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 is accredited, portable and requires assessment of skills. 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.

Additionally, a

Learning Disability and Autism (‘Oliver’s Training’) within the adult social care sector. From 1 July 2022, the Health and Care Act 2022 introduced a requirement on CQC-registered providers to ensure their staff receive training on learning disability and autism, appropriate to their role. This training is an important way to ensure staff have the right knowledge and skills to provide safe and compassionate care for people with a learning disability and autistic people and to improve outcomes for this population. We want this training to be an essential part of the learning journey for the adult social care workforce which is why the DHSC has embedded it within plans such as the Care Workforce Pathway and the Level 2 Adult Social Care Certificate.

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 Mark that can be used in promotional materials for the course or qualification
- recommended to DHSC to be considered 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 Oliver’s Training and 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 one

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

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

Phase three

Section 2: Quality standards

The quality standard s

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 and/or The Oliver McGowan Mandatory Training on Learning Disability and Autism.

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

Quality standards 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 (EQA) reports, relevant to a range of adult social care qualifications, demonstrate they meet the awarding organisation's standards.4

1. Trainers who are autistic or who have a learning disability are properly employed, paid and supported to engage fully with the role they are undertaking.

2. The training provider can demonstrate their experience of and commitment to working with people who are autistic or people who have a learning disability.

3. The training provider delivers The Oliver McGowan Mandatory Training on Learning Disability and Autism in a way that is consistently contextualised to the audience and service type.

This framework is designed to set a benchmark for quality training delivery and ensure that training identified and recommended by the government is of good quality and meets the needs of the sector whilst supporting employers to make informed choices.

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

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

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.

11. 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 and certificated by MHFA England are eligible to have their training quality assured through the Quality Assured Care Learning Service.

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

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 n Tc ses h6 ( )]TJ 0 Tw 5.17 0

Template staff appraisal	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

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.

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

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	

T2 1 Tf74.28 598.08 (y)]TJETQq74.28 598.08 26.5 111.12 re

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 relat

Template feedback forms Trustpilot reviews Feedback policy	Analysis of learner/commissioner feedback Action plans as a result of learn

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

Part three - Accredited qualifications

Accredited qualifications

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

Please note: accredited qualifications are qualifications delivered by training

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.

Please note

If in the future if you want to apply to have additional accredited qualifications quality assured, you will need to complete a new part 3 application. You will not need to:

- add the accredited qualifications you are already quality assured to deliver complete parts 1 and 2 again

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

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.

Part five - The Oliver McGowan Mandatory Training on Learning Disability and Autism ('Oliver's Training')

The Oliver McGowan Mandatory Training on Learning Disability and Autism ('Oliver's Training')

Complete this part of the application form if you're applying with regards to delivery of The Oliver McGowan Mandatory Training on Learning Disability and Autism.

Please note: if you haven't yet delivered Oliver's Training, please don't apply to become quality assured as we can't quality assure training that hasn't yet been delivered. Please only apply when you can show evidence of implementation of the quality measures in practice.'LBody'

3. Can you confirm that your organisation's training offer is in line with T he Oliver McGowan draft Code of P ractice on statutory learning disability and autism training?

   Select Yes or No

   The Oliver McGowan draft Code of Practice on statutory learning disability and autism was published in June 2023 as part of a public consultation. The purpose of the Code is to provide registered providers with the necessary guidance to meet the legislative requirement introduced by section 181 of the Health and Care Act 2022, that they must ensure their staff receive learning disability and autism training appropriate to their role. Training providers must ensure that their training offer for Oliver's Training aligns with the final version of the Code when this is published in due course.

4. Can you confirm that you are employing trainers that have been approved to deliver Oliver'

Inclusion

What do you do to ensure the individual is able to play a full and active role within your organisation should they want to?
Do you invite individuals to team meetings and how do you support them to attend and participate fully?
Do you have employee forums, are individuals invited to be members of those forums and how do you support them to attend and participate fully?
How do you support trainers to meet prior to delivering training together so that they are familiar with the people they will be working with?
How do you know that individuals feel included and valued within your organisation?

Possible sources of evidence:

Job descriptions
Recruitment materials
Contracts of employment
Induction process
Personal development plans
Employee feedback
Case studies
Accessibility policies
Examples of reasonable adjustments made to meet the needs of the individual
Examples of inclusion policies

Example evidence

Insufficient	Sufficient
Job description Contract of employment Accessibility policy	Job description Contract of employment Recruitment materials Employee feedback Case study

2. The Training provider is able to demonstrate their experience of and commitment to working with people who are autistic and/ or people who have a learning disability.

The Oliver McGowan draft Code of Practice on statutory learning disability and autism training recognises that effective training involves people with personal experience in its design and delivery. Oliver's Training meets that requirement in that it has been developed, trialled, evaluated and is now delivered by autistic people and people with a learning disability.

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 measures set above your application will be rejected.

Appendix 1 : Glossary

Accredited qualification s	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	Changes an employer makes to remove

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 (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 (https://www.gov.uk/government/collections/sfa-national-success-rates-tables)

Appendix 3: Frequently asked questions

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.

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, meet the needs of the workforce and users of care services.

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.

How is the new service linked to t n

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 can 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.

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.

Do I have to be quality assured 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 one

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 two

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 three

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.

How do I become quality assured?

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

My organisation has developed our own version of learning disability and autism training, can this be quality assured under part 5 of this application?

Appendix 4: Verification review

All training providers who are successful in their application to have their qualification and learning programme offer quality assured will be subject to regular verification reviews conducted by the Skills for Care Audit Team. The purpose of verification is to ensure that:

training providers continue to meet or exceed the quality standards and/or the quality framework for (ds)4 -ekfierMrc(Mr)17 aondatory T452 (r)7 (ai)6 (ni)6 (ng)10 o(n)10 l(t)6 (n)4 (e)-4 (d)-4 (a)-4 (t)-4 (e)-13 (a)2 (s)-4 (s)-4 (e)-4 (s)-4 (s)-4 (m)-4 (e)-4 (n)-4 (t)-4 (s)-4 (.)-4 T452 (r)7 (ai)6 (ni)6 (n)).7 ( )]TJ0 Tc 0 Tw ( )TjEMC /LBody 4V

Mrt trainine provihers cn ect a ainiieiew apprxvidsnsi tn(i)16 (e mr)7 (o)10 (nt)2 hsy ft24 (er)7 at1heirnsucc1assulaicatian

FTllingntiiniiei56.9 (ew.56 ,:)2 ((t)2 (h)10 (t)2 (r)7 (ai166 (ni)6 (ng)10 (pr)7 (ov)4 (i1)6 (der) ear(f:)2 ( )10 (t)2 (he)10 (ft)2 (i)6 art T52 ((e)9.9 (t)5.1 (i1)6 mr61.9 (pl)6 (i)6 (e wl)6 (i)6 (l)6