Quality for Medical Educators

How are we doing ?

Chris O'Loughlin, Tracy Wray,

Nisha Nathwani, Tara Pauley

- Introduction

- A look at "quality" in medical education

- The quality processes we use

- Case studies

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Quality in medical education

Trainee / Learner journey…

… across

The post
The Trust
The programme

Quality in medical education

The goal

Trainee / Learner journey…

… for example

Progression
CCT

Quality in medical education

The goal

Trainee / Learner journey…

The experience

The endpoint

Quality in medical education

Trainee / Learner journey…

The goal

£ **5 billion**

cf NHS England's 181 billion

Quality in medical education

The goal

Trainee / Learner journey…
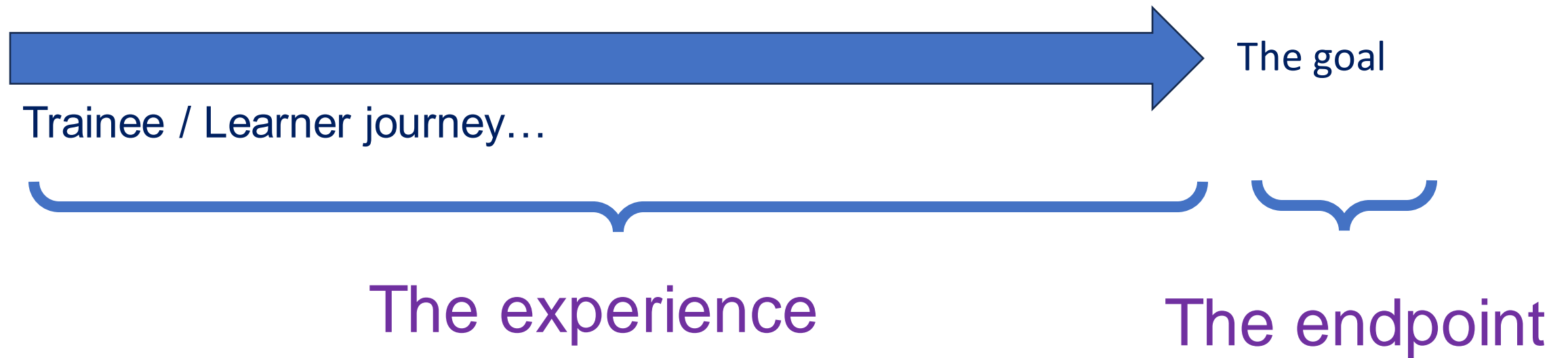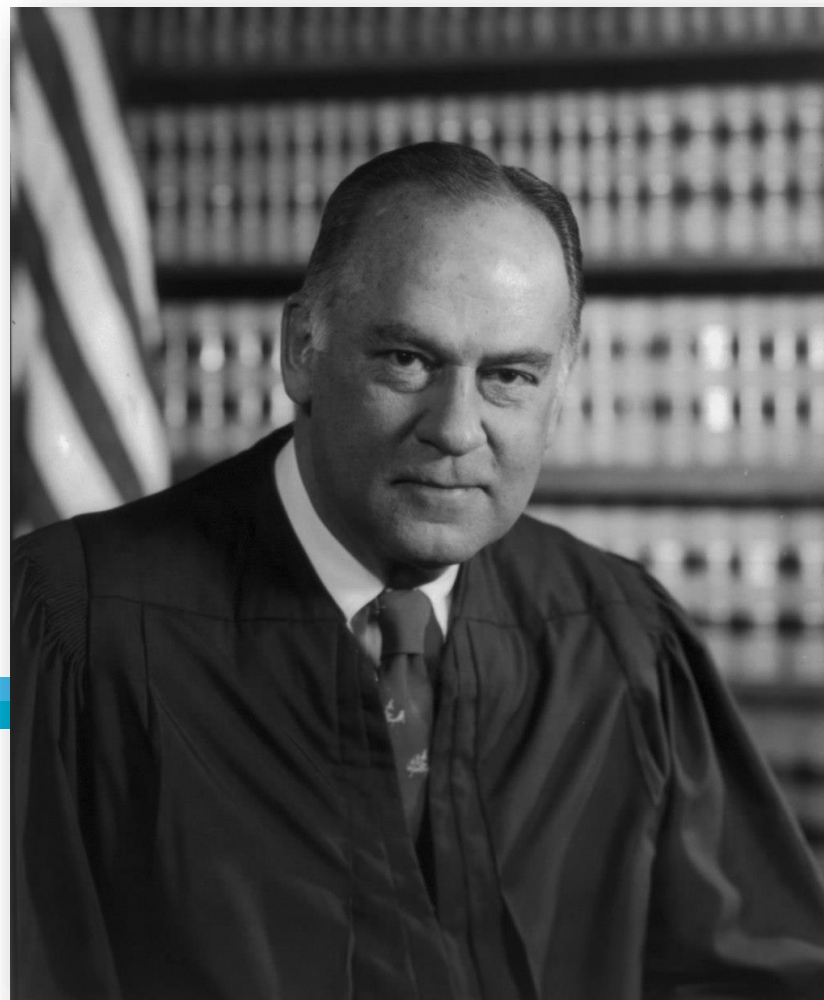
The future of the NHS

