

Department for Transport

Professional skills for delivering the DDR scheme

Analysis of DDR training provider organisations' interview findings

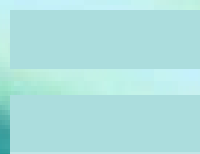
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Prepared for:

Chris Gazzard

Prepared by:

**Dr Charles Johnson &
Jo Hardman**



cas

CAS, 221 St John St, London, EC1V 4LY
T: 020 7688 2840 F: 020 7688 2889 E:
info@casolutions.co.uk

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1 INTRODUCTION

1.1 Background

In August 2007, Department for Transport (DfT) commissioned Competence Assurance Solutions (CAS) to carry out an independent review of the skills and knowledge (competence requirements) that a good Drink Drive Rehabilitation (DDR) trainer needs to have. These competence requirements have been supplemented by a number of practical guidance documents which training providers can use to recruit, retain and develop high quality trainers and to assure DfT that the DDR trainer competence is being effectively managed.

A set of Key Performance Indicators (KPIs) have been taken from each of the guidance documents. Taken together the KPIs describe what is currently regarded as good practice in competence management.

This Work Package of the project has reviewed how well the 22 training provider organisations meet the KPIs in the good practice guidance. CAS has interviewed all training providers with the aim of determining what approaches they are currently taking to recruitment, selection, trainer training and continuing professional development.

This report is the 7th Deliverable of the project and is structured as follows:

- Section 2 explains how the Key Performance Indicators were identified.
- Section 3 describes the interview process.
- Section 4 gives general comments on findings from the interviews.
- Section 5 explains the next steps for the project.
- Appendix A has a full list of the KPIs and interview areas.

2 KEY PERFORMANCE INDICATORS

The good practice guidance developed earlier in the project has identified four areas of competence management, around which the interviews were structured:

1. Recruitment of DDR trainers.
2. Selection of DDR trainers.
3. Training DDR trainers.
4. Continual Professional Development of DDR trainers.

These areas cover the overall breadth and depth of organisational capability needed to assure best practice competence management of DDR trainers.

Each of the areas has four KPIs that describe good practice competence management. For example, the table below shows the KPIs associated with Training:

Table 1: Example of KPIs related to DDR trainer training

Area	Key Performance Indicator (KPI)
Training DDR trainers	T1: Accurate and realistic individual training needs are identified.
	T2: General training requirements are developed.
	T3: Effective and practical training remits/plans are developed.
	T4: Training remits/plans are implemented, reviewed and revised as necessary.

2.1 Questions

Each of the KPIs has a number of questions (usually five questions per KPI) that will be used to assess an organisation's capabilities against the KPI. For example, the questions for the Individual training requirements KPI are shown in the table below:

Table 2: Questions associated with KPI T2

KPI	Questions
T2: General training requirements are developed	1. Is there are a set of standard training requirements in place?
	2. Are these requirements defined effectively?
	3. Do the training requirements cross refer to the DDR competence framework?
	4. Are suitable people involved in defining training requirements?
	5. Are training requirements reviewed and updated as necessary?

For a full list of the KPIs and Questions, please refer to Appendix A.

3 INTERVIEW APPROACH

3.1 Administration of interviews

3.1.1 Arranging the interviews

All 22 training providers were emailed a briefing note giving information about the interview process. Following the email, a CAS representative telephoned all contacts to arrange a suitable time and date for the interview to be carried out.

3.1.2 Carrying out the interviews

All interviews were carried out on the telephone by one member of the CAS team. The interviews took approximately one hour. The interviews focussed on the KPIs supplemented with a number of prompt questions. This allowed the interviewees the flexibility to justify the processes they have in place at length (given the time allowed for each interview) without being constrained by answering a long list of specific questions. When reference was made to organisational processes or procedures during the interviews, CAS asked for evidence of the processes e.g. copies of documented procedures, policy statements, etc. Notes were recorded electronically during the interviews.

3.1.3 After the interviews

Following the interviews, all notes made were sent to the interviewee for review and update where appropriate. If it was found that there was not enough information about a given KPI further questions were asked in a follow-up interview. Follow-up questions also addressed areas of uncertainty in the documented procedures or processes that had been sent to CAS for review. All interviewees were made aware that the documents would be used as evidence to support claims made during the interview. Any documents sent to CAS have been treated in complete confidence. Where documents referred to an individual DDR Trainer's performance (such as a completed appraisal form), training provider organisations were asked to remove any personal identification information.

