

Training Delivery Standards Policy

1. Purpose

Safe Skills Training Ltd sets clear delivery standards to ensure training is safe, consistent, inclusive, and effective, and that clients and learners receive a high-quality experience.

This policy defines the minimum standards for:

- Planning and preparation
- Venue and learning environment
- Safe practical delivery
- Learner engagement and support
- Assessment practice (where applicable)
- Records, quality assurance, and continuous improvement

2. Scope

This policy applies to:

- The Director/Lead Educator
- Employees (current or future)
- Associates and subcontractors delivering or supporting training

It applies to:

- In-person training delivery
- Any remote/online delivery (where used)

3. Principles

Safe Skills Training Ltd delivers training that is:

- **Safe:** risks are identified and controlled; unsafe activity stops.
- **Inclusive:** reasonable adjustments are supported; EDI is embedded.
- **Competence-focused:** learners understand and can apply skills, not just repeat steps.
- **Evidence-based:** content reflects current good practice and relevant guidance.
- **Consistent:** standards are applied fairly across groups and venues.
- **Professional:** behaviour and communication meet the Code of Conduct.

4. Roles and responsibilities

4.1 Director/Lead Educator

Responsible for:

- Setting and maintaining delivery standards and materials
- Approving trainers/assessors for specific topics
- Ensuring risk assessments and venue requirements are in place
- Monitoring quality through feedback, observation, and record checks
- Taking corrective action where standards are not met

4.2 Trainers/assessors (employees, associates, subcontractors)

Responsible for:

- Delivering in line with this policy and approved materials
- Working within competence and authorisation
- Creating a safe, inclusive learning environment
- Completing accurate records and reporting incidents/concerns

5. Planning and preparation standards

5.1 Pre-course checks

Before delivery, the trainer must confirm (as applicable):

- Course title, learning outcomes, duration, and audience
- Delegate numbers and any known needs/adjustments
- Venue address, access arrangements, parking, and contact person
- Equipment requirements and availability
- Any client/site rules (infection control, sign-in/out, fire procedures)

5.2 Materials

Trainers must:

- Use approved, current versions of slides/workbooks/handouts
- Not use outdated or uncontrolled documents
- Ensure materials are clear, accurate, and suitable for the audience

5.3 Arrival and set-up

For in-person delivery, trainers must:

- Arrive with sufficient time to set up (normally at least 30 minutes)

- Check room layout, temperature/ventilation, lighting, and noise
- Confirm power supply and screen/projector arrangements
- Confirm toilets, refreshments, and break arrangements
- Confirm fire exits and assembly point, and how to raise the alarm

6. Venue and learning environment standards

6.1 Minimum venue requirements

Training should take place in a space that:

- Is clean, safe, and suitable for the planned activities
- Has adequate seating, tables (where required), and visibility of screen/board
- Allows safe movement for practical activities
- Supports privacy and dignity where practical tasks require it

Where venue limitations create safety or accessibility concerns, the trainer must:

- Adapt delivery, or
- Pause/stop delivery until safe arrangements are in place

6.2 Accessibility and reasonable adjustments

Trainers must:

- Follow the EDI Policy and Access to Fair Assessment Policy
- Encourage learners to disclose support needs in a respectful way
- Implement agreed reasonable adjustments where practicable
- Avoid singling out learners or disclosing personal information

7. Delivery standards (how training is delivered)

7.1 Professional conduct

Trainers must:

- Follow the Code of Conduct and Professional Standards Policy
- Maintain appropriate boundaries and respectful communication
- Use plain English and check understanding

7.2 Learner engagement and learning checks

Trainers must:

- Explain learning outcomes and session structure at the start
- Use questioning and discussion to check understanding

- Encourage participation while maintaining psychological safety
- Correct misinformation promptly and respectfully

7.3 Competence-based approach

Training must:

- Explain the “why” behind procedures and decisions
- Link practice to real-world scenarios (anonymised)
- Emphasise safe decision-making and escalation where appropriate

7.4 Group management

Trainers must:

- Manage group dynamics and maintain a respectful environment
- Address disruptive behaviour promptly and proportionately
- Take breaks appropriate to session length and intensity

8. Practical delivery and safety standards

8.1 Risk control during practical activities

Trainers must:

- Brief learners on safe practice and expected conduct
- Check the environment is suitable before starting practical work
- Stop or modify activities if risk becomes unacceptable

8.2 Supervision and ratios

Trainers must:

- Maintain safe supervision appropriate to the activity and group capability
- Use smaller groups/rotations for higher-risk practical elements

8.3 Infection prevention and hygiene

Trainers must:

- Follow relevant infection control measures for the setting
- Clean and maintain equipment between uses as appropriate
- Use disposable items where required and dispose of waste safely

8.4 Equipment use

Trainers must:

- Use equipment only as intended and within manufacturer guidance
- Check equipment condition before use
- Remove unsafe equipment from use and report concerns

9. Assessment standards (where assessment applies)

9.1 Fairness and consistency

Where assessment is part of delivery, trainers/assessors must:

- Apply requirements consistently across learners
- Use clear criteria and explain expectations
- Avoid bias and ensure reasonable adjustments are implemented appropriately

9.2 Assessment methods

Assessment may include (as applicable):

- Observation of practical performance
- Questioning to confirm understanding
- Review of learner documentation/workbooks

9.3 Authenticity and integrity

Trainers/assessors must:

- Take reasonable steps to confirm learner identity and attendance
- Report suspected malpractice or maladministration

10. Records and documentation standards

Trainers must complete required records accurately and promptly, including (as applicable):

- Registers/attendance
- Assessment outcomes and feedback
- Reasonable adjustments (where applicable)
- Incident/accident/near-miss reports
- Any required client documentation

Records must be stored securely in line with:

- Candidate Records Keeping Policy
- Data Protection Policy
- Information Security Policy

11. Quality assurance and improvement

11.1 Feedback

Trainers must:

- Encourage learner feedback
- Treat feedback professionally and use it to improve delivery

11.2 Observation and standardisation

Safe Skills Training Ltd may use:

- Delivery observation (in-person or proportionate methods)
- Desk-based checks of records and materials
- Standardisation discussions to ensure consistency

11.3 Non-conformances and corrective action

Where standards are not met, actions may include:

- Coaching and support
- Additional supervision
- Updating materials or processes
- Removal from delivery duties (where required)

12. Reporting concerns

Trainers must report promptly:

- Safety issues and incidents
- Safeguarding concerns
- Data protection or information security incidents
- Suspected malpractice/maladministration

Reports should be made to andy@safeskillstraining.com.

13. Review and version control

- **Policy owner:** Director/Lead Educator
- **Review frequency:** Annually, or sooner if delivery methods, risks, or requirements change

Version control

Version	Date	Summary of changes
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Version	Date	Summary of changes
1.0	19/04/2026	First issue

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