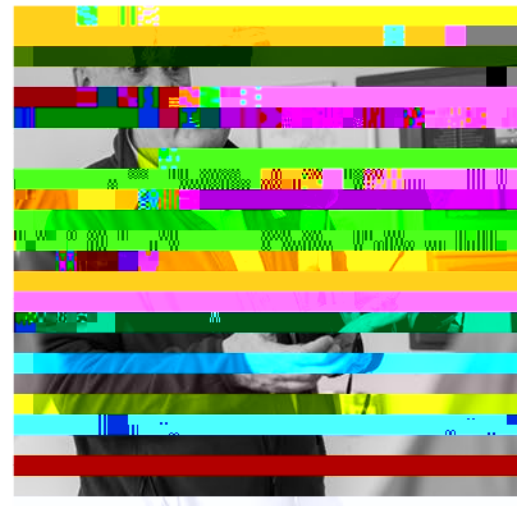
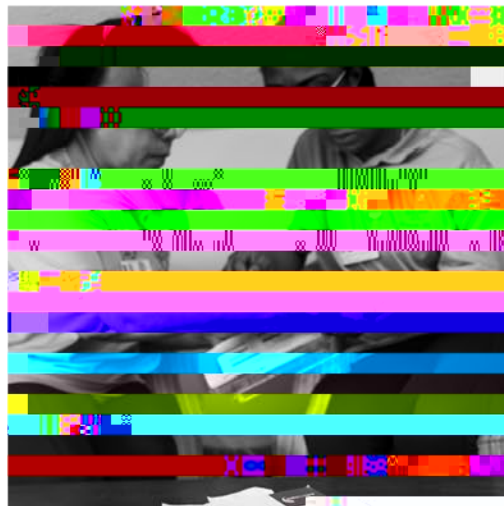
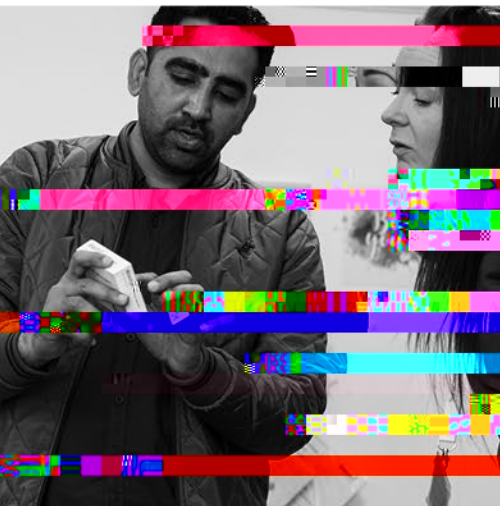


Quality Assured Care Learning Service: application guidance



September 2024

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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:

- f* 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.
- f* Created a new qualification, the [Level 2 Adult Social Care Certificate](#). This has been developed from the Care Certificate standards and requires formal assessment of competence in the workplace. The qualification is regulated by Ofqual and this supports portability across employers. 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.
- f* 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

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:

f provided with a Quality Assured Care Learning logo that can be used in

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

The quality assurance process will remain open to new and returning applicants

Section 2: quality measures

The Quality Standards

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.

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

Quality Standard 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 de.n

4.

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

Quality Standards for training providers applying for their own learning programmes to be quality assured:

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 4.

1. Learning programmes are developed using a planned, robust, and defined process.
2. Existing sector-recognised frameworks and standards are drawn on during the development of new programmes, and when reviewing existing programmes, and programme content is aligned to those relevant frameworks and standards.
3. Sector stakeholders and subject experts are consistently engaged in the development and review of learning programmes.
4. Learning programmes are subject to a planned, robust, and defined process of review.
5. Individuals delivering or assessing a learning programme are competent to do so.

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.

Following these initial application windows, we may seek applications for new courses to address an identified gap in provision. These opportunities will be publicised to training providers with existing quality assured ning

Section 4: Application guidance

We strongly advise that you read this guidance thoroughly and then complete the [self-assessment tool](#) prior to beginning your application.

Part one - Organisation details

Organisation details

All training providers MUST complete part one of the application form.

1. Organisation name

Enter your organisation's full name including any 'trading as' details.

