

The Quality Mark – What you need for success

This list is a guide for organisations of the evidence which will be expected to demonstrate achievement of the CANparent Quality Mark. The CANparent Quality Mark is broken down into four elements. The table below details within each quality element the evidence that is required. You will notice that the evidence you provide can cover many criteria and elements. Note that this list is not exhaustive. It also details what is required from what you provide us and what assessors will be looking for within this evidence. We have provided a tick box so that you can use this to track what you have uploaded.

You will likely find that you have many of this information/policies/documents to hand already. We also don't want to create extra work for you. If you as an organisation/sole trader do not have something please speak with your assessor, it might be that it is not needed. Note that narrative works just as well as a policy document.

Throughout this document the term UPC is used. This means Universal Parenting Class.

Element one: The class can be relied on by parents to make a positive difference, it is evidence based, monitored and evaluated to improve parent / child relationships			
Criteria	Evidence	What your evidence needs to demonstrate	Evidence uploaded
A. There is experience of delivering parenting classes using an evidence informed approach	i. Samples of class material, session plans (if appropriate), key documents, websites, parents and provider packs	<ul style="list-style-type: none"> • That the UPC is evidence informed and referenced, • That any necessary research has been carried out and is referenced • Is the social learning model referenced and linked to a theory of change • Examples of what be covered at each session 	
	ii. Samples of the provider's past, current and developing research and evidence base	<ul style="list-style-type: none"> • That the UPC has been developed over time and delivered for at least six months • The research and relevant documents need to be fit for purpose • The evidence is robust, relevant and currently applicable 	
B. The class provider monitors and	i. Samples of pre and post class/intervention measuring tools	<ul style="list-style-type: none"> • That validated and robust tools are used in the measurement of change • That data analysis reports are produced demonstrating an understanding of parents' pre and post UPC behaviour • Demonstrates a positive impact on parents 	

evaluates its provision		<ul style="list-style-type: none"> • A summary of improvement results 	
	ii. Ongoing monitoring and feedback reports	<ul style="list-style-type: none"> • Proof (sample reports) that provider monitors and evaluates the delivery of UPCs to ensure improvement. • Samples of evaluation forms and a summary of recent results • Prose explaining what happens at beginning of UPC, and how influences the delivery 	
	iii. Reports of post-delivery follow up	<ul style="list-style-type: none"> • Evidence that parents are followed up between 3 and 12 months post-delivery, • Highlights how the class has demonstrated sustained positive impact • How the class has demonstrated sustained impact and summaries are included in marketing 	
	iv. Session or UPC development plans	<ul style="list-style-type: none"> • Proof that parents are able to and encouraged to think/reflect on parenting practice /behaviour (self-efficacy models) • Prose on how this is fed into the class 	
C. The class has strong quality assurance mechanisms in place to ensure fidelity	i. Session or UPC development plans.	<ul style="list-style-type: none"> • Proof that the UPC includes pre agreed outcomes, such as Key Performance Indicators or learning outcomes, desired behaviour changes, desired attitudinal changes • Proof that providers have clarity over outcomes they intend to deliver through their classes - (this is key for, in particular the train the trainer, franchise classes) 	
	ii. Description of relevant quality assurance process	<ul style="list-style-type: none"> • Providers can show or explain how outcomes are captured, recorded and shared (where necessary) with other classes? • Copy of and narrative describing the process of how QA is ensured and fidelity processes are in place to support programme 	

	<p>iii. Examples of quality or fidelity assurance for the provision of the class across content, delivery sites and practitioners</p>	<ul style="list-style-type: none"> • That evidence of information sharing (any train the trainer material) amongst practitioners is as robust as the delivery to parents • The organisation has systems and sufficient capacity to ensure fidelity across its delivery model, sites and practitioners • That the UPC is risk assessed and delivered to a consistent standard 	
<p>D. The class is delivered by an appropriate, supervised and trained workforce</p>	<p>i. Training and workforce or organisational development plans</p>	<ul style="list-style-type: none"> • Training & workforce development plans proving anyone delivering class is appropriately trained and regularly supervised • Samples of training records of class facilitators anyone delivering class are trained 	
	<p>ii. Workforce appraisal / supervision processes</p>	<ul style="list-style-type: none"> • Samples need to show that people delivering classes are appraised, supervised or carry out self-reflection 	
	<p>iii. Copies of current child and adult safeguarding policies and practice,</p>	<ul style="list-style-type: none"> • Policies are in date, and reflect any statutory changes. • Policies have been regularly reviewed as to appropriateness and/or workability. • That practitioners are trained and aware of their responsibilities concerning Child Protection & Adult Safeguarding 	

Element two: Parents can rely on the integrity of the class provider, its professional conduct, competence, financial and governance systems, and data protection/confidentiality, to ensure suitability to deliver a class

