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Training and Competence Assessment; Approved Guideline—Second Edition

This document provides background information and recommended processes for the development of training and competence assessment programs that meet quality/regulatory objectives.

A guideline for global application developed through the NCCLS consensus process.



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Abstract

NCCLS document GP21-A2, *Training and Competence Assessment; Approved Guideline—Second Edition* provides the necessary background information and processes to permit clinical services to develop training and competence assessment programs that will meet specific quality and regulatory objectives. To be effective, training must be built on a solid foundation of documented operations processes, and procedures with accompanying training documents. This guideline provides a structured approach for using documented processes, related procedures, training guides, and assessment tools for the development of training and competence assessment programs.

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Foreword

Increased examination by regulatory agencies, third-party payers, and the public has brought a renewed interest in quality, productivity, and competition to the delivery of healthcare services. Fundamental to all quality systems is the development of training and competence assessment programs.

All regulatory and accreditation agencies—as well as international standards for quality management systems—require that the organization have in place policies, processes, and procedures for training. In addition, in the U.S., assessment of competence in job tasks is required initially after training and periodically throughout employment. These requirements apply to all persons whose work can affect the quality of the organization's product or service; where volunteers are used in this regard, the requirements apply to them, as well.

GP21-A2—*Training and Competence Assessment; Approved Guideline—Second Edition*, will assist in the development of training and competence assessment programs to meet specific quality objectives in support of an organization's mission statement. Standards for job performance are unique to each organization and are based on the competitive, economic, regulatory, and service environment in which the organization operates.

This guideline can be used by healthcare organizations to ensure that training has taken place and is documented, and that the competence of personnel in their assigned job tasks is assessed initially after training and periodically thereafter. The recommendations contained herein are applicable when training new employees, introducing new processes or methods, assessing initial competence, and performing periodic reassessments of competence.

Key Words

Assessment tools, competence assessment, flow charting, procedures, processes, training guides

Training and Competence Assessment; Approved Guideline—Second Edition

1 Scope

This guideline provides healthcare service personnel with a framework for:

- developing training in the processes and procedures that employees perform in their respective jobs; and
- designing assessment tools to verify that personnel are competent after initial training and periodically throughout employment.

Figure 1 shows the sequence of events needed in developing successful training and competence assessment programs.

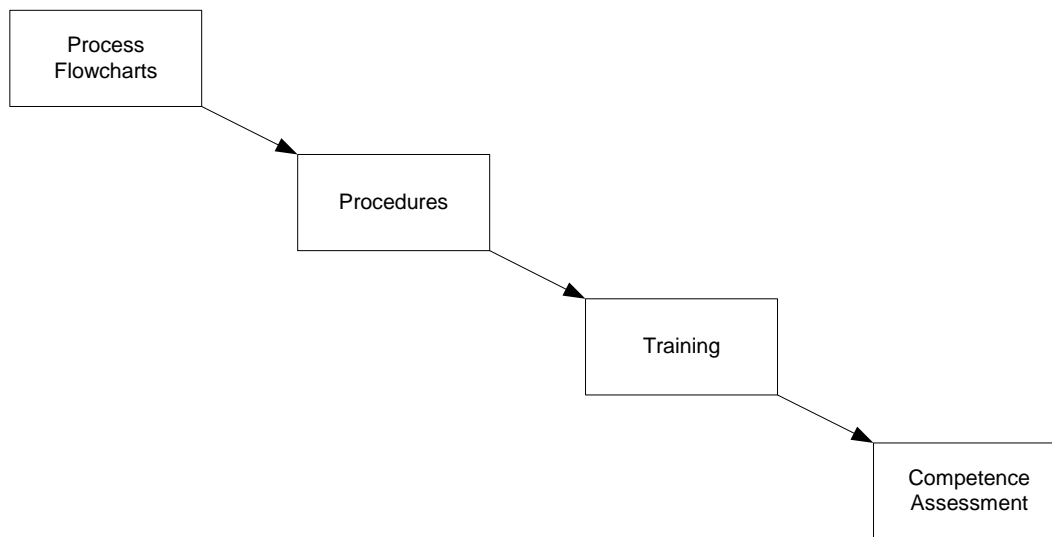


Figure 1. Sequence of Events for Developing Successful Training and Competence Assessment Programs

2 Introduction

All good quality systems rely on effective training to ensure that employee performance results in consistent, predictable, and high-quality outcomes in the delivery of health services. In the present regulatory and quality environment, all training must be documented. Additionally, assessment of competence should be periodically determined to verify that performance of assigned job tasks remains consistent.

Some level of medical error has been attributed to either training not being provided or training not being effective. Therefore, consistent, predictable, and high-quality outcomes in the delivery of healthcare services can be provided only if healthcare personnel have been appropriately trained.

Planned and systematic training and competence assessment processes are necessary to verify and document that personnel have, and can demonstrate, the necessary knowledge, skills, and behaviors to perform their respective duties. By defining the service's path of workflow, identifying work processes