



OBJECT AND SCOPE

- ensure that its performance is efficient through the definition of the following procedures:
 - planning,
 - implementation,
 - control and
- action

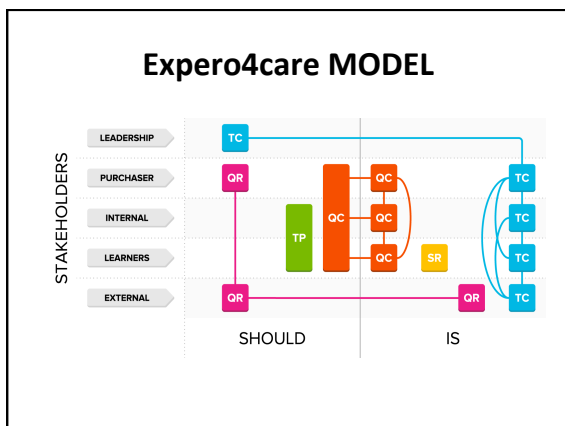
GLOSSARY

- **Characteristic:** Each of the chapters in which the Healthcare standard is divided, according to the Expero4care model.
- **Conformity certificate:** A third part certifies that has obtained confidence on an identified solution, with a standard or a normative document.
- **Certification Body:** Organization which carried out the conformity certification which demonstrates that the audited centre has implemented an effective system according to the standard of reference (in this case Expero4care). A certification body must be independent and competent according to the standard EN-45011 for Certification of Services..
- **Standard:** Document that provides rules, guidelines or characteristics to certify a solution a service or part of it.
- **Record/Evidence:** Whatever document or specific support an organization will have to show the auditor to demonstrate evidence of performance.
- **Requirement:** Attribute an organization must meet when certifying a service under the criteria of this standard

MOTIVATIONS TOWARDS A QUALITY STRATEGY

The certification of this Expero4care standard establishes the requirements of all the involved departments, training and management staff which may participate, direct or indirectly, and may influence stakeholders' expectations. Expero4care is based on the following Dimensions:

- Training Culture (TC),
- Training Processes (TP),
- Quality of the Results (QR),
- Quality of Competencies (QC),
- Satisfaction of the Results (SR).

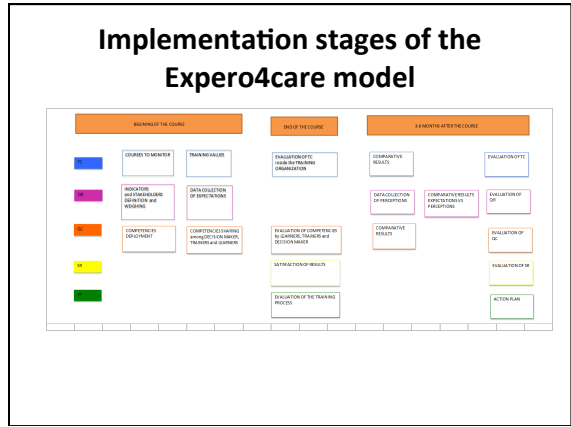


Stakeholders

- The model introduces the following classification of stakeholders in 5 levels:
- **Leadership:** Working team which leads the healthcare organization.
- **Purchaser:** the ones who required the training (head of the structure, managers, NHS, external enterprise), It can be internal or external to the organization.
- **Internal:** Internal stakeholders (trainers, tutors, staff in the training office, scientific referent),
- **Learner:** Learner as stakeholders.
- **External:** External stakeholders (Workplace: belonging to the structure where learners work: organizational positions, managers of simple and complex structure, colleagues, employees or professional advisers; Professional Network: services / people with whom the learner is related; System: monitoring significant outcome for the purposes of the course).

EXPERO4CARE MDBS

- To support the implementation of the model, Expero4care provides the Expero4care MDBS, which is a compulsory tool to carry out the quantitative and qualitative evaluation of the training in Healthcare organisation learning outcome that this standard requires.
- Expero4care MDBS is a tool created as a database of results which appears from the implementation of the set of tools (questionnaires, interviews, surveys) that the Expero4care model offers carrying out an automatic data elaboration which shows the level of quality of the healthcare training centre learning outcome. An App for tablet will be created in order to facilitate this process



AIM OF THE CERTIFICATION

- The Healthcare organisation, using Expero4care, supervised by a third party, will be able to exploit the following aspects related to the service offered:
 - The certificate is a quality label given by an independent body, being the Healthcare organisation guaranteed service by external control, respect of the standard requirements and based on continuous improvement.
 - The certificate guides Expero4care stakeholders in their election, providing trustful arguments and evidences to the organisation professionalism and responsibility. Expero4care allows the organization to be distinguished among the best training organizations. To sum up, the certificate allows recognition of professional competency.
 - Internally, the organization will be able to control and monitor the requirements of the service offered, detecting the weaknesses and areas for improvement which may foster and ensure the quality of the learning outcome.