2. Address

Enter the organisation's full address, including postcode.

If your organisation is registered with Companies House this should be your registered address, otherwise this should be your head office's address.

3. What is your UKPRN number?

Please enter your UKPRN number if you have one, if not select 'not applicable'

4. Alternative contact name

Please enter the full name of the person who will be the alternative contact point for this application, should the primary contact not be contactable.

5. Alternative contact email

Please enter the email address of the person who will be the alternative contact point for this application, should the primary contact not be contactable.

6. Website address

Please enter the organisation's website address if applicable.

Please note: Skills for Care undertakes 1.99 (e) 10 (h) 11 We at 005 (1) 11 D 3 an (T) 34..89 0 T () TJ -0004 T

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 assoc (r)70 (y)4(ng)/MCID 19 >>B/.elaiapp (ot)1 (s)14 (t)2 (af (

Evidence

- f* You must upload a **minimum** of 3 pieces of evidence for each quality standard. Please do not provide more than 6 pieces of evidence for each quality standard.
- f* We have provided examples of the 'possible sources of evidence' which you may want to provide. These lists are not exhaustive, you may have other sources of evidence you could include which better demonstrate how you meet the quality standard.
- f* **Only uploading policy, procedure, process documents and blank templates is not sufficient.** You must be able to demonstrate how your policies etc work in practice by uploading working examples to support your policy documents. Please note that examples of insufficient and sufficient evidence have been provided to help illustrate this point.
- f* Personal information should be redacted where applicable.
- f* Evidence can be uploaded in a number of different formats including audio (MP3) and video (.Mw 1.04 0 Td [(P)5[(ec)7w(s)44(10)12((al)665(6)11(1;u)9)6R7W((04045d]

- f* How do you communicate your values to people you employ, employers, those who draw on care and support and wider stakeholders?
- f* How do you ensure your values are embedded in everything you do?
- f* Do you monitor the effectiveness of your values? If so, how?
- f* Is performance against your values measured with individual staff members and learners? If so, how?
- f* When and how do you review your organisational values?

Possible sources of evidence:

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

Example evidence

Insufficient	Sufficient
<ul style="list-style-type: none"><i>f</i> Organisational values<i>f</i> Learner handbook including organisational values.<i>f</i> Staff handbook including organisational values.<i>f</i> Incomplete staff survey	<ul style="list-style-type: none"><i>f</i> Organisational values<i>f</i> Staff induction plan which shows how organisational values are introduced.<i>f</i> Analysis of staff survey with performance against organisational values.<i>f</i> Stakeholder feedback referencing organisational values.<i>f</i> 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 potential.

An Equality Policy should include, as a minimum: A policy statement; Legal framework; scope of the policy; roles and responsibilities; Equality, Diversity, and Inclusion (EDI) learning and development; communication; complaints; monitoring; review. Equality 'Statements' are not sufficient.

Evidence should demonstrate how your policy is actively communicated, how its effectiveness is monitored and what improvements have been made as a result.

Questions you may want to reflect upon to demonstrate how your organisation meets this quality standard are:

- f* Do you have an equality, diversity and inclusion policy or is it a statement, does it include a process for addressing EDI complaints?
- f* How do you communicate your commitment to EDI to employers, learners, staff, people who draw on care and support and wider stakeholders?
- f* What equality and diversity monitoring do you do and how does the monitoring you undertake help you to understand what you are doing well, what needs improving and what gaps in provision, access, or achievement you may have?
- f* How will you measure the success of your actions?

- f* How accessible is your learning provision and what reasonable adjustments have you made to ensure your learning provision is accessible?
- f* How do you embed EDI in your learning and development?
- f* Are your marketing materials, recruitment materials etc reflective of the communities you serve and the wider adult social care workforce?

Possible sources of evidence:

- f* Equality and Diversity policy
- f* Accessibility of learning policy
- f* Reasonable adjustments
- f* Menopause policy
- f* Bullying and harassment policy etc
- f* Lesson plans showing EDI is embedded.
- f* Safeguarding policies for learners
- f* Review processes covering EDI
- f* Monitoring activity/gap analysis
- f* EDI action plans
- f* Recruitment and marketing materials
- f* Stakeholder testimonials/case studies
- f* Ofsted inspection report
- f* CQC inspection report
- f* Evidence if coproduction with people with lived experience
- f* Evidence relating to how you capture and use the voice of people with lived experience

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In this Quality Standard, we want to see that your organisation has processes in place to quality assurance for learning and development offers, and that the implementation of these processes leads to improvements.