3.2 Scoring the interviews

The comments made in the interview were reviewed together with any relevant documentary evidence that was sent, and scored at the question level. The scale used to score the questions is described in the table below¹:

Table 3: Question scoring scale

Question Score	Description
0	This doesn't exist at all.
1	This process is being developed.
2	This process exists but it is not effective.
3	This process exists and is partially effective and/or only applied to some members of staff.
4	This process exists and is fully effective.

It was made clear to all interviewees that we would like to see supporting documentary evidence of any claims made during the interview (all interviewees were made aware of this in the interviews). In addition they were sent a follow-up email immediately after the interview and then a reminder email a few weeks later if the relevant documents had been received. In those instances where no evidence was given, claims made in the interviews were treated cautiously. Where appropriate, if interviewees claimed they had a process in place and we did not see any supporting evidence of this, scores were marked down by 0.5. This happened mostly in smaller organisations. If the training provider was an organisation that offered DDR training in addition to other services (such as those training providers that are County Councils) we assumed that if they claimed they had, for example, a Discrimination Policy, it was likely to be true.

Using the scores given to the questions we gave an overall rating for each KPI. The KPI rating was based on how well an organisation scored on the underlying features of that KPI. For example, if a KPI had five questions belonging to it and an organisation scored three 4s and two 2s then it would receive a KPI rating of 3. The meanings of the KPI ratings are shown in the table below:

¹ We also gave half marks in those instances where organisations fell in between categories.

Table 4: KPI rating scale

KPI rating	Description
0	This doesn't exist at all.
1	There are some processes in place but they are inadequate.
2	There are some processes in place and they are partially effective.
3	There are appropriate processes in place and they are mostly effective.
4	There are appropriate processes in place and they are fully effective.

A few interviewees felt that some of the KPIs were not applicable to them given their small size. For example, they argued that it was not reasonable to expect a small training provider that only recruits new DDR trainers on a very occasional basis (less than once every 3 years), using internal methods or word of mouth, to have a formal and explicit advertising process. In these cases, ratings were not adversely impacted if it was felt that meeting the KPIs was unreasonable given the size and situation of the organisation.

For example, KPI R1 is about defining and using role requirements. A number of training providers claimed that they don't have any role requirements, although they have job descriptions. However, when the job descriptions were reviewed it was found that often role requirements were embedded within the document. In those cases, KP1 was given a higher rating because even if the training provider did not have explicit, separate role requirements it was using something equivalent embedded in another document with a different name.

4 KEY THEMES

This section of the report details the key themes that have emerged from the interviews, starting with areas of strong performance followed by areas which are weaker. The ratings are then divided into training providers with large numbers of DDR trainers (providers that employ seven or more DDR trainers) and training providers with small numbers of DDR trainers (providers that employ less than seven DDR trainers). Each individual provider will receive confidential, in-depth reports on their results.

4.1 Summary of DDR training providers

In total there are 22 training providers who are authorised to deliver the DDR scheme. CAS interviewed all 22 providers during October and November 2008. 12 of these training providers were labelled as 'large' (providers that employ seven or more DDR trainers) and 10 were labelled as 'small' (providers that employ less than seven DDR trainers). 15 organisations sent documentary evidence of their processes and procedures for review.