2 common challenges

- It's impossible to define …

2 common challenges

- It's impossible to define …

- What's important can't be measured

2 common challenges

- It's impossible to define …

- What's important can't be measured

Do you agree with this ?

HEE Quality Framework from 2021

1. Learning environment and culture relates to the settings within which learners are located and where the activity of education and training takes place.

Quality standards

1.1 The learning environment is one in which education and training is valued and championed.

1.2 The learning environment is inclusive and supportive for learners of all backgrounds and from all professional groups.

1.3 The organisational culture is one in which all staff, including learners, are treated fairly, with equity, consistency, dignity and respect.

4. Developing and supporting supervisors

4. Developing and supporting supervisors covers the resources and support required by those guiding and overseeing the clinical and educational development and progression of learners.

4.1 Supervisors can e[...] resources to supp[...] and mental healt[...]

4.2 Formally recognis[...] are appropriately[...] with allocated tim[...] job descriptions, [...] their roles.

4.3 Those undertakin[...] supervision roles [...] trained as define[...] regulator and/or [...] and in line with a[...] and expectations [...] organisations (e.g[...] Provider, HEE).

4.4 Clinical Superviso[...] the scope of prac[...] competence of th[...] supervising.

4.5 Educational Supervisors are familiar with, understand and are up-to-date with the curricula of the learners they are supporting. They also understand their role in the context of leaners' programmes and career pathways, enhancing their ability to support learners' progression.

4.6 Clinical supervisors are supported to understand the education, training and any other support needs of their learners.

4.7 Supervisor performance is assessed through appraisals or other appropriate mechanisms, with constructive feedback and support provided for continued professional development and role progression and/or when they may be experiencing difficulties and challenges.

What are the challenges to quality ?

