy for working with the health sector. Although it carries no points, it is important to use this criterion to clearly explain your strategy and targets as these are the background and context against which everything else will be assessed.

The section forms the basis for the 'story' of how your organisation understands the sector you are striving to engage with and how, through partnership activities with stakeholders, the organisation is serious about improving the sector's skills profile.

Before attempting to complete the evidence of the 'Strategy' section, take some time to think about the relationship between the indicators. This will enable you to get the best evidence in the appropriate section, make the sections easier to complete and make it much clearer for an assessor to understand.

Training Quality Standard Part B Suggested process and outcome links



Indicator **B.0.1 Define aims**

Indicator statement:

The strategy for working with the sector defines aims and approaches, which are communicated to appropriate stakeholders.

What it means for you

You need to explain your overall strategy for working with the sector and how this strategy was informed and created. The relationship with the employer-engagement elements of your organisation's strategic plan should be explained as simply as possible.

The sector strategy will need to show how well the management team understands the sector and how this understanding translates into general aims and approaches.

A high-quality application will be full of evidence of a serious commitment to quality improvement. It must clearly outline what processes are in place to review the effectiveness of the strategy and how the outcomes of these processes feed back into the 'strategy formulation' process. An effective example of this would be how employer consultation (B.1.1) subsequently affected the 'market view' (B.0.2), which in turn influenced/changed a particular strategic aim or approach (B.0.1), requiring a change/modification to a strategic performance objective (B.0.3).

Ask yourself

Do you have a strategy that is specifically customised for the health sector?

Does your strategy demonstrate that you have taken into account the expectations of Skills for Health, health employers and other stakeholders?

How is the strategy reviewed and with what frequency?

How do you ensure you keep abreast of health-sector skills demands and understanding sector behaviour?

What evidence do you have of engagement with the SSC and use of labour market information?

What robust processes are there for consulting with employers and the SSC?

Why these processes? And how do you know that they have an intended and positive impact on the sector, services and workforce?

Indicator **B.0.2 Define market**

Indicator statement:

The strategy for working with the sector includes an analysis of the market and key customer groups.

What it means for you

B.0.2 is concerned with the analysis of the market in which the health provision operates and its key customer groups.

It is likely to include reference to national labour market intelligence (LMI) in the sector but must also include the range of ways in which LMI and other relevant information are gathered from the geographic area (regional/local) of the provision and how this data has influenced your strategy and provision.

The strategy formulation process is also likely to include consideration of and reference to development planning (see B.2.1), especially the evaluation of the impact of new products and services.

This general strategy section should also include a fundamental commitment to quality improvement. You could refer to the quality improvement processes used by the Part B area and how they link to the quality processes employed by the wider organisation (A.6). Specifically, how has the employer perspective influenced the quality of your provision?

Ask yourself

How have we gathered and analysed information from employers, employer representatives and trainee delegates?

What has been the outcome of these processes?

Which of the planned activities actually worked and what did they produce in terms of volume and extent of information?

How was this information as a whole used to inform the 'market view' of the training provision you provide?

Indicator: **B.0.3: Define results**

Indicator statement:

The strategy for working with the sector defines specific, measurable and time-based performance objectives, which are communicated to appropriate stakeholders.

What it means for you

This section should highlight what sector performance objectives relate directly to the strategic aims and approaches laid out in B.0.1.

Your health-sector strategic performance objectives should set the challenge of high-quality sectoral work and they should have been generated specifically from the general aims and approaches defined in B.0.1.

Your strategy should incorporate a market segmentation and explanation/ understanding of how you identified appropriate health-sector markets.

You will need to explain the expected outcomes you aim to achieve from successful implementation of the health-sector employer strategy. For example, number of health-sector employers engaged, progression of employees, etc. These objectives must be specific, measurable and time bound.

Your processes for reviewing performance against the objectives should be explained clearly, ie how the 'cycle' of quality improvement has been effective in contributing to this indicator.

It should be clear how strategic performance information is communicated to appropriate stakeholders and what the relationship of this is with the 'stakeholder influence' issue discussed in B.0.1.

Ask yourself

How are aims and objectives set for your health-sector employer strategy?

How are the aims and objectives reviewed?