Questions that you need to reflect upon to demonstrate how your organisation meets this Quality Standard are:

- f* How do you know what you do well and what needs to be improved?
- f* How do you plan to make improvements where needed?
- f* How do you know if the actions you have implemented are effective?

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- | | |
|--|---|
| | <ul style="list-style-type: none"> <i>f</i> Action plans <i>f</i> Observations of teaching and learning |
|--|---|

4. Staff members and associates receive feedback, support and developmental opportunities to improve their practice and ensure their subject and sector knowledge remains current.

It is important that the staff you employ (this includes associates) are supported to develop their practice and maintain their sector and subject knowledge. What we are looking for here is information and evidence that demonstrates your organisation's approach to this.

Questions you may want to reflect upon to demonstrate how your organisation meets this quality standard are:

- f* Who is involved in the process of staff development and how do you and your staff decide what staff development is needed?
- f* When do your staff undertake their development activities, is their development time protected?
- f* What types of activities do your staff undertake to ensure their sector and subject knowledge is kept up to date?
- f* How do you measure the impact of learning and development activity undertaken by your staff?
- f* How do staff embed new learning and development?
- f* Do staff have the opportunity to share best practice and learn from each other - how is this done?
- f* Do you undertake observations of teaching and learning and how are these observations used to improve practice?

Possible sources of evidence:

- f* Learning and development policy
- f* CPD reuthescy

- f* Staff wellbeing surveys
- f* Internal Quality Assurance (IQA) reports
- f* Minutes of standardisation meetings
- f* Associate trainer contracts
- f* Evidence of strengths-based leadership
- f* Certificates of learning
- f* Staff training needs analysis and associated training plans.

Example evidence

Insufficient	Sufficient
<ul style="list-style-type: none"> <i>f</i> Learning and development policy <i>f</i> Associate contract <i>f</i> Template of staff appraisal document 	<ul style="list-style-type: none"> <i>f</i> Learning and development policy <i>f</i> Associate contract <i>f</i> CPD records <i>f</i> Examples of reflective practice <i>f</i> Observations of teaching and learning <i>f</i> Staff training needs analysis and training plans <i>f</i> Redacted completed staff appraisal

5. Learning offers are shaped by robust analysis of customer and sector

102 (1) (s) for adults

Example evidence

Insufficient

Sufficient

f Initial assessment policy

f A815.32ssibility91olicy

f

Possible sources of evidence:

- f* Matrix certificate
- f* Individual learning plans
- f* Evidence of dissemination of information in support of further learning opportunities.
- f* Destination analysis/reports
- f* Learner feedback
- f* IAG policies
- f* Staff IAG accreditations
- f* Case studies

Example evidence

Insufficient	Sufficient
<ul style="list-style-type: none"><i>f</i> Matrix certificate<i>f</i> Eshot of 'further learning opportunities'	<ul style="list-style-type: none"><i>f</i> Matrix certificate<i>f</i> Eshot of 'further learning opportunities'<i>f</i> Destination report and analysis<i>f</i> Case study<i>f</i> Learner feedback related to IAG received.

- 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.**

- f* How do you communicate your commitment to working with employers?
- f* How do you involve the employer in the learner's journey?
- f* How often do you talk to the employers you work with in adult social care, are your discussions well documented and coordinated?
- f* How do you plan learning and development activities with the employer?
- f* How do you work with the employer to ensure that the learner is able to embed their learning in the workplace?
- f* Do you carry out tripartite reviews with the learner and employer? How do your tripartite reviews help you, the learner and the employer to agree the learner's next learning and development activities so that on and off-the-job training are aligned?