4.2 Overall areas of strong performance

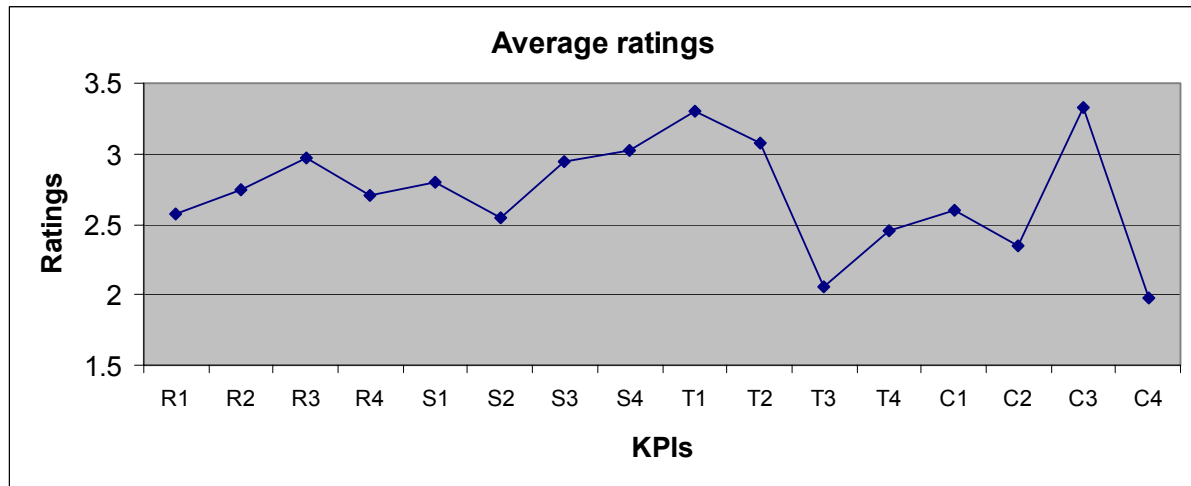
This section gives information about those KPIs where organisations have been given high ratings for KPIs.

For reference, a full list of the KPIs is shown in the table on the following page:

Table 5: KPI references and statements

KPI references and statements
R1: Valid role requirements are identified and defined.
R2: Suitable person specifications are developed and used.
R3: Accurate job descriptions are developed and used.
R4: Effective processes to attract applicants are identified.
S1: Selection processes, methods and criteria are pre-determined.
S2: Short-listing criteria are pre-determined.
S3: Effective structured interview processes are always used.
S4: An up-to-date discrimination policy is used and adhered to.
T1: Accurate and realistic individual training needs are identified.
T2: General training requirements are developed.
T3: Effective and practical training remits/plans are developed.
T4: Training remits/plans are implemented, reviewed and revised as necessary.
C1: CPD requirements are identified for all individuals.
C2: Suitable CPD approaches are identified.
C3: An organisation wide CPD strategy is developed.
C4: The effectiveness of the CPD strategy is measured and evaluated.

The ratings given to all training providers were summed and averaged. The average ratings are shown in the graph below.



Graph 1: Average ratings for each KPI

What is most clear from this graph is that there are a number of KPIs that training providers are rated highly on.

Without exception all training providers are rated highly on C3. Training providers are very good at making sure that their staff are competent at their day to day job and that their performance is managed. Managers in the organisations receive plenty of information about how well the trainers are performing. This information routinely comes from more than one source. The following sources of information are normally used to monitor staff competence:

- Trainee evaluation forms².
- Increases in trainee knowledge post completion of a DDR course.
- Feedback from paired trainer.
- Routine observations by manager.
- Unplanned observations by manager.
- Individual feedback.
- Formal appraisal sessions.

² These usually cover general training feedback as well as sections on the trainer's performance.

In addition, most training providers make sure that their staff are up to date with changes to legislation or good practice training techniques. This is usually done via an informal newsletter which is sent monthly to all trainers. A few training providers have formal meetings where issues and changes are explicitly discussed.

Although some areas of C3 are fully effective, there are a number of reasons why the KPI C3 was not rated at a 4. The main one was that many training providers do not have formal approaches for updating and ensuring the maintenance of people's competence. For example there is often no formal approach to disseminating the changes to legislation or communicating advances in training practice. It often relies on one person (usually the DDR manager) making sure that a newsletter is sent out. In addition, ongoing competence management processes have not been explicitly linked to good practice guidance.

Comments from the interviews imply that day to day competence is being managed, but there is often no formal definition of how often a trainer's performance should be appraised. For example, when DDR trainers receive formal appraisals these are normally carried out on an ad hoc basis. Most training providers aim to appraise their staff once a year but there is no formal requirement to do this.

