

**Standards Evidence**

**Organisations are required to complete the following sections, providing evidence on how they meet the PHA Quality Service Standards.**

Name of Organisation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Project(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

July 2018 Edition

**Section two:**

**Training Standards**

Training standards should be completed by all commissioners of education and training to ensure that the work they commission happens in a manner that is considered safe for everyone involved and at the very least will cause no harm.

When completing the Training Standards, consider any PHA funded emotional wellbeing training your organisation commissions or delivers either internally or externally. Example of training could include but is not restricted to safeTALK, Mental Health First Aid (MHFA), Applied Suicide Intervention Skills Training (Asist), Living Life to the Full (LLTTF), Mood Matters, Relationship and Sexuality Training, etc.

| **Standard** | | **What this means?** | **What this might mean in practice?** | **Linked standards** |
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| **Criteria 6 Training** | | | | |
| **C6.1** | The provision of Training and relevant training programmes are in line with the providers’ constitution and strategic direction. | The provision of training / specific training programmes is clearly set out in the remit of the provider and will support the achievement of organisational objectives. |  | C1.1 |
| **C6.2** | The organisation is assessed against the Core Standards and other relevant standards and the provision of training activities are considered during this process. | All criteria set out within the Core standards applies to all relevant services within the organisation.  It is essential therefore that each relevant service is considered when assessing the organisation against Core standards. |  | C1.1 – C5.2 |
| **C6.3** | Training providers ensure that all training offered complies with course requirements. | Training provided must operate within the guidelines, contracts, licenses etc. required by the specific course / commissioning body. |  | C1.4  C4.3 |
| **C6.4** | The training provider conducts Training Needs Analysis (either formally or informally) in order to identify the needs of the learner / learner groups. | This is a process by which training and learning needs can be identified. This is concerned with identifying both the need for the training and the suitability of the learner / learner group to attend specific training. |  | C5.1 |
| **C6.5** | Training providers have in place processes for the administration of the training service. | The effective management and administration of training is key to a well organised efficient training service that supports all aspects of the training lifecycle.  This function is not dependent upon having dedicated administration staff, but is achievable through well documented procedures which support the efficient, consistent and equitable delivery of training. |  | C6.7 |
| **C6.6** | Training programmes are fully described and communicated with prospective learners. | By providing details of training programmes in advance prospective learners can make an informed choice in relation to the suitability of the programme for them / their needs.  This may include course description, who the course is aimed at, anticipated / stated outcomes, aims and objectives, application/registration process, course accreditation / certification, entry requirements, time commitment required, course delivery methodology**,** progression pathways etc. |  | C6.6 |
| **C6.7** | Training course content and materials are accurate, evidence based and reflects best practice. | Training course content is kept up to date and is evidence based i.e. it contains information, safe practices, wording etc. that has been proven to be effective through research and evaluation and which is consistent with current Mental and Emotional Wellbeing and Suicide Prevention Strategies. |  | C5.2 |
| **C6.8** | Training environments, facilities and equipment meet legislative requirements as well as the requirements of learners / learner group and the trainer(s). | Training facilities are safe and meet minimum legal requirements and are suitable for the needs of the learner group. |  | C3.1  C6.5 |
| **C6.9** | Trainers are aware of professional boundaries and remain professional in the facilitation of training to ensure a safe learning environment. | Trainers are aware of the impact that their personal experiences and the personal experiences of participants can have on training.  Trainers can manage their personal experiences in the training environment and take responsibility for self-disclosure.  Personal disclosures of learners is not encouraged in large groups or within environments that **cannot** support that disclosure. |  | C2.4  C3.4  C3.5  C3.6  C3.7  C4.3  C6.5  C6.13 |
| **C6.10** | Persons delivering training have sufficient subject matter knowledge and skills in training delivery. | For training to be successful in meeting the needs of the learner group, providers and commissioners it is important that persons delivering the training are knowledgeable and have a deep understanding of the subject matter, can communicate this in a range of ways to meet the needs of the learner without compromising the integrity of the training, have the facilitation skills to manage the group and any issues which may arise and the technical ability to utilise relevant technology. |  | C2.1  C2.2 |
| **C6.11** | Providers ensure that training programmes are monitored and evaluated to give a measure of quality and impact. | Evaluation and monitoring of training programmes is important to capture and measure the satisfaction of participants, determine changes in learners knowledge, skills, competencies and attitudes and improve the training process. |  | C4.1  C4.2  C4.3  C5.1 |
| **C6.12** | Training providers prepare to involve those impacted by the issues raised within the delivery of training. | Where it is agreed that a non-training service user, carer and / or family representative will collaborate in the training delivery, providers ensure that procedures are in place to support the individual and are in line with the ‘*Guide to speaking publicly about personal experiences of self-harm/suicide/mental health issues*’ (<http://www.publichealth.hscni.net/sites/default/files/Guide%20to%20speaking%20publicly%2009_17_final_0.pdf>) |  |  |
| **C6.13** | Individuals responsible for the delivery of training have a clear knowledge and understanding of available relevant support resources. | Service providers recognise the impact that training can have upon individuals and ensure that persons responsible for the delivery of training have the confidence and ability to address issues that arise in a professional, safe and supportive manner. |  | C2.4  C3.3  C3.4  C3.5 |
| **C6.14** | Service providers and relevant personnel demonstrate an active commitment to self-care. | Self-care is about individuals taking responsibility for their own physical as well as mental and emotional wellbeing, and involves individuals being mindful of their own health, self and happiness.  The ethos of self-care is twofold. Firstly, do no harm. Secondly, to actively look after personal needs i.e. physical, social, emotional or spiritual. |  | C2.3  C6.9 |