How do you communicate the aims and objectives to appropriate stakeholders?

How does your health-sector employer strategy contribute towards achieving the broader health-sector objectives, e.g. the Sector Skills Agreement?

What are the benchmarks that link to the health sector and regional performance targets?

How does the strategy link to the Sector Qualification Strategy?

Do you have evidence of sustainability of strategy and projected growth based on LMI and employer feedback?

7. Criterion B.1. Understand

This section expects applicants to explain clearly the effectiveness of the processes that their training provision uses to understand sector employers, particularly the training solutions that employers need and their relationship with the employers' common business needs.

We all know that high-quality training solution provision does not happen accidentally. Development of this provision requires a significant input from sector employers and training delegate customers. Indeed, your understanding of the 'employer audience' is likely to have evolved over a long time and to be based on contact with many employer representatives, employers and company delegates.

Indicator **B.1.1 Understand employers**

Indicator statement:

Input is sought from sector employers on their expectations for training solutions and common business needs.

What it means for you

Employer consultation should not just consider the training products or solutions on offer but also take account of common organisation needs. Employer consultation should include the range of possibilities that training solutions can offer to improve and develop organisation activity and delivery of services.

Having explained how you analyse information from employers, employer representatives and training delegates, you should evidence the outcome of these processes. Explain how well your planned activities actually worked.

The results of the analysis process will be the key information, supported by appropriate references to evidence sources (minutes of meetings, workshop planning, consultation papers, completed questionnaires, etc).

Ask yourself

What methodologies have you used to capture health-care employer views?

Why did you adopt this methodology?

How have you used the outputs from the methodology to influence the strategy?

How have the views of employers affected the training solutions you offer?

How have sector/employer views influenced or changed your strategy?

Indicator **B.1.2 Understand stakeholders**

Indicator statement:

Input is sought from appropriate stakeholders to share good practice and understand the sector's common business needs.

What it means for you

You need to show that you engage with an appropriate range of sector stakeholders and that you have dialogue with them. You need to reflect on how you systematically use your contact with stakeholders to ensure you have a current and robust understanding of the sector's common education, training and service delivery needs.

Ask yourself

What stakeholders do you frequently have contact with?

Why these stakeholders (and are there any gaps)?

What methodology do you use to contact stakeholders (eg meetings, membership)?

How often?

How do you use the opportunities to gather information? What form does the information take?

How is it analysed? How is it used to inform strategy and delivery?

8. Criterion B2 Deploy

The next stage involves demonstrating your sector expertise by proving that you meet the needs of employers and the expectations of health organisations and employers by deploying your products and services, staff and resources.

You will need to show that the development and delivery of products and services meet (or exceed) health employer and sector expectations and take account of employers' needs.

The submitted application will need to show that the people arranging and delivering products and services have the knowledge and skills to meet sector expectations. Staff involved in **all** aspects of this process should have an appropriate set of skills and knowledge.

You will also need to show that the physical resources used to arrange and deliver products and services meet sector expectations. Physical resources include your buildings, equipment and teaching/learning materials but may also include the resources of employers you work with, if delivery takes place in company/workplace settings.

Indicator **B.2.1 Deploy products and services**

Indicator statement:

Products and services are developed and delivered to sector expectations and employers' needs.

What it means for you

You will need to show that the development and delivery of existing products and services meet (or exceed) industry expectations and take account of employers' needs.

You should be able to show that you take a close interest in monitoring the impact of new products and services. This should include a planned approach to evaluation, especially of business impact/improvement, specifically including feedback from delivery staff and employers and employer delegates.

Ask yourself

Can you show that your health-related products and services were formally and systematically designed to meet employer needs?

Can you show that you rigorously evaluate the effectiveness of your health-related products and services and that you are continuously striving to improve and to extend your portfolio of provision?

Are you able to show that outputs and key messages from consultations with employers (B.1.1) and stakeholder organisations (B.1.2) are acted on? A 'you said ... we did' methodology could show that you develop products and services to meet employers' needs and sector expectations.

Indicator **B.2.2 Deploy people**

Indicator statement

The people arranging and delivering products and services have the knowledge and skills to meet sector expectations.