Another area where all training providers perform well is in the initial individual and general training that they give their staff (KPIs T1 & T2). The majority of training providers have a clear induction process which includes initial training in DDR subject matter. Even when new DDR trainers have been explicitly recruited with background in alcohol education they receive the DDR training. This makes sure that all new trainers are equipped with enough knowledge in both training techniques and background knowledge to present a DDR session. This initial training is normally carried out internally. The up-skilling of newly recruited DDR trainers is managed carefully and feedback is given to individuals throughout the process. In almost all training organisations new DDR trainers do not carry out a real session until they feel confident to do this. In addition, many new trainers attend a real DDR session either as a silent observer or as a second trainer (where training is carried out in pairs)³.

³ A number of training providers carry out training in pairs which gives each trainer the opportunity to give feedback on their partner's performance. It is interesting to note that in many instances the pairings are not randomly assigned and are, in fact, examples of informal coaching where a new trainer will be paired with a more experienced one.

One reason why these KPIs have not been rated as a 4 is because the initial training given to staff is often not based on an individual assessment of competence. Whilst the induction training covers all necessary DDR subject areas it may be the case that the new recruit does not actually need such thorough training. This is particularly true for those new recruits who have a background in alcohol education.

In addition, individual training beyond initial training is limited. A few training providers mentioned that they offer first aid courses or IT courses, but little else is delivered. These training courses are not routinely offered to DDR trainers and seem to be carried out when the individual needs it as part of their 'day job' (in those cases where DDR trainers are part-time and have another job such as working in the probation service).

As a general finding, the final stages of selection (interviewing and complying with discrimination legislation) are often performed well. The KPI S3 'Effective structured interview processes are always used' has been supported by information from almost all training providers. It is normal that potential new DDR trainers are subjected to a formal interview before they are offered the role. This interview is usually carried out by more than one person (normally a representative of HR in larger organisations and the DDR manager). The questions areas are often decided in advance and are based on the skills and experience that have been set out in either a person specification or a role requirement document. Some organisations use multi-modal styles of interviewing which cover question styles such as:

- Biographical questions, e.g. "What work have you done in your recent job?".
- Behavioural questions, e.g. "Tell me about an occasion when you had to deal with a difficult trainee?".
- Hypothetical questions, e.g. "What would you do if faced with a difficult trainee?".

A large percentage of the training providers used some sort of scoring sheet for the interviews and marked responses based on pre-set criteria. Without exception some sort of interview record was kept for successful applicants.

In addition, the large majority of training providers have an up to date discrimination policy. In larger organisations the policy has been inherited and is written by the HR department, although smaller organisations also have explicit documents which cover areas such as discrimination and equal opportunities. All documentary evidence of policies we received was current and up to date and the majority of training providers made sure that they were used

during the recruitment process. The overall rating for S4 did not averaged 4 because a minority of organisations either were missing some elements of interviewing good practice or did not have any sort of discrimination policy in place or, if they did, it was not used.

4.3 Overall areas of weak performance

There are two KPIs, T3 & C4, where most training providers did not perform as well.

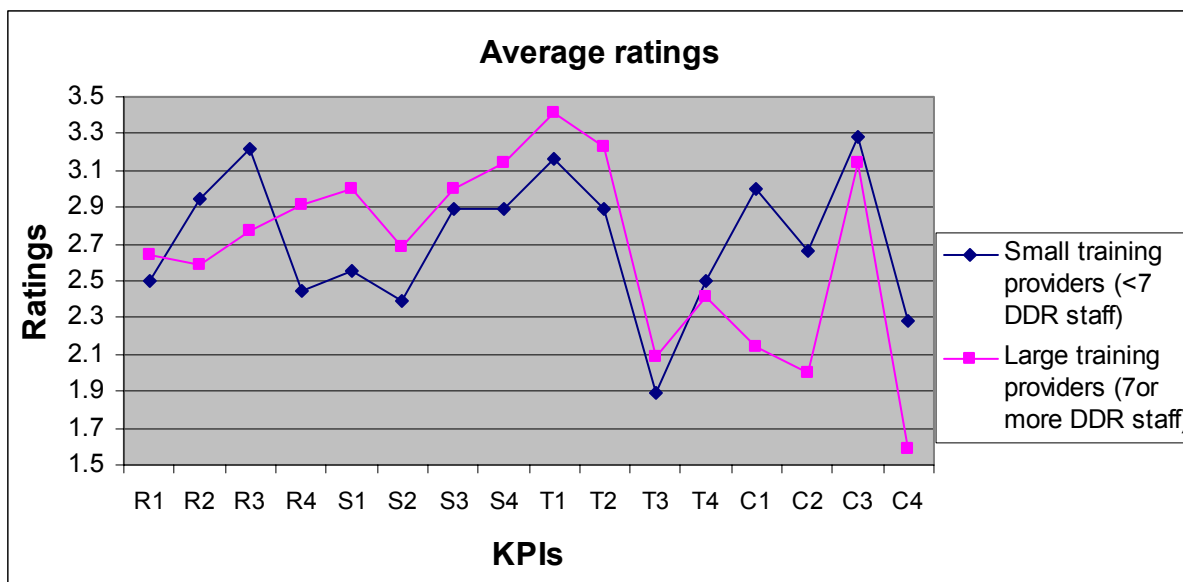
T3 concerns developing effective and practical training remits or plans. To some extent the rating on this KPI is lower than other ratings because the majority of training providers do not offer additional training to their staff beyond the internal initial training. In addition, when further training is given to trainers, this training is often not delivered to a formal training remit with details of training aims, learning objectives, target audience and expected outcomes. Without a description of the expected outcomes, it is difficult to assess how successful the training actually is. Where training providers outsource training (mostly for wider skills such as first aid) it is normal to use a preferred supplier. Without developing training remits, DDR training providers can do little to assure themselves, or DfT, that the training they give to their DDR trainers is effective.

