Quality Management Systems for non-laboratory settings – Toolkit

Testing provider's training and supervision

World Health Organization

Testing provider's training and supervision

Ensuring that testing providers are adequately trained and supportively supervised is critical for maintaining the quality and reliability of testing services.

At a minimum, each testing provider should be trained to perform and interpret RDTs and algorithms and related tasks (including maintaining testing records and standardized logbooks/registers, understanding the purpose and use of QC materials, participating in the EQA scheme, and ensuring proper stock management). They should also perform only tests and tasks that are allowed at their operational level and keep all training records/written authorizations up to date.

A comprehensive training curriculum (see document: Training curriculum (PDF, 300 kB) and access training modules), should encompass foundational knowledge, practical skills, competencies-based assessment or authorization for work, (see document: Testing provider competency based assessment tool (PDF, 375 kB)), and ongoing education to keep staff updated with the latest methodologies and technologies. This curriculum should be translated into well-structured training modules.

A national training plan should be developed. To ensure nationwide training coverage, it is recommended that the plan include Training of Trainers (TOT), which will allow the establishment of a pool of trainers.

Authorities can consider delegating the development of nationally tailored training curricula to external partners. Some partners could also support the digitalization of training content. For example, Strategic Evaluation Advisory & Development Consulting (Pty) Ltd., adapted existing RTCQI modules into a digital health platform, using mobile apps for data collection (and including training materials), with immediate data uploads where internet connectivity is available.

Furthermore, supervisor support is crucial for enhancing learning, offering feedback, and tackling challenges staff face during their work. This kind of supportive supervision (see documents: QMS training curriculum (PDF, 300 kB) and Site supportive supervision tools (XLSX, 55 kB) promotes a culture of ongoing improvement and accountability, which in turn results in improved patient outcomes and better testing performance.

Note that manufacturers of IVDs (or their economic operators, such as suppliers, distributors, or agents) must also provide in-service training and troubleshooting when product problems and/or adverse events occur.

Several partners have developed training materials and links to some of them are included below. These resources have been designed for specific purposes but can be used as examples to develop country-adapted training curricula, training packages, and training modules adapted to the local context, including nationally validated testing guidance and strategies.

- [The SARS-CoV-2 Antigen RDT Training Package](#)

The SARS-CoV-2 Antigen Rapid Diagnostic test (RDT) training package is a structured comprehensive collection of training resources and tools to enable relevant institutions to organize, run, and evaluate the training of trainers and/or training of health workers who will be performing SARS-CoV-2 testing using Antigen RDTs. The training addresses the theoretical and practical components of SARS-CoV-2 Antigen RDT testing and provides trainees with the skills and resources on how to safely perform SARS-CoV-2 Antigen RDT testing.

- [RTCQI](#) or [Training video](#)

Innovative Approaches for Improving the Accuracy and Reliability of HIV Rapid Testing
Rapid Test Continuous Quality Improvement

A comprehensive and data-driven approach to ensure the quality of HIV testing in select countries. The initiative is based on the Quality Assurance Cycle (QAC), a continuum of integrated planned activities that supports and promotes effective rapid HIV testing, leading to accurate and reliable test results.

- **SIEMENS E-learning**

The Rapid HIV Testing Continuous Quality Improvement (RT-CQI) Competency Assessment is intended to assess the competence of individuals performing HIV rapid testing and their knowledge of quality-related issues.

[Rapid HIV testing Continuous Quality Improvement (RT-CQI)](#)
[HIV Rapid Testing Online Refresher Training](#)

- SLMTA training modules and SLIPTA checklist: [(SLMTA 3) e-Learning Course](#) and [WHO's Stepwise Laboratory Quality Improvement Process Towards Accreditation (SLIPTA) Checklist - ASLM](#)

SLMTA is a flagship program for strengthening laboratory systems. It was launched in 2009 simultaneously with the SLIPTA program, which provides a stepwise approach to measuring progress towards accreditation. While SLIPTA measures laboratory quality by conducting audits, SLMTA provides the how-to with training and mentoring modules. While those tools have been developed for laboratories, some modules can be used in non-laboratory testing sites such as the chapter related to [Forecasting, Calculating, and Ordering Amounts](#).