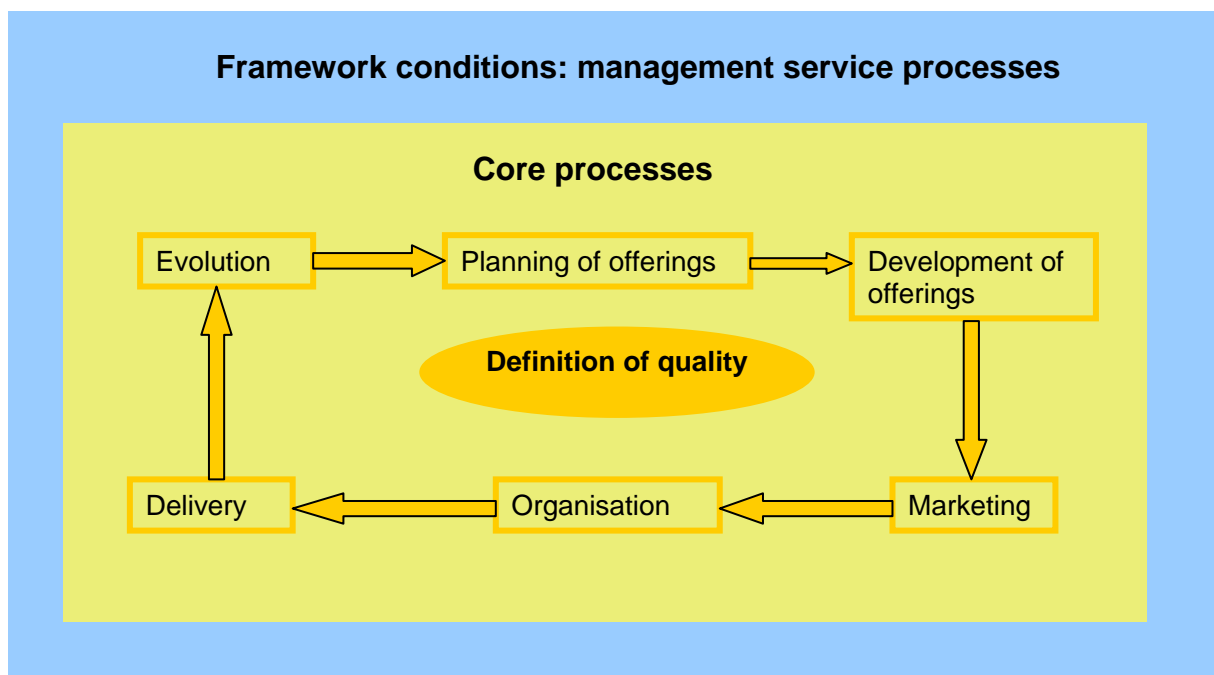


Quality framework model for the “Training” prevention service

(Standards with examples)

1. Preamble
2. Our definition of quality
3. Core processes
4. Framework conditions
5. Implementation in the accident insurance institutions

Training quality model



Working group 1: Specification of criteria for assessing the quality of the “Training of workplace target groups” prevention product

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1. Preamble

How significant a role does training play in prevention activities?

Training in occupational safety and health (OSH) is one of the priority areas of accident insurance institutions' prevention work. The legislative amendments that have taken place in Germany and the withdrawal of certain regulations by the government and the "Berufsgenossenschaft" institutions for statutory accident insurance and prevention have given enterprises more flexibility but also more responsibility in OSH matters.

A solid training for those involved in OSH activities at the workplace is becoming more and more important, not only in order to prevent accidents and illnesses but also to ensure legal compliance for the enterprise. As a result, the learning requirements for OSH practitioners are increasing.

As part of their general prevention task laid down in Section 14 (1) of Volume VII of Germany's Code of Social Law and their education task as described in Section 23 of Volume VII of the Code of Social Law, accident insurance institutions offer the following services:

- training for persons from various enterprises, industries and target groups,
- company-specific seminars and
- conferences and CPD events, e.g. in collaboration with associations and chambers.