The lower rating on C4 (the effectiveness of the CPD strategy is measured and evaluated) is a consequence of the fact that many DDR training providers do little to promote formal CPD practices in their organisation. However, as mentioned in Section 4.2, all training providers make sure that DDR trainers are competent at their day to day jobs so there is informal CPD at least. Some of the training providers (particularly those which are County Councils) have formal CPD approaches; although these are for the DDR trainers' 'day jobs' and are not necessarily appropriate for the requirements of DDR trainers. One reason why training providers scored low on this KPI was because there was little evidence that the effectiveness of an individual's performance is linked to any previously defined indicators. There is no formal process to measure how effective the approach used to manage on the job performance is. For example, it was apparent that the assessment processes used by some training providers are very inefficient. They make too many observations of DDR trainers which results in organisations receiving too much of the same sort of information about individual DDR trainers' performance. If training providers measured how effective their approach was, it might encourage them to carry out risk based observations where only those who had not been performing well were reviewed annually. This would allow organisations to continue to review a trainer's performance but restrict the observations of an

established trainer to those instances when he/she was delivering something new or delivering to a difficult group. It is interesting to note that a number of organisations expressed a desire to formalise their CPD requirements and would welcome DfT advice on how to do this.

4.4 Differences related to size of organisation

The following graph shows the differences in the scores between organisations with large numbers DDR trainers and organisations with small numbers of training providers.



Graph 2: Average ratings for small and large training providers

What is most interesting from this graph is that, in general, training providers with large numbers of DDR trainers are better and selecting and training staff, although training providers with small numbers of DDR trainers give more support to individuals to promote CPD.

4.4.1 Training providers with large numbers of DDR trainers

As might be expected training providers with large numbers of DDR trainers often have a structured approach to the selection and training of new staff. Having a formal selection procedure is often a response to a practical problem; the larger a training provider is, the more likely that it will need to select and train larger numbers of staff. It is not surprising that

those organisations that select and induct more new recruits need to have a more formal, structured approach to carrying this out.

A general finding for large training providers was that they usually had more formal written processes and procedures to complete. For example, it is likely that a large organisation has written role requirements and has a process to interview applicants against these requirements⁴. Organisations with large numbers of DDR trainers are also more likely to have an up to date discrimination policy which is adhered to when recruitment and selection decisions are made. The majority of these forms comply with good practice.

In addition, large organisations have a more formal and structured approach to make sure that staff are kept up to date with changes to legislation or good practice training techniques. Given the number of trainers working for these organisations (and often geographic spread) these organisations need to develop formal communications which are sent routinely to all trainers keeping them up to date with any issues that may affect them. Training techniques are sometimes included in newsletters, although not always. However, these newsletters rely on one person disseminating the information. Only a few training providers have formal, regularly scheduled group discussions where anyone can bring new information to the attention of others. Significant benefit could be gained by doing some form of trainer networking as part of the competence maintenance and development process.