Possible sources of evidence:

- f* Employer reviews
- f* Employer surveys
- f* Employer survey analysis
- f* Individual learning plans
- f* Learner reviews demonstrating employer involvement
- f* Minutes of employer meetings
- f* Employer engagement strategy
- f* Training needs analysis
- f* Case studies
- f* Impact assessment

Example evidence

Insufficient	Sufficient
<ul style="list-style-type: none"> <i>f</i> Employer engagement strategy <i>f</i> Template training needs analysis <i>f</i> Template learner review 	<ul style="list-style-type: none"> <i>f</i> Employer engagement strategy <i>f</i> Learner reviews demonstrating employer involvement <i>f</i> Individual learning plans <i>f</i> Employer survey analysis <i>f</i> Case study

9. Learner and commissioner satisfaction is regularly measured, monitored and acted upon to improve customer experiences.

Stakeholder feedback is key in determining whether your organisation is meeting the needs of its customers and beneficiaries. Feedback can be captured in a variety of ways and can be quantitative and qualitative. In this Quality Standard, we want to know that stakeholder feedback is regularly measured and that, importantly, it is used to drive improvements.

Questions you may want to reflect upon to demonstrate how your organisation meets this quality standard are:

- f* How do you collect feedback about your learning programmes and their delivery? At what point do you collect it and is it quantitative or qualitative feedback?
- f* How do you analyse the feedback you collect, how often is it analysed and who analyses it?
- f* How does the feedback you collect help you to improve what you do?
- f* How does collecting feedback fit into your quality improvement plans?
- f* What action plans have you put in place following a review of learner and commissioner feedback?
- f* Does the way in which you collect feedback from learners and commissioners differ and if so, how?
- f* What are your key measurements of 'satisfaction'? How detailed are your satisfaction measures e.g. are they by programme, protected characteristics etc?

Possible sources of evidence:

- f* Learner/commissioner feedback forms
- f* Analysis of learner/commissioner feedback
- f* Action plans as a result of learner/commissioner feedback
- f* Feedback policy
- f* Quality improvement policy
- f* Quality improvement plan
- f* Self-assessment report
- f* Results of Trustpilot/Google reviews etc
- f* Examples of changes made as a result of learner/commissioner feedback
- f* Case studies and testimonials
- f* Stakeholder satisfaction surveys
- f* Analysis of stakeholder surveys
- f* Meeting minutes
- f* Focus group minutes
- f* PowerPoint presentations about stakeholder surveys

- f* Action plans
- f* Complaints and compliments

Example evidence

Insufficient

- f* Template feedback forms
- f* Trustpilot reviews
- f* Feedback policy

Sufficient

- f* Analysis of learner/commissioner feedback
- f* Action plans as a result of learner/commissioner feedback
- f* Self-assessment report
- f* PowerPoint presentations about stakeholder surveys
- f* Examples of improvement made as a

f

Part three - Accredited qualifications

Accredited Qualifications

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

Please note: accredited qualifications' are qualifications delivered by training providers who are recognised centres with Ofqual regulated Awarding Organisations. It does not include learning programmes that are accredited by CPD accreditation bodies.

- 1. External Quality Assurance reports, relevant to a range of adult social care qualifications, demonstrate they meet the awarding organisation's standards.**

In this quality standard

See Appendix 3 for achievement rates in Health, Public Services and Care for the 2022/2023 academic year. Select your response from the options available.

1.5. If you have not met or exceeded the average national achievement rate for any of the qualifications, you are seeking quality assurance for please explain why.


This is a text field. Provide details regarding which qualification(s) your organisation has not achieved the average national achievement rate for and why. Not meeting or exceeding national averages may result in your application being rejected but Skills for Care will take exceptional circumstances into account.

1.6. If you are a new provider with no External Quality Assurance report, please upload your centre approval documentation.

We are aware that some training providers may only recently have gained centre approval and will not have an EQA report for some or all the qualifications they are approved to deliver by the awarding organisation. If this applies to you then you must upload proof from the awarding organisation that you have met their centre approval criteria and are able to deliver the specific qualifications which you have selected from the list above. Quality assurance cannot be provided for qualifications where proof of centre approval is not submitted.

Please submit your application and return to the dashboard and complete:

- f** part 4 if you are applying to have your learning programme(s) quality assured

You can return to the dashboard by expanding the menu using the  icon on the left of the screen and then selecting 'My applications' from the menu below

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 standards set above your application will be rejected.