These offerings impart subject-related expertise, methodical and social skills, legal background and knowledge of industry-specific procedures for ensuring safety and/or protecting/promoting health at work. The participants are made aware of the OSH issues specific to their sector and workplace and are motivated and trained to take the necessary measures. The aim and expected benefit of training is to protect, maintain and promote employees' health, quality of life and efficiency. This in turn is intended to cut part of the current expenditure, particularly in connection with occupational diseases, workplace accidents and the subsequent costs for rehabilitation and disability benefits. As a result, companies can reduce their costs for hours lost and failures.

The accident insurance institutions' training offerings are attended by employers, managers, company physicians, safety specialists, safety officers, members of staff and works councils and people from other target groups at the workplace, most of whom serve as "information multipliers".

What is the quality framework model for the "Training" prevention service?

The quality framework model for the "Training" prevention service is designed to help the accident insurance institutions conduct all of the educational and organisational activities involved in their training offerings in a well-coordinated and well thought-through manner. The standards can and are intended to be implemented by the accident insurance institutions in a variety of ways depending on the typical requirements of their specific industries.

The quality framework model comprises a quality definition, drawn up by experts from the accident insurance institutions, plus quality standards.

It sets out standards for the basic elements (core processes) and the framework conditions (management and service processes) of a quality management system for controlling and organising training. The quality model provides a basis upon which companies can build their own internal procedures in accordance with the situation in their particular industry.

The quality standards described apply to all educational activities in the field of prevention. The requirements for the core processes are binding for the training offerings for participants from various enterprises, industries and target groups and thus for the regular offerings, which are usually publicly announced. Their implementation in this field also has an effect, however, on company-specific seminars, conferences and CPD events, e.g. in collaboration with associations or chambers.

It is recommended that the “Training” quality framework model be implemented using an organisational form that is based on a common definition of quality and harnesses the advantages of a decentralised set-up in order to facilitate a “competition between successful strategies”.

2. Our definition of quality

Our task

Section 14 (1) of Volume VII of the Code of Social Law stipulates that accident insurance institutions must employ all suitable means to prevent occupational accidents, occupational diseases and work-related health risks. In addition, Section 23 of Volume VII of the Code of Social Law specifies that the accident insurance institutions must ensure provision of the necessary (initial) training and CPD for those persons who are responsible in companies for performing activities aimed at preventing occupational accidents, occupational diseases and work-related health risks as well as first aid activities.

In meeting this requirement, the accident insurance institutions are guided by the conviction that (initial) training and CPD are a very effective prevention method for furthering managers', specialists' and, where appropriate, employees' subject-related, methodical and social skills in the area of occupational safety and health.

Principles of our work

The accident insurance institutions see themselves as partners and advisors to their member companies. We thus take a cooperative approach to designing the training process and seek to ensure it can be implemented by our members.

Our definition of training

Training is a holistic, lifelong, individual process. We consider training successful if it fosters the learner's resources, i.e. competencies, skills, changes in motivation and attitude towards OSH but also safe behaviour and health-oriented action. The training must bring a professional and a personal benefit so that the lessons learned are automatically transferred to workplace practice. The learners are actively involved in the learning process and encouraged to carry on learning. Thus, for us, training is a contribution to organisational and HR development.

Our training objectives

Our aim is that the "Training" prevention service, combined with prevention as a whole, should do the following, verifiably and discernibly:

- provide our customers with training for their OSH tasks in their companies in a manner that is relevant to their workplaces and industries,
- be geared to the problems and concerns of our customers,
- be performed in a cost-efficient manner with a good cost/benefit ratio and
- have flexible organisational structures, allowing it to be constantly optimised.

Our offerings impart subject-related expertise, methodical and social skills, legal background and knowledge of industry-specific procedures for improving safety and health. The participants are made aware of the OSH issues specific to their sector and workplace and are motivated and trained to take the necessary measures.

Our customers

Based on our prevention task as laid down in Volume VII of the Code of Social Law, we offer a wide range of training for OSH practitioners and "multipliers". The main target groups are employers, managers, company physicians, safety specialists, safety officers, members of staff and works councils and other OSH multipliers. We also train insured persons who are subject to special risks as part of their work and future managers who are still in training.

Our range of offerings

Our range includes, for example, seminars, workshops, e-learning courses, films and instructional media. The offerings are geared to workplace and industry needs as well as covering our customers' problems and concerns.