PRELIMINARY ACTIONS

QUALITY CHARACTERISTICS	DETAILS OF THE CHARACTERISTIC	RECORDS AND ASPECTS TO REVIEW
A.1. LEGAL REQUIREMENTS AND OTHER DOCUMENTS OF REFERENCE	<p>The training organization must identify the legal aspects and other requirements which must be covered by the training activity both at a national and at a regional level.</p> <p>A record of the legal and normative documentation must be maintained as well as evidences that ensure the appropriate accomplishment of the requirements.</p>	<p>1.- List of legal requirements and other reference documents (Expero4care MDBS - Legal)</p>
A.2. TRAINING EVALUATION BOARD	<p>The Healthcare organization must define a Training Evaluation Board (TEB) in charge of the model implementation and with the following responsibilities:</p> <ul style="list-style-type: none"> Identify the training courses object of Expero4care evaluation. Implement the different model stages: Should and is. Support the involved people in the training course during the evaluation process. Evaluate the results throughout the established indicators. Identify the necessary actions to improve the results. <p>The training evaluation board should be formed by the Director of the organization, the Training manager, a representative of the human resources area and an expert in the field.</p> <p>A record of the Training Evaluation Board's creation must be maintained identifying the people involved and their responsibilities.</p>	<p>2.- Expero4care MDBS - TEB Members</p> <p>Note: In case of identifying other people in the TEB a justification in the documents that constitutes the working group must be duly justified.</p>
A.3. IDENTIFICATION OF THE STRATEGIC COURSES OBJECT OF EVALUATION.	<p>The manager of the organization, with the members of the TEB, must yearly identify the courses object of evaluation according to the strategy of the organization.</p> <p>The identification must be duly justified.</p>	Expero4care MDBS - Trainings

TRAINING CULTURE (TC)

QUALITY CHARACTERISTICS	DETAILS OF THE CHARACTERISTIC	RECORDS AND ASPECTS TO REVIEW
B.1. TRAINING VALUES VISION	<p>SHOULD</p> <p>The Leadership (the management team/board leading the Healthcare organization) must define and describe the organization's vision towards the training that Human Resources must undertake.</p> <p>Records of the strategy and vision of the organization must be identified in the Training Culture Survey, Strategy and Vision at Expero4care MDBS.</p>	<p>1. Training culture survey: Strategy and vision (Expero4care MDBS - TC_Survey).</p>
B.2. TRAINING CULTURE SURVEY.	<p>IS</p> <p>In order to analyse the training culture, the TEB must carry out a survey among the employees using the TC_questionnaire.</p> <p>The minimal sample must be composed by:</p> <ul style="list-style-type: none"> Internal stakeholders Learners External workplace. <p>It should be extended to the whole organization to obtain a more significant profile.</p> <p>Expero4care MDBS elaborate collected data of TC_survey, giving as output the main gaps between</p> <ul style="list-style-type: none"> training vision and training culture, individual, team and organizational level individual, team and management perception. <p>TEB must analyze the results and elaborate corrective actions for the most relevant gaps (see section G).</p>	<p>1. Survey (Expero4care MDBS - TC_Survey).</p> <p>3. Results of the training culture survey (Expero4care MDBS - TC_Evaluation)</p> <p>4. TEB analysis</p>

TRAINING PROCESSES (TP)

QUALITY CHARACTERISTICS	DETAILS OF THE CHARACTERISTIC	RECORDS AND ASPECTS TO REVIEW
C.1. TRAINING PROCEDURES	<p>SHOULD</p> <p>The organization should have clearly defined and systematized the planning, training and follow-up of the training courses offering.</p> <p>The organization must demonstrate evidence and improvement of the following processes:</p> <ul style="list-style-type: none"> Training needs analysis: methodology, timing and expected results. Training plan: definition of an annual training plan to meet the training needs. Training action programme, including at least: <ul style="list-style-type: none"> Aims of the training Competencies to be achieved Content of the training Methodology System and Evaluation Criteria. Trainers' competencies required: selection process and competencies evaluation Organization and communication: how the training is managed and informed. Resources: identification of pedagogic materials resources and financial plan. 	<p>1. Training needs analysis</p> <p>2. Training plan</p> <p>3. Training program</p> <p>4. Trainers' competencies</p> <p>5. Training resources.</p>