4.4.2 Small training providers

The overall pattern of ratings for training providers with small numbers of DDR trainers suggests that they do better than large training providers at the front end of recruitment although are less good at selecting and training their DDR trainers. They also have higher ratings for the set of KPIs that relate to CPD requirements.

Graph 2 shows that training providers with small numbers of DDR trainers have higher ratings than larger training providers on R2 and R3, although this result is misleading. As mentioned in Section 3.2, a common sense approach has been taken to the scoring of the processes and procedures that small training providers have in place. For example, it is unreasonable to assume that an organisation that employs two DDR trainers, for example, should have role requirements (R1), person specifications (R2) and job descriptions (R3).

⁴ Graph 2 is misleading because it shows large training providers to score lower on R1-3 than small providers. See Section 4.4.2 for an explanation of the differences between the scores.

These three KPIs are appropriate for larger organisations and for those organisations that recruit a number of times during the year. However, small organisations can still comply with good practice by having one, good quality version of these documents and using it appropriately. As such, we have rated organisations with small numbers of DDR trainers accordingly. For example, some small organisations had job descriptions which had role requirements embedded within them. In those instances the organisation scored a 3 for R1 and R3.

Training providers with small numbers of DDR trainers did not score as well on R4 (Effective processes to attract applicants are identified). This is because in almost all such organisations they rely on word of mouth for recruitment. There is very little formal advertising of positions – however, the final KPI rating is based on what it is reasonable to expect a small provider to do. For example, small organisations were not penalised too heavily if they had no formal advertising because they could justify why this was the case. For many small training providers it simply wasn't appropriate to use formal advertisements because they already had enough (and in some cases too many) applicants for a new role⁵. However, this KPI was not rated higher than 3 for any organisation because there are no contingency plans to rely on if informal advertising ceases to find new recruits.

Another area where training providers with small numbers of DDR trainers were rated more highly is in the KPIs concerned with DDR trainer CPD. The reason for this is that the majority of training providers that were labelled as 'small' in this study are in fact councils. A relatively crude classification system was used to label training providers with small numbers of DDR trainers (organisations that employ fewer than seven DDR trainers). In fact, councils may employ 4 DDR trainers (and thus be labelled 'small') even though they employ far larger numbers of people for other roles within their organisation. For this reason, these organisations with small numbers of DDR trainers have inherited a number of CPD practices that are applied to staff who deliver the DDR scheme. A number of councils have explicit CPD requirements for employees. Given that the almost all DDR trainers who are employed by councils perform DDR training on a part time basis (i.e. have a 'day job' within the council (normally in the road safety department)) they have explicit requirements placed on them to show their managers proof of their individual CPD. Whilst these CPD practices may not be

⁵ Interestingly, of all the interviews we carried out not one organisation mentioned that they had problems attracting new applicants for the DDR trainer role.

specifically designed for DDR trainers per se, they do go some way to promote a culture of individual performance improvement and advancement.

Training providers with small numbers of DDR trainers have been given lower ratings on S2 (short-listing criteria are pre-determined). The reason for this is that, as mentioned above, 'small' training providers are actually often the largest organisations (but with the smallest number of DDR trainers). In these large organisations they mainly rely on internal recruitment for the DDR role. For example, it is likely that someone who works in another road safety department may be 'recruited' to carry out the DDR trainer role part time. In these instances, the organisations do not use a short listing procedure. Instead, they identify who would be suitable for the role from previous experience and relevant background knowledge and specifically target the individual. It is for this reason that the rating given is lower than the others in the 'selection' group.

5 NEXT STEPS

The results of the interviews aims to help training providers to identify where the systems need to be updated to meet good practice and which improvements should take priority. The next Work Package of the project will classify improvement areas according to whether they deliver short or longer term benefits. CAS will run a session with all training providers (scheduled for 23rd January 2009) to discuss and test the improvement areas and examine the implications for different stakeholders.

In addition, each training provider will receive a confidential individual report detailing the findings from their interview. The report will suggest some specific improvement actions for the training provider to implement in order to meet the requirements set out in the good practice guidance.