Our trainers

Trained, motivated employees from our own institutions coupled with cooperation with external speakers with the appropriate expertise and methodical and social skills are the basis of our quality and workplace-centred approach. We consider it particularly important that all of our trainers undergo regular training themselves.

The trainers identify with the defined objectives and perform their tasks independently. By taking a partner-like approach, they promote good teamwork.

Our learning infrastructure

The learning infrastructure we provide for our service offerings is geared to the learning objectives and target groups and supports learning. Where necessary, the learning process is backed up by exercises in our practical facilities. The rooms are equipped with media technology and ergonomic features that reflect the state of the art in adult education.

Our training organisation

By using quality management methods, we ensure that our training offerings are tailored to our customers' needs. Our flexible, learning organisation continuously evaluates and evolves our offerings and services.

Our services are performed in a way that ensures a good cost/benefit ratio.

3. Core processes

3.1 Planning of offerings	
<p>This refers to the planning and specification of the training offerings for participants from various enterprises, industries and target groups and thus for the regular offerings, which are usually publicly announced. The training programme should be planned in such a way as to ensure a balance between customer orientation and subject/problem orientation and a good cost/benefit ratio for prevention.</p>	
Standards	Example implementation of the standards (not compulsory)
<p><u>Prevention requirement</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> the accident insurance institutions' task laid down in law, innovations and trends in OSH, the world of work and work structures, findings in the field of prevention, prevention priorities, the prevention requirement of the specific industry, target group or company in question, the current legal developments and requirements and the observations of prevention experts <p>form the basis for and guide the planning of the training programme.</p> <p><u>Customer orientation</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> the training programme is planned in line with customer requirements. 	<ul style="list-style-type: none"> <i>The relevant areas/departments/ inspectors/seminar working groups observe trends in OSH, in the enterprises and industries and legislative amendments; they make suggestions to the training manager(s) regarding additions to/withdrawal of seminars. After a review, a decision is made in consultation with the prevention manager(s).</i> <i>New prevention priorities are defined once a year.</i> <i>Statistical evaluations of accidents, occupational diseases, work-related health risks and cost developments are performed and specially prepared for planning purposes</i> <ul style="list-style-type: none"> <i>Expectations and needs are systematically analysed and assessed on the basis of criteria.</i> <i>Customer requirements are systematically identified by means, for example, of surveys, in cooperation with associations.</i> <i>Company seminars are integrated with the member company's HR-development activities.</i>

<u>Standards</u>	Example implementation of the standards (not compulsory)
<ul style="list-style-type: none"> • <u>Cost efficiency</u> <p>It is ensured that</p> <ul style="list-style-type: none"> • the training programme is planned with the aim of ensuring a balance between customer orientation and subject/problem orientation so that there is a good cost/benefit ratio for prevention; • the training programme is mainly geared to multipliers (persons who have a great deal of influence) in OSH (people who are particularly able to pass on our “message” effectively) so that there is a good cost/benefit ratio for prevention; and • the training offerings are target-group-specific. <p>It is ensured that</p> <ul style="list-style-type: none"> • changed situations are responded to flexibly by means of continuous adjustment of the offering. <p>It is ensured that</p> <ul style="list-style-type: none"> • the length of the training is decided on in accordance with the training objectives and in such a way that the cost of delivering it and the participants’ hours lost are kept as low as possible. 	<ul style="list-style-type: none"> • <i>Priority is given to employers, managers, company physicians, safety specialists, safety officers, members of staff and works councils, trainers and HR managers</i> • <i>Preference is given to prevention priorities when employing resources.</i> • <i>The way and place in which the training is announced ensures there is a link to the industry, the company and the participants’ function within the company (as do the training strategy and the chosen lecturers/speakers).</i> <ul style="list-style-type: none"> • <i>For reasons of cost efficiency, training for which there is low demand will be replaced by training for which there is more demand.</i> • <i>If a defined minimum number of participants has not been reached four weeks before the start of the seminar, the seminar is cancelled in order to avoid a negative cost/benefit ratio.</i> <p><i>The enterprise’s requirements are taken into account when determining the seminar schedule and thus its duration.</i></p>

3.2 Development of offerings

This refers to the development of the individual training offerings, specifically the detailed planning of the strategy, content and organisation. The end result is a precise description of how the teaching and learning objectives are to be achieved.