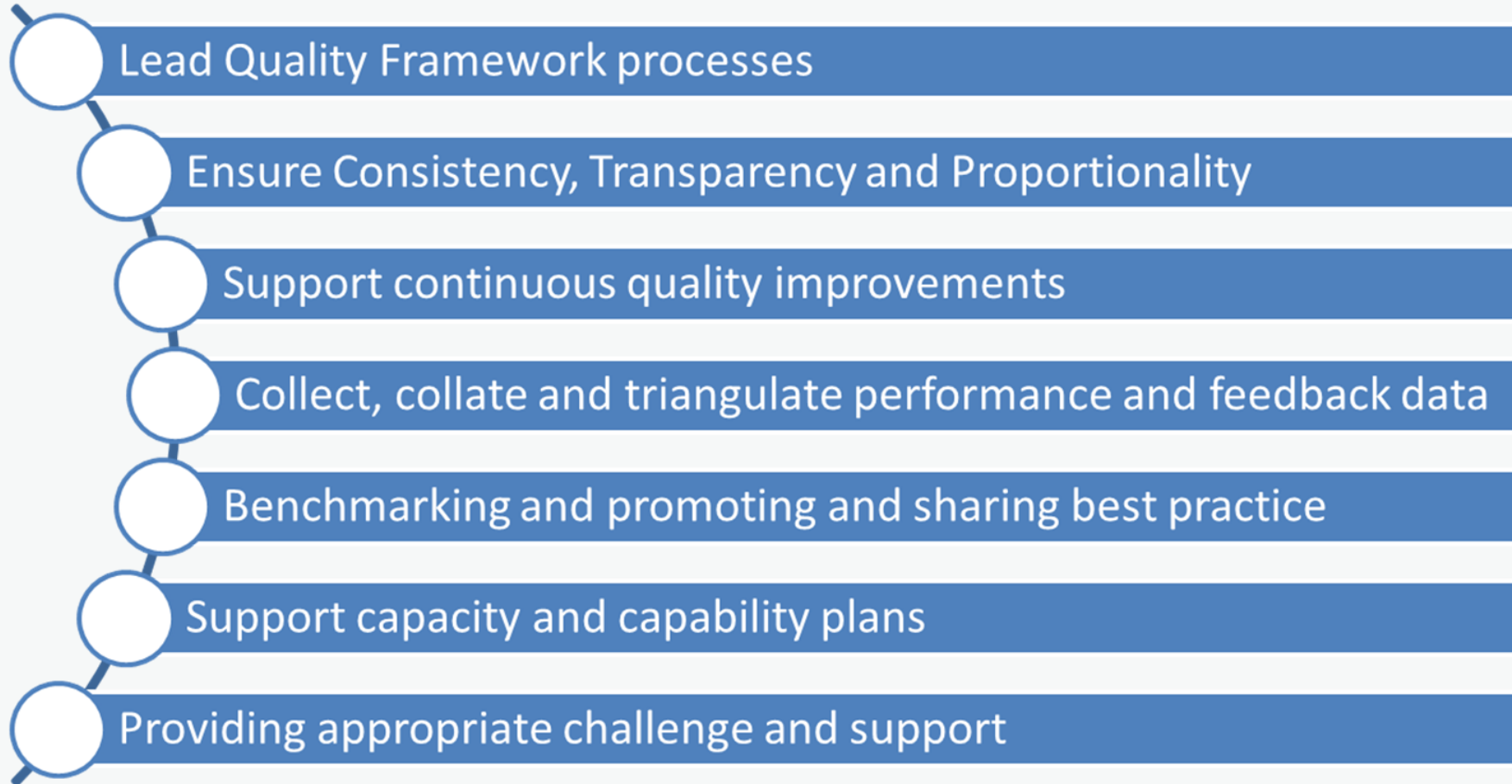# Workforce, Training and Education Quality

10th October 2023

Educators' Induction

East of England

Presented by:
Tracy Wray WTE Quality

NHS England

The Quality Framework and the role of the Quality Team

- Lead Quality Framework processes
- Ensure Consistency, Transparency and Proportionality
- Support continuous quality improvements
- Collect, collate and triangulate performance and feedback data
- Benchmarking and promoting and sharing best practice
- Support capacity and capability plans
- Providing appropriate challenge and support

The Quality Framework

The refreshed Quality Framework reinforces the quality principles set out in the Quality Strategy. In particular, the framework
- has patient safety and learner wellbeing at its core
- promotes quality improvement
- is multi-professional
- promotes Equality, Diversity and Inclusion (EDI)
- promotes consistency and a common language
- encourages innovation
- facilitates a cross-system approach to quality and encourages partnership working
- reflects the shared responsibility we all have for quality

Education quality framework

1. Learning environment and culture relates to the settings within which learners are located and where the activity of education and training takes place.

2. Educational governance and commitment to quality describes the organisational ethos, priorities, structures, rules and policies in place to support learning.

3. Developing and supporting learners sets out the resources, support and tools learners need to succeed.

4. Developing and supporting supervisors covers the resources and support required by those guiding and overseeing the clinical and educational development and progression of learners.

5. Delivering programmes and curricula articulates how organisations can provide for learners' education and training needs, including placement providers' collaboration with the wider system to achieve this.