What it means for you

This indicator expects you to show that the people arranging and delivering products and services have the knowledge and skills to meet sector expectations.

Staff involved in all aspects of arranging and delivering the products and services process should have an appropriate set of skills and knowledge.

However, consideration should be given to the whole process identified above. A good starting point would be to explain the general way that a training solution is delivered to an employer, from first contact right through to the post-delivery evaluation.

You will already have explained your procedure for dealing with employer enquiries in the Part A application and reference could be made to this. Explanation should begin from the point at which the enquiry reaches the Part B area.

Ask yourself

How can you give evidence that your staff development activities ensure the skill and knowledge for those involved in different aspects of the employer process are appropriate and relevant?

How well developed are the skills of individuals/teams in understanding needs and diagnosing and proposing solutions for health-sector employers?

Have you evidence of employer feedback confirming that delivery staff provide a quality service?

Are you able to clearly show your commitment to maintaining the credibility of your staff with employers through a methodical and well-resourced programme of continuing professional development (CPD)?

Indicator **B.2.3 Deploy resources**

Indicator statement:

The resources used to arrange and deliver products and services meet sector expectations.

What it means for you

For this indicator, you need to show that your physical resources meet the needs of the health sector.

Non-human resources include your buildings, equipment and teaching/learning materials but may also include the resources of employers you work with, if delivery takes place in a company.

You will also need to show how you systematically evaluate the effectiveness of the resources in action and that you are continuously striving to improve resources in support of the improvements to your products and services.

Note: as with all criteria, refer to the Part B guidance provided by Skills for Health, which includes resource-related suggestions in section B.2.3.

Ask yourself

Do you have systematic processes that ensure your resources continue to improve in line with changing sector expectations?

Do you have positive examples of employer feedback on the quality of your resources?

What evidence of resource improvements can you outline and why were they improved?

9. Criterion B.3 Perform

The measurement of impact on employers' businesses should be a key routine practised by all providers that supply goods and/or services for employers. Not only will it help to inform your routine quality improvement processes, but it may also provide you with useful information (eg case study materials) that could be used to further promote your services. It may also provide useful information for your Framework for Excellence judgement of the employer responsiveness key performance area.

This third criterion has proved particularly challenging for training providers across all sectors.

The narrative in this section will be different from the bulk of the application because it should be based mainly on **data, analysis and evaluation**.

Indicator **B.3.0 Achieve results**

Indicator statement:

Indicators of performance against strategic objectives show an improving trend or a sustained high level of performance.

What it means for you

Your pre-training dialogue with an employer should set out what you plan to achieve so that you can prove the impact during post-delivery evaluation!

There needs to be some consideration of how to involve the employer in agreeing impact measures and how and where these will be recorded (to establish the audit trail, etc). These are important to get right, as the training provider will mainly rely on the employer for the evidence of business impact.

Ask yourself

What employer performance indicators do you specifically have for your health-sector work?

Do contracts with employers for the delivery of goods/services specify outcomes in terms of the employer's identified needs?

Do you have health-sector examples of where your delivery of training is improving efficiency or effectiveness?

Do you have project and/or annual reports that highlight health-sector achievements/performance against targets?

Indicator **B.3.1 Achieve impact**

Indicator statement:

Impact on the sector shows an improving trend or sustained high level of performance.

What it means for you

This is your opportunity to highlight the impact your health-sector solutions have had on improving performance within the sector.

Business impact measures could include the following measures:

- **hard** (greater competitiveness, greater productivity, less waste, etc.)
- **soft** (greater job satisfaction, improved motivation, reduced absenteeism or sickness, etc)
- **short to medium-term benefits** (greater competitiveness, greater productivity and efficiency, improved health and safety, etc)
- **longer-term drivers** (staff retention, staff motivation, organisational responsiveness, improved service delivery, patient experience and so on)

Ask yourself

Ask a simple question every time you negotiate training with an employer – why are we doing this? The training solution that you propose should not only be meeting the employer's needs but be designed to tangibly improve service delivery.

Do your documents show that health-sector outcomes data is consistently collated and analysed?

Are you able to produce quantitative evidence of impact on health service delivery?

Are you able to produce analyses of trends in employer satisfaction and in impact on health employers' businesses and service delivery?