<u>Standards</u>	Example implementation of the standards (not compulsory)
<p><u>Customer orientation, cost efficiency, general focus</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • the strategies employed in the training are developed in a customer-oriented manner; • the strategies are seen as a contribution to organisational and HR development; • the training is developed in a cost-efficient manner; and • the type of training selected ensures cost efficiency. 	<ul style="list-style-type: none"> • <i>By specifying the type of training, its objectives, scope, content, methods, venues, infrastructure and lecturer requirements, we ensure that development is based on specified customer-orientation criteria and methods.</i> • <i>We document the strategies in varying degrees of detail, depending on the cost/benefit ratio for prevention as a whole.</i> • <i>The type of training to be used, e.g. seminar or e-learning, is considered for each offering.</i>
<p><u>Requirements for strategies and strategy formulation</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • the training offerings are systematically developed on the basis of the identified needs; • the development procedure is standardised and systematic; • specific objectives are defined for each training offering and the training strategy is tailored to the special characteristics and learning requirements of the target group; • the learning strategies are geared to workplace needs and activity-based; • practical exercises are possible if necessary for the objectives of specific training offerings; 	<ul style="list-style-type: none"> • <i>The objectives are strictly aligned with the industry, the companies and the target groups (job profiles).</i> • <i>The responsibilities of the developers of individual training offerings/products are specified.</i> • <i>The requirements for the development outcome are described on the basis of criteria. Development is performed in defined work phases.</i> • <i>The focus is on what participants can translate into practice at the workplace.</i> • <i>Inclusion of practical elements in the training, e.g. in the practical facilities, is documented in the lecturer's guide.</i>

<u>Standards</u>	Example implementation of the standards (not compulsory)
<ul style="list-style-type: none"> • the strategy statements contain information concerning the expertise, skills and qualifications required of the lecturers/speakers/trainers; • those who develop the training offerings are also knowledgeable about the fields closely connected to the subject covered by the training; and • the development outcomes (e.g. learning objectives, content, methods, media, participant handouts, required lecturers' qualifications and knowledge-transfer goals) are documented. <p><u>Media and materials</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • the participants are supplied with handouts that are suitable for use at the workplace; and • the media used externally bears the CI specified for that particular case. <p><u>Strategy review</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • the developments are reviewed in pilot courses; and • suitable tools are developed for evaluating the specific objectives of the individual training offerings. <p><u>Information management</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • the lecturers/speakers/trainers are supplied with the latest development outcomes for the training offerings. 	<ul style="list-style-type: none"> • <i>Permanent working-group structures with defined tasks and an organisational structure for coordination and quality assurance are in place.</i> • <i>We always incorporate the latest findings from human factors engineering, occupational medicine, adult education, the industry concerned and the target group since our development teams are interdisciplinary.</i> • <i>There is a lecturer's guide for every training offering.</i> • <i>An evaluation is carried out in/with member companies during the pilot phase to check that the materials are suitable for use at the workplace.</i> • <i>All templates used by the editing teams are installed and binding.</i> • <i>The decision as to whether a development outcome is included in the training programme depends on whether the assessment in the pilot phase was positive.</i> • <i>Access to the server and messages when changes occur mean that all of the lecturers/speakers/trainers concerned are included in the info management procedure.</i> • <i>Workshops are designed and run in order to inform lecturers/speakers/trainers about new developments and give them an introduction to them.</i>

3.3 Marketing

In our definition, the key task of marketing is to make customers aware of training offerings. The aims of this process are systematic provision of information to customers, customer acquisition and customer care.