QUALITY OF THE RESULTS (QR)

QUALITY CHARACTERISTICS	DETAILS OF THE CHARACTERISTIC	RECORDS AND ASPECTS TO REVIEW
D.1 IDENTIFICATION OF THE WEIGHT OF THE INDICATORS BY THE PURCHASER	<p>SHOULD</p> <p>The purchaser of the training action and the TEB, following the five quality dimensions defined in the EXPERCARE model, must weight them according to the relevance/importance they have towards the training action.</p> <p>The quality dimensions of the Healthcare training actions are:</p> <ul style="list-style-type: none"> Competencies Participation Transferability and applicability to the workplace Impact Credits <p>In case that the weight of some of the dimensions is not applicable, it may not be selected.</p> <p>The results must be recorded at the ExperoCare MDS – QR indicators.</p>	<ul style="list-style-type: none"> ExperoCare MDS – QR indicators.
D.2 IDENTIFICATION OF THE WEIGHT OF THE STAKEHOLDERS BY THE PURCHASER	<p>SHOULD</p> <p>The purchaser of the training action and the TEB, following stakeholder categories defined in the EXPERCARE model, must weight each of stakeholders according to the relevance/importance they have towards the training action. The results must be recorded at the ExperoCare MDS – QR-stakeholders.</p> <p>The Stakeholders of the Healthcare training actions are:</p> <ul style="list-style-type: none"> Leadership Training Purchaser Internal stakeholders Learners External stakeholders: Workplace, Professional Network and System <p>Weight can also be carried out through the subcategories.</p> <p>The results must be recorded at the ExperoCare MDS – QR-Weight_stakeholders.</p>	<ul style="list-style-type: none"> ExperoCare MDS – QR_Weight_stakeholders

QUALITY OF THE RESULTS (QR)

QUALITY CHARACTERISTICS	DETAILS OF THE CHARACTERISTIC	RECORDS AND ASPECTS TO REVIEW
D.3. DEFINITION OF THE EXTERNAL STAKEHOLDERS SAMPLE TO ANALYSE	<p>SHOULD</p> <p>The purchaser and the TEB must identify the bodies and people related to the specific training and define a sample to carry out the survey:</p> <ul style="list-style-type: none"> For Workplace and Professional network categories a sample of people to interview has to be indicated. The minimum size of the sample is 8. For System category, at least 2 outcomes have to be chosen, in order to measure (in a quantitative way) any possible change in the offered service/in the organization before and after the training. 	<ul style="list-style-type: none"> ExperoCare MDS- QR_Should_stakeholders
D.4. IDENTIFICATION OF THE EXTERNAL STAKEHOLDERS EXPECTATIONS	<p>SHOULD</p> <p>Once defined the sample, the TEB must plan the interviews to be carried out before the beginning of the training, in order to collect the expectations about the training. Depending on the stakeholder to interview (Workplace or Professional Network), the TEB should use the template of survey created under ExperoCare model.</p> <p>For the System category, the TEB must indicate the starting values of the outcomes defined in D2.</p>	<ul style="list-style-type: none"> ExperoCare MDS- QR_It_stakeholders
D.5. PERCEPTION IDENTIFICATION OF THE EXTERNAL STAKEHOLDERS	<p>IS</p> <p>After three/six months by the end of the training, the TEB must plan the interview, in order to collect the perceptions, the TEB must check the opportunity to maintain the same sample used in D3, also including/substituting interviewees, explaining the reason.</p> <p>Depending on the stakeholder to interview (Workplace or Professional network), the TEB should use the template of survey created under ExperoCare.</p> <p>Referring to the System category, the TEB must indicate the final values of the outcomes, defined in D2.</p>	<ul style="list-style-type: none"> ExperoCare MDS- QR_It_stakeholders.

QUALITY OF THE RESULTS (QR)

QUALITY CHARACTERISTICS	DETAILS OF THE CHARACTERISTIC	RECORDS AND ASPECTS TO REVIEW
D.6. COMPARATIVE RESULT BETWEEN EXPECTATIONS AND PERCEPTIONS	<p>IS</p> <p>For each stakeholder, ExperoCare MDS, automatically shows the qualitative and quantitative results of the expectations and perceptions, for each Quality Indicator.</p> <p>According to the results, the TEB establishes a score for each of the five Quality Indicators. (See section D1.)</p>	<ul style="list-style-type: none"> ExperoCare MDS- QR-Evaluation
D.7. EVALUATION OF THE QUALITY OF THE RESULTS	<p>IS</p> <p>ExperoCare MDS, automatically generates the Quality of Results evaluation for the five Quality Indicators, in which a system of classification is used with colours:</p> <ul style="list-style-type: none"> Green: Strength White: normal result Red: Weakness/Area for improvement. <p>For those scores with a weak classification (red) the TEB must carry out an analysis of the reasons and define a corrective action plan in order to allow the weakness become a normal result (white) for the next audit. (see chapter H Corrective, Preventive and Improvement Actions)</p> <p>For those scores with a normal result (white), the TEB should decide if an improvement action is needed. (See section G)</p>	