APPENDIX A – KPIS AND QUESTIONS

RECRUITMENT

R1: Valid role requirements are identified and defined

Is there a pre-determined set of role requirements defined for each trainer role?

Are the role requirements for DDR trainer roles properly defined?

Are KSAs included within these requirements?

Are role requirements reviewed periodically?

Are role requirements updated in light of the review?

R2: Suitable person specifications are developed and used

Are person specifications developed for the DDR trainer role?

Are person specifications reviewed periodically?

Is someone given responsibility for developing the person specs?

R3: Accurate job descriptions are developed and used

Are job descriptions developed for each trainer role?

Are suitable people involved in writing and reviewing job descriptions?

Does the job description conform to the recently developed DDR Competence framework?

Is the JD a clear representation of the role?

R4: Effective processes to attract applicants are identified

Is there a rationale for how vacancies are advertised?

Is the success of the advertising process measured?

Is appropriate use made of both internal and external recruitment?

Is the balance of internal and external recruitment fair?

Are adverts used suitable for attracting quality applicants?

SELECTION

S1: Selection processes, methods and criteria are pre-determined

Is there a consistent process in place for selecting candidates?
--

Does the process include an appropriate mix of methods at appropriate times?
--

Are the selection methods applied appropriately?
--

Is the effectiveness of these methods assessed?

Are changes made to the selection methods in light of the assessment?

S2: Short-listing criteria are pre-determined
--

Is a suitable range of criteria used for short listing?

Are effective techniques used in the short listing process? Is information from JDs, person specs or the competence framework used to help you shortlist?

Is there an effective decision process used?
--

Is there a timely procedure to inform successfully shortlisted candidates?
--

S3: Effective structured interview processes are always used

Is there a structured interview process?
--

Are the interview questions decided in advance? Are the questions based on information from JDs, person specs and/or the competence framework?
--

Do questions cover the full range of competences?

Are records kept on the interviews to feedback to candidates?

S4: An up-to-date discrimination policy is used and adhered to

Is there a discrimination policy in place?
--

Is there a person who is responsible for designing and enforcing the discrimination policy?

Is the policy taken into account during selection and recruitment processes?
--

Is this policy reviewed and updated periodically?

TRAINING

T1: Accurate and realistic individual training needs are identified
--

Is there a system in place for defining individual staff training needs?
--

Is information used from the recruitment and selection processes to identify individual training needs?

Does the individual get involved in defining their own training needs?
--

Are the training needs accurate and realistic?
--

Is there a review process to check that training needs are accurately defined?
--

T2: General training requirements are developed
--

Is there are a set of standard training requirements in place?
--

Are these requirements defined effectively?

Do the training requirements cross refer to the DDR competence framework?

Are suitable people involved in defining training requirements?

Are training requirements reviewed and updated as necessary?
--

T3: Effective and practical training remits/plans are developed
--

Are training remits written which cover all the information required to develop a training course?
--

Are training remits written for all the training requirements that have been identified?
--

Is the ability to deliver remits assured?

T4: Training remits/plans are implemented, reviewed and revised as necessary

Is all training delivered based on a training remit?
--

Is the success of the training programme evaluated?

Are appropriate methods used to evaluate the success of the training programme?

Are training remits updated in light of the evaluation?

CPD

C1: CPD requirements are identified for all individuals
--

Are CPD requirements set?

Is there an effective process for establishing these requirements?
--

Is there a suitable person who is responsible for overseeing CPD?

Are the CPD requirements reviewed?

C2: Suitable CPD approaches are identified

Is it clear where the responsibility of CPD lies?

Are individuals made aware of their responsibility?

Does the process conform to the expectations of the competence framework?

Is the effectiveness of this process monitored and updated when necessary?
--

C3: An organisation wide CPD strategy is developed

Does the CPD strategy link to good practice or advice?
--

Are trainers encouraged to join professional organisations?

Is there a process to monitor and manage on going trainer competence?

Are multiple sources of evidence used to make assessments on trainer competence?
--

Is there a process to make sure staff are kept up to date with any changes to legislation, training techniques etc?

C4: The effectiveness of the CPD strategy is measured and evaluated
--

Is the effectiveness of the CPD strategy measured?
--

Is the effectiveness linked to previously defined performance indicators and linked to the competence framework?
--

Is the strategy updated in light of the review?