<u>Standards</u>	Example implementation of the standards (not compulsory)
<p><u>Provision of information to customers</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • the customers are informed about the offerings; • all relevant information reaches the customer groups concerned in an appropriate manner; • the “right” customers, i.e. the customers who have been identified as being effective, are provided with relevant information about the services; and • the customers are informed about the terms and conditions for seminar participation. 	<ul style="list-style-type: none"> • <i>Information is published in newsletters, on the internet/extranet, in industry magazines and seminar brochures.</i> • <i>Targeted correspondence</i> • <i>Inspectors supply individual information, determine requirements and register participants directly.</i> • <i>Information on arrangements for member companies’ insurees, e.g. no seminar fee, no board or lodging costs plus payment of travel expenses, is provided in the seminar brochure, on the internet, in direct contact and in the written invitation</i> • <i>Information on arrangements for persons who use other accident insurance institutions’ training offerings is provided as required.</i>
<p><u>Customer acquisition and care</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • customers are given competent advice, where necessary, when choosing training; and • the appropriate communication channels to the relevant persons in companies, industry representatives, target-group representatives and associations are used where necessary and for general matters. 	<ul style="list-style-type: none"> • <i>Training advice is provided on the telephone by the seminar management, training management, lecturers, prevention services or at the workplace by inspectors.</i> • <i>Contact with the editing departments of industry/association magazines</i> • <i>Contact with fairs/trade events.</i>

3.4 Organisation

Seminar delivery has to be backed up by organisational measures that ensure the participants and lecturers are at the right place at the right time and the planned handouts, media and materials are available.

<u>Standards</u>	Example implementation of the standards (not compulsory)
<p><u>Participant management</u></p> <p>It is ensured that</p> <ul style="list-style-type: none">• the participants are selected in accordance with the target-group description and other specified criteria; and• the participants are given advice, where needed, when they make their booking.	<ul style="list-style-type: none">• <i>Booking is done systematically with the support of a software program; the procedure is transparent and the processes have to be carried out at specified intervals.</i>• <i>If the seminar cannot be booked on the desired date, an alternative date is offered.</i>• <i>Advice regarding the information in the seminar description and the dates is provided on the telephone, in direct contact or via the internet.</i>• <i>Where there is a justified need, insurances wishing to participate in seminars offered by other Berufsgenossenschafts (also other accident insurance institutions in the future, where appropriate) have their participation costs paid and registration is organised for them.</i>• <i>Where seminars have to be cancelled due to there not being sufficient participants registered (target figures are defined for each seminar), the registered participants are advised immediately and offered an alternative date.</i>

<u>Standards</u>	Example implementation of the standards (not compulsory)
<p><u>Lecturer management</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • guest lecturers are chosen on the basis of subject-related criteria, their experience in adult education and the cost-efficiency factor. 	<ul style="list-style-type: none"> • <i>The criteria for selecting guest lecturers are specified in writing in addition to the requirements set out in the seminar strategy statement.</i> • <i>The fees payable to guest lecturers are pre-defined. Exceptions require a case-specific decision, which has to be documented as such.</i> • <i>In addition to qualitative aspects, the length of their journey to the seminar venue is also taken into account (checked automatically using a software program) when selecting lecturers for the individual seminars.</i> • <i>The lecturers for the individual seminars must be selected by the training manager(s) in accordance with the requirements set out in the seminar strategy statement (seminar development)</i>
<p><u>Material logistics</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • the handouts that are relevant to the subject, have been especially selected and are up to date and are always available for each seminar; and • the media and learning materials specified in the seminar strategy are available and fit for use. 	<ul style="list-style-type: none"> • <i>The materials are ordered on the basis of the requirements set out in the seminar strategy and taking into account cost efficiency, on the basis of tendering guidelines.</i>

<u>Standards</u>	Example implementation of the standards (not compulsory)
<p><u>Infrastructure (seminar and board & lodging infrastructure)</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • the type, number and furnishings of the rooms meet the requirements of adult education; • the seminar rooms are suitable for the intended function and provide an atmosphere conducive to learning; • the learning infrastructure meets the requirements of the seminar in question (group work rooms); and • in cases of under- or over-capacity in the training centres, the accident insurance institutions cooperate with one another in a non-bureaucratic, demand-led way whilst taking into account the requirements for the training concerned. 	<ul style="list-style-type: none"> • <i>The infrastructure of the accident insurance institutions' training centres is based on qualitative aspects, the target group and the requirement for cost efficiency within the self-administration. Contracted training centres are chosen using the same criteria.</i> • <i>The infrastructure makes different forms of learning and working possible.</i>
<p><u>Settlement of payments (travel expenses, lecturers' fees, etc.)</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • the costs incurred by seminar participants and the costs for services are reimbursed in a quickly and non-bureaucratic manner. 	<ul style="list-style-type: none"> • <i>Software programs are used to capture, process and make the payments.</i> • <i>There are only lean structures in place.</i> • <i>The processing is performed at specified intervals.</i>

3.5 Delivery of training

This refers to lecturers'/speakers'/trainers' delivery of seminars, workshops, etc. The quality of the lecturers/speakers/trainers plays a major part in the quality of the training event.