QUALITY OF COMPETENCIES (QC)

QUALITY CHARACTERISTICS	DETAILS OF THE CHARACTERISTIC	RECORDS AND ASPECTS TO REVIEW
E.1. COMPETENCIES DEFINITION	<p>SHOULD</p> <p>The team evaluation board (TEB, defined in A2) must define the training aims and deploy, for each training aim, the units of competencies to be achieved by the learners at the end of the training.</p> <p>The units of competencies should be defined in the ExperoCare MDS according to the knowledge, skills, attitudes and values for each training aim.</p> <p>The stakeholders must agree on the deployment of competencies and, before the training, a list of aims and units of competencies must be shared among the following stakeholders:</p> <ul style="list-style-type: none"> Purchaser, Trainers Learners. <p>The agreement must be recorded in the ExperoCare MDS- QC-Sharing Training Aims.</p>	<ul style="list-style-type: none"> REVIEW ExperoCare MDS- QC- Training Aims ExperoCare MDS- QC-Sharing Training Aims
E.2. COMPETENCIES EVALUATION BY THE LEARNERS	<p>IS</p> <p>At the end of the course each learner must evaluate, the acquired competencies. Each learner must fill in the Deployment of competencies with the level s/he had before the training course and the level s/he achieves after the training course.</p> <p>The learner can add also the acquired competencies not foreseen in the list (informal and no-formal competencies)</p> <p>At least, 70% of the learners must fill in the questionnaire</p> <p>The not-achieved competencies must be analysed, justified the reason and a definition of the necessary actions. (See section G)</p>	<ul style="list-style-type: none"> Competencies questionnaire ExperoCare MDS- QC-learning Evaluation

QUALITY OF COMPETENCIES (QC)

QUALITY CHARACTERISTICS	DETAILS OF THE CHARACTERISTIC	RECORDS AND ASPECTS TO REVIEW
E.3. COMPETENCIES EVALUATION BY THE TRAINERS	<p>IS</p> <p>At the end of the course, the trainer/s* must evaluate which competencies have been achieved or not by the class or by each single learner. The trainer can also evaluate the acquired competencies not foreseen in the list (informal and no-formal competencies)</p> <p>The not-achieved competencies must be analysed, justified the reason and a definition of the necessary actions. (See section G)</p> <p>* All trainers involved in training must carry out the evaluation.</p>	<ul style="list-style-type: none"> Competencies questionnaire ExperoCare MDS- QC-Trainer Evaluation
E.4. COMPETENCIES EVALUATION BY THE PURCHASER	<p>IS</p> <p>At the end of the course, the purchaser must choose (1) if evaluating learner by learner or the whole class (2) if evaluating each unit of competencies or the whole training aim, in order to identify the level of competencies after the training.</p> <p>The purchaser can add also the acquired competencies not foreseen in the list (informal and no-formal competencies)</p> <p>The not-achieved competencies must be analysed, justified the reason and a definition of the necessary actions. (See section G)</p>	<ul style="list-style-type: none"> Competencies questionnaire ExperoCare MDS- QC-Purchaser Evaluation
E.5. DATA ANALYSIS AND EVALUATION	<p>IS</p> <p>In the Evaluation process, the TEB must analyse:</p> <ul style="list-style-type: none"> foreseen competencies learners perception of the achieved competencies trainers perception of the achieved competencies purchaser perception of the achieved competencies <p>Any relevant gap among learners/trainers/purchaser perception must be analysed, justified the reason and a definition of the necessary actions. (See section G).</p> <p>The analysis must be recorded in ExperoCare MDS- Evaluation.</p>	<ul style="list-style-type: none"> ExperoCare MDS- QC-Evaluation

SATISFACTION OF THE RESULTS (SR)