- f* How did you determine what level of learning programme you would develop?
- f* How did you determine what the learning outcomes would be?
- f* Who wrote the programme and how are they qualified to do so? Were key stakeholders involved in the process of writing the programme?
- f* How will the programme be delivered and why did you decide the programme would be delivered in this way?
- f* Was the programme piloted and who by? What feedback did you get after piloting the programme and how was this incorporated into the development of the programme?
- f* Is the programme mapped to any appropriate occupational standards, frameworks or the Care Workforce Pathway?

Possible sources of evidence:

- f* Programme development procedure
- f* Quality assurance process
- f* Quality assurance procedure
- f* Programme development checklists
- f* Team meeting minutes
- f* Leadership team minutes
- f* CPD accreditation documentation
- f* Course outlines
- f* Course development documentation
- f* Standardisation, review and mapping processes
- f* Feedback from course pilot
- f* Author credentials

Example evidence

Insufficient asdei >>BDC q 74.28 277.8 225.36 18.48 25.36 BT 1 g -0S1 (n7w 14.04 0 0 14.

3.4. Please upload evidence of engagement with identified stakeholders during review of this learning programme.

You must upload evidence that demonstrates how each stakeholder group you have identified above was involved in the review of the programme.

Possible sources of evidence:

- f* Feedback forms
- f* Meeting notes
- f* Feedback from subject matter experts.
- f* Consultation group activities
- f* Surveys
- f* Evidence of changes that have been made as a result of the review.

4. Learning programmes are subject to a planned, robust and defined process of review.

4.1. Which sector stakeholders were involved in the review of the programme

- f* Team meeting minutes
- f* Leadership team minutes
- f* Course review documentation

f Do you carry out observations of teaching and learning with the individual(s) delivering/assessing this learning programme?

f

Please submit your application and return to the dashboard and complete:

Part 3 if you are applying to have your accredited qualifications quality assured.

You can return to the dashboard by expanding the menu using the

icon on the left of the screen and then selecting 'My applications' from the menu below

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

Section 5: next steps

Next steps

- f* After submitting your application, you can expect a decision and next steps within 15 working days
- f* In deciding whether or not your organisation has demonstrated that the quality of individual courses and qualifications you deliver are of a high standard and deliver good learning outcomes Skills for Care will consider whether your organisation has:
 - f* Provided information in relation to **all** the quality standards
 - f* Provided **accurate** information
 - f* Provided **at least 3 pieces** of evidence for each quality standard.
 - f* Provided **sufficient** evidence in relation to all the quality standards
 - f* Provided **current** evidence of policies and procedures in practice.
 - f* Provided **evidence that is in proportion** to the type of organisation you are, the type of (a) (t) E M D (0) 2 7 e (0) (T d) (0) 3 0 . 0 0 4 (, T 3 (, L B (0) 1 & (0) C (0) 5) J J

Section 6

Complaints and compliments

It is our aim to give the best possible service in all areas of our work. To enable us to do this, we need to know how you feel about how we do our work. We welcome your comments on any aspect of Skills for Care's service whether these are positive, negative or suggestions for improvement. Please see the Skills for Care [Feedback Policy](#) for more information.

Appendix 1

Quality Standard Glossary

Accredited qualification	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.
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Equality

Equality is about ensuring that everyone has the same opportunities, and no one is treated differently or discriminated against because of their race, ethnicity, religion, gender, age, disability, or sexual orientation.

Sufficient evidence

Evidence is considered sufficient when it clearly demonstrates that the written policy, procedure or narrative has been followed in practice, reviewed and improved upon.

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>
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>

Appendix 3

Frequently asked questions

1. How much will it cost to

- f Over time, it is the government's ambition that all training and development identified or funded through the Learning and Development Support Scheme will be quality assured by the Quality Assured Care Learning Service.

6. 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 is able to 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.

7. 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.

8. Do I have to be quality assured in order 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 1

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 2

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 3

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.

9. How do I become Quality Assured?

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.

If you would like to find out more about the Quality Assured Care Learning Service and how you can apply to be quality assured, you should read the information provided on the Skills for Care website

If, after reading the guidance and completing the self-assessment you think your organisation can meet the quality standards, [please apply here](#)

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Appendix 4

Audit