Standards

Example implementation of the standards (not compulsory)

Learning infrastructure

It is ensured that

- the learning infrastructure corresponds to the requirements set out in the strategy and to the habits and expectations of the customer groups; and
- all resources are managed in a structured, well-organised manner.

- *As far as possible, the training centres have practical facilities and seminar rooms with modern media technology that supports the learning objective, plus preparation rooms for lecturers.*
- *The rooms, equipment and exhibits are supervised and the lecturers supported by staff trained in the subjects of the industry in question (assistants, engineers).*
- *The supplementary information and learning resources, board and lodging and the pro-learning environment correspond to the requirements set out in the strategy and the expectations of the customer groups.*

<u>Standards</u>	Example implementation of the standards (not compulsory)
<p><u>Lecturers/speakers/trainers</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • the lecturers/speakers/trainers are selected in such a way and that their level of CPD is such that the requirements of the training offering in question and the requirements for a lecturer working on behalf of an accident insurance institution are met. In other words, the lecturers/speakers/trainers must have the necessary expertise and methodical and social skills; • the lecturers/speakers/trainers are managed and integrated by seminar managers; and • the lecturers work in accordance with the state of the art in adult education and in line with the target group's/participants' needs. 	<ul style="list-style-type: none"> • <i>The lecturers/speakers/trainers are selected in a targeted manner (based on the AAW "Selection and training of speakers" project) and instructed and briefed in accordance with the plan.</i> • <i>The required skills profile for a lecturer/speaker/trainer (cf. AAW Working Group 1) is taken into account.</i> • <i>Responsibilities for designing and organising continuing training in the specific subject and the educational area are defined and implementation is monitored.</i> • <i>Systematic exchange of experience and agreement of educational methods are carried out on a seminar-specific basis.</i> • <i>Random-sample participant feedback is systematically recorded. Where there are irregularities, the training manager(s) talk(s) to the lecturers to provide them with the feedback.</i> • <i>The continuing training offered is compulsory for lecturers (including all guest lecturers).</i> • <i>Educational guides and aids (IntraP@d, sustainability recommendations, guidance document, circulars and newsletters) are available, are constantly updated and their content communicated through additional continuing training offerings.</i> • <i>Guest lecturers are from the industry or receive specific information, e.g. by accompanying inspectors to enterprises.</i>

<u>Standards</u>	Example implementation of the standards (not compulsory)
<p><u>Media and methods</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • the lecturer/speaker/trainer works with professional media that support the learning objectives; • the lecturer/speaker/trainer works with methods that support the learning objective, are appropriate for adults, have an activating effect and promote knowledge transfer to the workplace; and • the training is delivered in line with the participants' needs, educational principles and on the basis of the strategy developed. 	<ul style="list-style-type: none"> • <i>Seminar rooms are equipped with the facilities usual in adult education as standard.</i> • <i>The media equipment needed for the individual methods is available and used.</i> • <i>Staff with training in education are used in the planning and development of the offerings and in the training for the lecturers/speakers/trainers.</i>
<p><u>Evaluation</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • the quality of the training delivery is continuously reviewed, feedback is given where needed and all variables are adjusted quickly; and • the quality of the training delivery is systematically evaluated and documented. 	<ul style="list-style-type: none"> • <i>Random-sample surveys are conducted among the participants and lecturer surveys are carried out regularly. Observers sit in on the seminars and evaluations are carried out with the lecturers and seminar working groups in accordance with the plan.</i> • <i>Feedback on what was successful and what needs to be changed is regularly sought from contacts in the enterprises.</i>
<p><u>Transfer and sustainability</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • knowledge transfer is promoted in the seminar, on the basis of the strategy. 	<ul style="list-style-type: none"> • <i>Recommendations from the AAW "Sustainability" project are implemented.</i> • <i>At an appropriate interval after the seminar, a /meeting is held in the enterprise for specified target groups.</i> • <i>For selected seminars, follow-up support is provided for the participants.</i> • <i>Various forms of follow-up support (by the lecturers/speakers/trainers and as part of the inspectors' work in the companies) are possible by arrangement.</i>