QUALITY CHARACTERISTICS	DETAILS OF THE CHARACTERISTIC	RECORDS AND ASPECTS TO REVIEW
F.1. LEARNERS SURVEY	<p>IS</p> <p>At the end of the Training, the Learners must fill in a questionnaire evaluating the level of Satisfaction about the Training. This questionnaire can be the one created by the training organization (for the purposes of ISO 9001:2008 for instance or other quality model).</p> <p>The survey must, at least, cover the following items:</p> <ul style="list-style-type: none"> Trainer Resources Course materials Training process: Methodology, timing, others. <p>The sample must represent at least the 70% of the Learners.</p> <p>The results of the survey must be recorded in ExperoCare MDS-SR_Evaluation.</p>	<p>Satisfaction Survey</p> <p>ExperoCare MDS- SR_Evaluation</p>
F.2. EVALUATION THE SATISFACTION OF THE RESULTS	<p>IS</p> <p>Once the results are in the ExperoCare MDS, the TEB must indicate a single score (0 to 100) that represents the whole level of satisfaction expressed by the learners.</p> <p>The TEB must analyse the collected data, indicating how they have processed them (Mean, Median, Standard deviation...) and suggesting corrective actions to be undertaken. (See section G).</p>	<p>ExperoCare MDS- SR-Evaluation</p> <p>Corrective Actions (section G)</p>

CORRECTIVE AND PREVENTIVE ACTIONS

QUALITY CHARACTERISTICS	DETAILS OF THE CHARACTERISTIC	RECORDS AND ASPECTS TO REVIEW
G.1. CORRECTIVE ACTIONS	<p>For all those non-conformities identified during the implementation of the ExperiCare MDBS, the TEB must carry out the following actions:</p> <ul style="list-style-type: none"> To analyze of the non conformity to identify the reason that has caused it. To determine the necessary Corrective Actions to undertake to avoid it happens again. To determine the responsible or people responsible to carry out the Corrective Actions and the implementation deadlines. To carry out a follow-up to verify if the undertaken actions have been effective and proceed to close them when the reason has been solved. <p>The above detailed actions must be recorded.</p>	Corrective actions record
G.2. PREVENTIVE ACTIONS	<p>For all those potential non-conformities detected during the implementation of the ExperiCare MDBS, the TEB must carry out the following actions:</p> <ul style="list-style-type: none"> To analyze of the potential non conformity to identify the reason that may cause it. To determine the necessary Corrective Actions to undertake to avoid it occurs. To determine the responsible or people responsible to carry out the Corrective Actions and the implementation deadlines. To carry out a follow-up to verify if the undertaken actions have been effective to avoid the real non conformity and proceed to close them when the possible reason has been solved. <p>The above detailed actions must be recorded.</p>	Preventive actions record
G.3. IMPROVEMENT ACTIONS	<p>The training organization, from the implementation of the ExperiCare standard, must continuously improve its effectiveness in order to meet the expectations and perceptions of the internal and external stakeholders.</p> <p>From the analyses of the focus groups and/or the TEB during the SHOULD phase, improvement opportunities must be identified in order to foster the training organization effectiveness.</p> <p>A record of the improvement actions must be kept in ExperiCare MDBS or other tool.</p>	Improvement actions record

DOCUMENT MANAGEMENT SYSTEM

- The document system that the Healthcare organization must maintain is composed of:
 - The ExperiCare Standard as well as the associated documentation in the framework of Healthcare organizations.
 - The normative documents applicable to the professional education and training field, as required in Chapter III, section 5 of this document, and others.
 - The documents which might be of reference for the measure and verification of quality characteristics and commitments established in this Standard.
 - Other document developed by the Healthcare organization which may affect to the training service.
 - The records generated through the implementation of the Standard.
- The External Control Plan of the Certification Body.

INTERNAL CONTROL PLAN

The Internal Control Plan represents the systematic verifications carried out by the training organizations of the effective implementation of the ExperiCare Standard with the purpose of controlling the correct compliance of each quality characteristic.

The Internal Control Plan presents the following attributes:

- It provides objective results from the point of view of the professional educational and training quality parameters.
- It is a fundamental element to improve the quality of professional educational and training as well as to optimize its resources.
- It has implicit the commitment of the professional educational and training professionals to analyze the recommendations towards an improvement of the professional educational and training quality.
- It supports the identification of problems to solve or avoid the reasons which have or may have caused them.

It consists of an annual verification of the certified quality characteristics and it can be checked through a template created for this effect (checklist).

The records listed in the summary (Chapter IV section 2) will be checked and others which might be specified in the quality characteristics of this Standard (Chapter IV).

With the obtained results of the surveys to the stakeholders, failure to comply with the quality characteristics will be checked and corrective actions will be implemented, if necessary.

Once a year, improvement actions will be proposed taking into consideration the verifications carried out, the evolution of the indicators and surveys to stakeholders.