



Skillsmark

*Rewarding excellence
in the justice sector*

Skillsmark / A Quality Framework for Learning and Development in the Justice Sector

The purpose of Skillsmark is to provide a quality mark for use within the Justice sector. This quality mark is awarded to recognise those providers who meet the evaluation requirements of Skillsmark.

Skillsmark is a two-step accreditation process that recognises providers and endorses programmes and courses of learning. Through Skillsmark employers can identify those courses and programmes that meet their needs.



Skillsmark is an education and training quality mark for the Justice sector. It offers accreditation through a two-step process which recognises providers and endorses programmes and courses of learning of relevance to the sector.

Skillsmark is based on the following principles:

- ▶ Inclusivity: embracing all providers of education, training, learning and development
- ▶ Authority: basing evaluation and judgement on clear, demonstrable evidence
- ▶ Efficiency: keeping bureaucracy to a minimum by using third-party quality assurance reports wherever applicable

Skillsmark sets out the evaluation requirements which apply to:

- ▶ A provider submitting an application for Skillsmark
- ▶ Skillsmark reviewers when judging an application for Skillsmark submitted by providers

The two-step Skillsmark accreditation process:

Recognition:

The process which recognises and approves the systems that a provider has in place for the design, approval, delivery and review of programmes.

Endorsement:

The process which endorses individual programmes and courses as being high quality and fit for purpose. Programmes and courses must use the relevant national occupational standards, where they exist, and show evidence of employer involvement in their design.

The providers of education and training within the Justice sector

External providers

- ▶ Private training providers
- ▶ Higher education institutions
- ▶ Further education colleges
- ▶ Voluntary organisations

Employers through employer-based training

- ▶ Offering programmes or courses to their own employees, or the employees of others

The Skillsmark Handbook

The Skillsmark Handbook guides providers in preparing their applications for recognition and endorsement. It can be downloaded from the Skillsmark website at www.skillsmark.co.uk. Alternatively, contact the Skillsmark team on 0114 261 1499 or by email at info@skillsmark.co.uk.

To obtain Skillsmark, providers first have to demonstrate that they have rigorous and effective processes for the design and delivery of education and training programmes, and that employers have an input to these.

Secondly, to gain the Skillsmark quality mark, a programme must meet the needs of employers and of the wider Justice sector, be properly resourced and fit for purpose. Accreditation judgements are made by expert reviewers, with experience of the sector and of vocational and professional training.



How does Skillsmark benefit learning providers?

By becoming a Skillsmark recognised provider you are demonstrating to your customers that you take a professional approach to education and training within the Justice sector and maintain organised, well-managed, quality assured programmes.

Skillsmark endorsement for your programmes or courses will demonstrate that they are of high quality and meet the needs of employers in the Justice sector.

How does Skillsmark support employers and managers?

As an employer or manager, you can be sure that a Skillsmark endorsed programme is:

- ▶ High quality and fit for purpose
- ▶ Appropriate to the Justice sector
- ▶ From a provider that listens to its customers
- ▶ Able to meet your needs and those of your employees

Selecting Skillsmark endorsed programmes to train and develop your staff will help your organisation to:

- ▶ Deliver key objectives
- ▶ Drive up performance and results
- ▶ Improve efficiency
- ▶ Increase staff motivation
- ▶ Provide appropriate, relevant training and development for staff

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Recognition Process

R1 / Are there effective and appropriately managed systems, processes and procedures to design and deliver high-quality education and training?

Reviewers evaluate:

- a) How well leaders and managers at all levels set a clear direction leading to high-quality education and training and its continued improvement
- b) How well the policies and key processes in place support the design and delivery of education and training
- c) How well the quality assurance arrangements ensure that the policies and key processes are appropriate and are being implemented
- d) How well the arrangements in place ensure that suitable staff are recruited and supported and that specialist equipment, learning resources and accommodation are secured
- e) How well equality of opportunity is promoted and diversity issues are addressed to benefit all learners

Endorsement Process

E1 / Are the purpose and the intended learning outcomes of the programme clear and appropriate in relation to external benchmarks and to the needs of learners and their employers?