3.6 Evolution

All training offerings have to be constantly checked to ensure they are up to date, correct, fulfil their purpose (in terms of the prevention objective and customer requirements) and achieve their various objectives (as stated in the strategy) and need to be evolved on the basis of those checks.

<u>Standards</u>	Example implementation of the standards (not compulsory)
<p><u>Evaluation</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • participant feedback is systematically recorded; • participant feedback is systematically evaluated and supplied to the persons responsible for evolving the training; and • the evaluation is also used to improve cost efficiency (cost/benefit). <p><u>Evolution</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • training is evolved systematically; and • any need for updating is regularly identified and the training offerings and seminar strategies adapted. 	<ul style="list-style-type: none"> • <i>Arrangements are in place for participant and lecturer surveys and regular exchange of experience between lecturers.</i> • <i>Arrangements are in place for systematic feedback by lecturers to the seminar working groups and the training manager(s).</i> • <i>The cost/benefit ratio determines the scope of the strategy documentation but also the scope of the evaluation itself. The decision is made by the training/prevention management in each case and the decision is documented.</i> • <i>Customer satisfaction and the expected workplace benefit are systematically checked in random samples.</i> • <i>Random checks are carried out to ascertain whether and to what extent we have achieved learning and transfer quality.</i> • <i>The lecturers are informed of the evaluation results. The evaluation findings have consequences (change to the seminar strategy, continuing training and selection of lecturers).</i> • <i>Criteria are defined for assessing satisfaction, the required quality level of prevention success and the cost/benefit ratio.</i> • <i>The responsibilities and tasks of the seminar working groups and the training-evolution groups are defined, checks are carried out to determine whether tasks are performed.</i> • <i>The relevant seminar working groups/departments/inspectors observe the trends in OSH, in the enterprises and industries and the changes in the legal situation; they incorporate the new</i>

<u>Standards</u>	Example implementation of the standards (not compulsory)
	<p><i>aspects into the training.</i></p> <ul style="list-style-type: none"> <i>• The aim of the continuous quality improvement is set out in precise statements in the documents used for the seminar working groups'/training-evolution groups' work.</i>
<p><u>Complaint management</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • a complaint-management system is in place; and • suggestions for improvement are taken on board, assessed and, if useful, implemented. 	<ul style="list-style-type: none"> • Customers and lecturers/speakers/trainers receive feedback on their complaints and suggestions within a specified period.

4. Framework conditions

This section describes the management and service processes. These processes are key to ensuring that the core processes are performed to a high quality.

4.1 Management processes	
These processes enable the manager(s) to control the network of business processes for the entire quality model. This ensures that all employees have the same understanding of the company's goals, the tasks and responsibilities.	
<u>Standards</u>	Example implementation of the standards (not compulsory)
<p><u>Quality policy and objectives</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> the vision behind the training is in line with the accident insurance institution's vision. 	<ul style="list-style-type: none"> <i>The quality model is defined in such a way that the objectives derived from the quality policy are attained. The staff trained for this purpose and the resources necessary are provided.</i>
<p><u>Business processes</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> the business processes (management, core and service processes) are defined and responsibility for the processes is specified. 	<ul style="list-style-type: none"> <i>The business processes break down as follows. A process owner is appointed for each process.</i> <ul style="list-style-type: none"> <i>Management processes: quality policy and objectives, business processes, organisational structure, resource management, employee training, process assessment and evolution.</i> <i>Core processes: planning of offerings, development of offerings, marketing, organisation, delivery, evolution.</i> <i>Service processes (support processes): information and communication management, quality management of suppliers and service providers.</i>

