Training and Implementation of Psychological Therapies and Interventions in Scotland
Quality Assurance Framework

COMPETENCY DRIVER					
Criteria	**Met**	**In dev**	**Not met**	**Evidenced by**	**Action plan**
Intervention / training is compliant with the Matrix					
Intervention / training is a good fit with the workplace and target population (Hexagon Tool)					
Protocols and principles of intervention / training are based on research					
Protocols are usable in the workplace and well operationalised					
Process in place to assess baseline knowledge, competence and / or experience needed to fully benefit from training					
Criteria set for the selection of staff					
Intended Learning Outcomes and materials are benchmarked to a competence framework					
All training and intervention materials take into account equality and diversity principles					

Criteria	Met	In dev	Not met	Evidenced by	Action plan
Curriculum is designed and evaluated based on sound academic principles, including:					
Measurable and specific intended learning outcomes					
Learning activities relevant to intervention and aligned with learning outcomes					
Adequate time is allowed for skills development and competency criteria to be demonstrated					
Performance assessment/direct observation of practice aligned to learning outcomes					
Application of skills-based learning to workplace-based caseload					
Feedback from training and implementation built into curriculum for evaluation					
Opportunity for skills development in practice					
Coaching of skills based on differential response model					
Supervision based on skills-based competency framework					

Criteria	Met	In dev	Not met	Evidenced by	Action plan
Trainers, coaches and supervisors have met established competency standards for the intervention					
Established knowledge and competency framework standards for trainers, coaches and / or supervisors					
Trainers, coaches and / or supervisors have the knowledge, skills and experience in delivering the specific intervention in practice (competent technical expert)					
Training curriculum for trainers, coaches and supervisors meet the sound academic principles outlined above					
Impact Assessment Tracker utilised to monitor implementation of training programmes for trainers, coaches and supervisors					

Criteria	Met	In dev	Not met	Evidenced by	Action plan
Protocols established to ensure effective implementation and the maintenance of fidelity in on-going practice					
Impact Assessment Tracker utilised to monitor implementation					
Processes to ensure ongoing fidelity assessment are established using the differential response model					
Processes are in place to monitor the effectiveness of training, coaching and supervision is monitored					
Fidelity measures established to improve programme and practice outcomes					

ORGANISATIONAL DRIVER TO ENSURE PROGRAMME HAS MAXIMUM IMPACT

Criteria	Met	In dev	Not met	Evidenced by	Action plan
Training is only delivered where it is possible to work with a person who has the authority to coordinate training / coaching / supervising staff and monitor implementation					
Designated person accountable for managing data support systems that are adequate to monitor implementation					
Where e-learning resources are involved, staff have the resources and access to appropriate systems					
Implementation of the intervention is built into job plans					
Adequate release time is scheduled to allow for training and skills development					
Communication processes are established to support implementation of intervention					
Feedback from staff and the target population is gathered to assess impact and effectiveness					
Key stakeholders are engaged to support practice					

LEADERSHIP DRIVER

Criteria	Met	In dev	Not met	Evidenced by	Action plan
Processes established to engage with funders and service delivery system to ensure appropriate resources					
Processes established to ensure intervention is strategically aligned to national and local strategies.					
Training programme organiser has a process to identify challenges to implementation					
Good practice and/or impact of intervention disseminated					

6