Reviewers evaluate:

- a) The extent to which the purpose and learning outcomes of the programme meet employment needs and make effective use of national occupational standards and/or other benchmarks
- b) Whether the programme design process, described at the recognition stage, has been followed
- c) Where a programme leads to a formal qualification, whether the requirements of the relevant qualification framework have been met

E2 / How well does the design and content of the programme, and the ways that learners are encouraged to learn, help them achieve the intended learning outcomes?

Reviewers evaluate:

- a) How well the programme plan and content supports the purpose and learning outcomes
- b) How appropriate the programme materials are to the content and learning outcomes
- c) Whether the range of opportunities to learn match appropriately to the content and learning outcomes

E3 / Is the approach to teaching, training and learning appropriate to the range of aptitudes and previous learning experiences likely to be encountered in the target learner population?

Reviewers evaluate:

- a) The extent to which the teaching, training and learning approach matches learners' aspirations and potential, building on previous attainment and experience
- b) How effectively feedback is used to guide future individual learning
- c) How effectively learners are challenged and inspired to get the best out of, and enjoy, their learning experience

E4 / Are the arrangements to assess learning sufficient, valid, reliable and secure?

Reviewers evaluate:

- a) Whether assessment enables the learner to demonstrate what he or she knows, understands and can do, in relation to the intended learning outcomes
- b) Whether assessment is subject to verification or moderation including, where applicable, meeting the requirements of any awarding body
- c) Whether there are appropriate safeguards against plagiarism or other forms of cheating

E5 / Are the resources sufficient and appropriate to allow learners to achieve the intended learning outcomes?

Reviewers evaluate:

- a) The adequacy, availability and suitability of staff
- b) The adequacy, availability, suitability and use of specialist equipment, learning resources and accommodation
- c) The provision of information and guidance for staff to enable them to meet their responsibilities

E6 / Are the arrangements in place to monitor and review the programme appropriate and timely and do they include monitoring how well learners achieve?

Reviewers evaluate:

- a) How effectively feedback from monitoring and quality assurance activities is used in the review process
- b) How effectively course teams review the programme with a view to improving the content and delivery
- c) Success in achieving specified targets including agreed learning outcomes and, where appropriate, qualifications
- d) The standard of learners' work in relation to their learning goals

Reviewers will uphold high professional standards throughout their work.

They will carry out their duties according to the requirements of the Quality Framework and the guidance provided to them. Reviewers will have no connection with the provider which may undermine their objectivity.



Code Of Conduct For Reviewers

This code of conduct defines the standards of behaviour required of all those undertaking activities as a Skillsmark reviewer. The code applies to all those working on behalf of Skills for Justice, including employees and associates employed as reviewers.

The code of conduct requires reviewers to:

- ▶ Be fully prepared for the reviews they undertake
- ▶ Be impartial and objective
- ▶ Be open and transparent in the way they work, treating everyone with respect, courtesy and sensitivity
- ▶ Adhere to the principles of diversity
- ▶ Respect the confidentiality and source of any information handled and not disclose or comment to a third-party on any information received in confidence
- ▶ Keep demands for information and other material to a realistic minimum
- ▶ Use their expertise to make balanced judgements based on the evidence presented
- ▶ Report honestly and fairly
- ▶ Not use any information gathered during reviewing activities for personal gain
- ▶ Adhere to the Skills for Justice organisational values at all times

Skills For Justice Values

Demonstrating integrity

We will conduct our business in a consistent, open and transparent manner and use our time, money and resources wisely. We will do what we say we are going to do, when we say we are going to do it.

Living diversity

We will value everyone for their contribution and actions, irrespective of personal differences, and promote inclusiveness and equal access to opportunities, challenging any form of discrimination.

Actively working with others

We will each understand how our individual contribution helps the organisation meet its aims and actively work in collaboration with others to achieve these aims. We will strive to build a world-class team in which every member feels valued and supported.

Striving for excellence

We will continually review the way we work in order to deliver the highest quality performance in everything we do. We will consult, encourage feedback and aim to provide services that meet or exceed the levels that are expected of us.

Communicating effectively

We will listen to the values and opinions of others and be aware that people have different levels of knowledge relating to our work. We will aim to communicate in a way that is understandable and meaningful to everyone. We will recognise that effective and timely communication is integral to become the successful organisation we want to be.

How To Contact Us

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