<u>Standards</u>	Example implementation of the standards (not compulsory)
<p><u>Organisational structure</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> the organisational structure is described in the form of an organisational chart and responsibility for the individual business areas is derived from it. 	<ul style="list-style-type: none"> <i>The quality definition and objectives are set out in the manual. Workflows, procedures and operational instructions are documented.</i> <i>The responsibilities of the persons involved in ensuring the quality of the training and the interaction between them are clearly specified and known.</i>
<p><u>Resource management</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> the resources required for training are reviewed on the basis of the prevention requirement and provided as appropriate. <p>It is ensured that</p> <ul style="list-style-type: none"> the work system complies with the current standards for OSH. 	<ul style="list-style-type: none"> <i>The necessary tangible and intangible resources, e.g. budget, human resources, rooms, hardware and software, support services and seminar infrastructure, are identified. They are provided, maintained and evolved with the aim of achieving the organisational objectives, improving the quality model, increasing customer satisfaction and ensuring cost efficiency. The OSH and ergonomic features of the working environment are also taken into account.</i>

<u>Standards</u>	Example implementation of the standards (not compulsory)
<p><u>Employee training</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • the training requirements in prevention are taken into account when specifying the scope and focus of employee training. 	<ul style="list-style-type: none"> • <i>The employee training strategy includes requirements pertaining to: <ul style="list-style-type: none"> ▪ personal skills,, ▪ expertise, ▪ methodical skills, ▪ media literacy and ▪ social skills. </i> • <i>The training strategy helps field staff and employees in contact with customers to advise customers on the training offerings.</i> • <i>The need for CPD depends on the job profile, the employee's previous training, the target agreements and the individual's needs and wishes. It is determined annually by the HR manager.</i> • <i>In the area of speaker management, the specific requirements are met by selection, placement, training, management and assessment. This includes guest lecturers.</i>
<p><u>Process assessment and evolution</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • all training processes are regularly assessed in consultation with the management; and • regular evolution processes are arranged for the purposes of continuous improvement. 	<ul style="list-style-type: none"> • <i>The success of the QM system is measured by identifying quality indicators on the basis of the quality objectives during the QM review. The development of these indicators is monitored for a period of one year. If they prove to be meaningful, they are adopted in the next monitoring period in order to ensure continuous improvement.</i> • <i>Tools for assessing a continuous improvement process are survey results, customer feedback, suggestions for improvement, QM meetings, exchange-of-experience groups, complaint management internal and external audits and management reviews.</i>

4.2 Service processes

Service processes help ensure that all processes run smoothly and all quality processes interact well.

<u>Standards</u>	Example implementation of the standards (not compulsory)
<p><u>Information and communication management</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • all persons involved receive the current information and knowledge necessary for their own work and work with others via defined information and communication methods and channels; and • all results (e.g. of meetings, surveys or development) are documented and accessible to all persons involved, thus ensuring a continuous improvement process. 	<ul style="list-style-type: none"> • <i>Operational instructions provide details of information and communication channels.</i> • <i>Committee members are named and distribution channels described.</i> • <i>Where necessary, the IT systems provide support to ensure a smooth management workflow based on the business processes, e.g. marketing, seminar organisation (participant management), complaint management, information management and documentation. The IT is constantly adjusted to new requirements.</i> • <i>New situations are responded to quickly with the help of server-based information management.</i>
<p><u>Quality management of suppliers and service providers:</u></p> <p>It is ensured that</p> <ul style="list-style-type: none"> • all supplies and services meet defined quality criteria; and • internal service processes are based on a customer/supplier relationship. 	<ul style="list-style-type: none"> • <i>Guest lecturers, service providers for board/lodging and seminar equipment and suppliers of materials and media and hardware and software are considered suppliers and service providers.</i> • <i>Suppliers and service providers are selected by means of tenders, taking into account quality requirements, and are regularly assessed.</i>

5. Implementation in the accident insurance institutions

- The accident insurance institution undertakes to implement the quality model and the standards within a specified period (e.g. two years).
- The accident insurance institution undertakes to document the implementation (e.g. by means of quality management, documented procedures and operational instructions).
- The accident insurance institution undertakes to review implementation (e.g. by means of audits, measuring instruments and indicators).
- The accident insurance institution undertakes to ensure an internal continuous improvement process as a learning organisation.