Criteria	Required evidence	What your evidence needs to demonstrate	Evidence Uploaded
<p>A. The class provider ensures the competence levels of trainers are assessed, that they undertake Continuous Professional Development and receive regular supervision</p>	<p>i. Examples of training needs analysis / competence and skills assessments for roles</p>	<ul style="list-style-type: none"> • That providers understand what training or competency is required to deliver the class 	
	<p>ii. Copies of workforce development plans / processes</p>	<ul style="list-style-type: none"> • Any publicised professional registration or qualification is up to date and relevant to the course • That practitioners attend training to refresh knowledge 	
	<p>iii. Copies of Train the Trainer or provider material</p>	<ul style="list-style-type: none"> • That any information relating to the delivery of the UPC is shared from provider to practitioner 	
	<p>iv. Copies of appraisal / observation / supervision / disciplinary processes / policies</p>	<ul style="list-style-type: none"> • That relevant processes robust and achievable and proof (e.g. samples of appraisals) that actual activity having been carried out • Anecdotal report on relevant activity taking place 	
<p>B. All necessary financial and governance systems are in place, effective, and reviewed</p>	<p>i. Copies of financial processes</p>	<ul style="list-style-type: none"> • That all financial systems are robust and backed-up • Processes need to detail secure online payments, supporting of accounting and auditing processes appropriate for turnover • How the provider deals with income and payments 	
	<p>ii. Copy of appropriate levels of insurance cover, data protection registration and compliance</p>	<ul style="list-style-type: none"> • That all policies are in place and understood • Insurance cover is appropriate for provision • That copies of relevant governance documents and how explanation on how they support activity on the ground • That risk assessments are carried out and reviewed 	
<p>C. The class provider</p>	<p>i. Boundaries policy.</p>	<ul style="list-style-type: none"> • What are class boundaries, demonstrating providers not acting beyond their competence or capability 	

signposts any parents who may need support elsewhere		<ul style="list-style-type: none"> • That provider and practitioners know what to do if issues are raised that aren't covered in "universal" provision 	
	ii. Examples of referral / signposting pathway	<ul style="list-style-type: none"> • The provider can provide evidence of signposting pathways • Numbers of parents signposted/ referred onto a different service (e.g. nutrition class / smoking cessation) 	

Element three: The class is recommended by other parents

Criteria	Required evidence	What your evidence needs to demonstrate	Evidence Uploaded
A. The class seeks quality through review and acts accordingly	i. Samples of publicity, website and other materials	<ul style="list-style-type: none"> • That parents are consulted to influence necessary changes • Sample of any publicity material that has been changed after parents views had been given to the organisation 	
	ii. Copy of annual reports / review or equivalent	<ul style="list-style-type: none"> • The most recent annual review states how the provider engages with both mums and dads (and other adults in a “parenting” role) about their experience 	
	iii. Copy of complaints / feedback processes and relevant data	<ul style="list-style-type: none"> • That feedback taken after each class to ensure that parents views are listened to and responded to • Numbers of compliments and complaints 	
	iv. Sample of action plans/changes following feedback	<ul style="list-style-type: none"> • How the class has changed since feedback 	
B. Parents are involved in the development and promotion of the class	i. Copy of feedback process and relevant data reports	<ul style="list-style-type: none"> • That the feedback process is robust • Any key statistical data on feedback 	
	ii. Evidence that the provider can deal with increase in demand and respond to parents’ individual needs if appropriate	<ul style="list-style-type: none"> • That succession plans could be introduced to deal with any increase of numbers • Copy of workforce development plan highlighting any individual response to parents specific needs • Copy of referral policy if specific needs are out of skill set 	
	iii. Sample of marketing materials	<ul style="list-style-type: none"> • That parents views are visible (such as website quotes or evaluation forms) • Relevant quotes are publicised and used in marketing 	
	iv. Samples of testimonies from parents / users	<ul style="list-style-type: none"> • That any testimonies are from parents, are relevant to Quality Mark • That provider can demonstrate ability to engage with parents to take further classes 	

Element four: The class is responsive, warm and relational, engaging with parents and builds on these effective relationships to meet their needs

Criteria	Required evidence	What your evidence needs to demonstrate	Evidence uploaded
<p>A. The class develops and uses a range of approaches to engage with all parents and build and maintain relationships</p>	<p>i. Copies of promotional and class material</p>	<ul style="list-style-type: none"> • That the class is accessible for all and reflects community that they are serving and any promotional material appeals to all – including Dads and Grandparents 	
	<p>ii. Samples of website, materials, corporate vision & mission, organisational strategy,</p>	<ul style="list-style-type: none"> • That any wider organisational material includes how parental engagement is promoted across the organisation 	
	<p>iii. Evidence of follow on support within organisation</p>	<ul style="list-style-type: none"> • That the provider can submit statistics on the numbers of people taking up further, “non-universal” classes 	
	<p>iv. Copy of a marketing plan</p>	<ul style="list-style-type: none"> • That the plan targets all parents unless otherwise written within organisational strategy 	
<p>B. The class works with and respects the strengths, skills and acknowledges the expertise of all mothers ,fathers and those in a parenting role</p>	<p>i. Equal Opportunities policy</p>	<ul style="list-style-type: none"> • Evidence that parenting programme and providers embrace equal opportunities and the diversity of the participants • That the class is accessible for all unless otherwise written within organisational strategy 	
	<p>ii. Organisational explanation</p>	<ul style="list-style-type: none"> • Example of the training of practitioner on promoting and sustaining healthy, collaborative relationships with parents helping parents manage common feelings of conflict, disappointment, anger and despair • That training of practitioners on these subjects takes place, and is demonstrated at classes 	
<p>C. The class increases its</p>	<p>i. Marketing plan</p>	<ul style="list-style-type: none"> • Example of plan and any market research carried out is in place and links directly to core organisational strategy document 	

popularity with all parents	i. Attendance / attrition statistics	<ul style="list-style-type: none">• That statistics are recorded, reported on and action taken where relevant• Stats are is in line with industry standard figures	
	ii. Copy of the parents' "journey"	<ul style="list-style-type: none">• Example and description of parents' journey during the class is documented, accessible and straightforward, driving organisational activity and engagement	