6. Developing a sustainable workforce underpins the other 5 domains by aiming to significantly improve the retention, progression and development of the whole workforce.

Duty to raise concerns

Working together and continuing to meet standards

When a concern arises regarding an education and training programme and/or an approved learning environment:

❖ NHS England regional education quality teams, education providers and placement providers must work together to ensure regulatory and educational standards for education and training continue to be met.

❖ Education institutions and those responsible for the management of approved training programmes are required to report concerns to NHS England WT&E, particularly where an issue affects the clinical learning environment or where the concern may pose a risk to patient and/or learner safety.

Sharing and escalating quality concerns

Persistent issues not resolved through actions with providers / stakeholders.

Major and serious quality issues that are impacting the quality of the learning environment or pose a risk to patient/learner safety.

Concerns that impact one of more of the educational contract quality standards.

Professional and System Regulator concerns.

Please raise concerns to
england.qualityframework.eoe@nhs.net

NHS England Guidance for Reporting and/or Escalating Education Quality Concerns

Now published at:

https://www.hee.nhs.uk/our-work/quality/raising-concerns
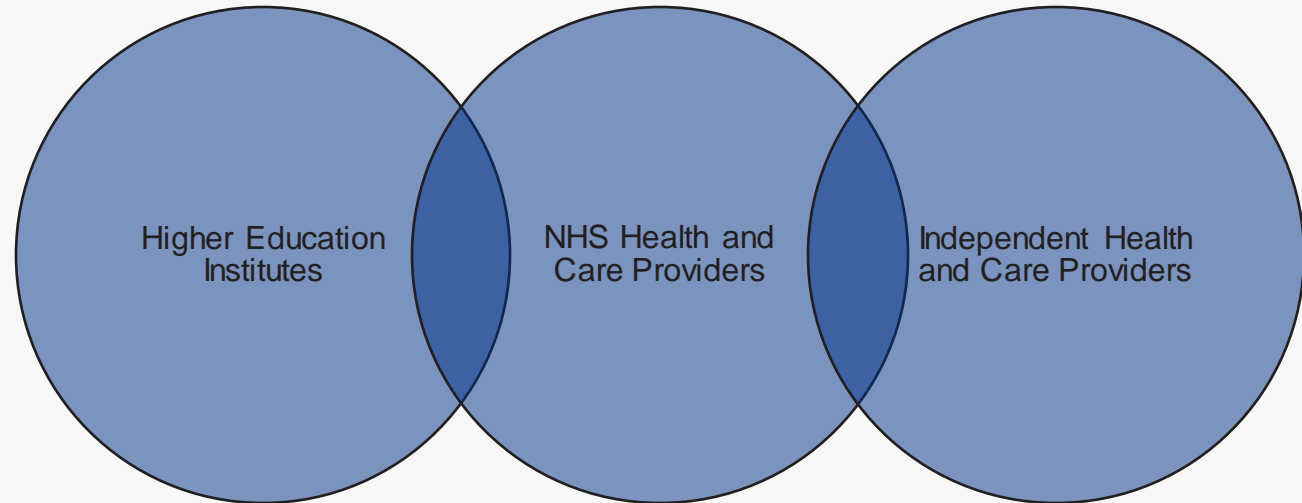
Key concepts include:

- This escalation process applies to all clinical and practice learning environments in which learners are placed regardless of funding arrangements.
- This process applies to all providers of healthcare education programmes and health and care practice placements.

Higher Education Institutes

NHS Health and Care Providers

Independent Health and Care Providers

Working together to solve problems

Ongoing responsibility and wider triangulation

❖ The education or placement provider will remain responsible for the management and mitigation of the concern.

❖ NHS England WT&E will be able to offer support and will require providers to share progress updates and confirmation of resolution.

❖ This information will enable the triangulation of concerns geographically and professionally to identify any emerging and/or escalating concerns.

❖ Providing regular updates to the regional NHS England WT&E office will support the collation of mitigating actions and good practice to support other providers to resolve similar concerns.

Continuous Risk Based Process
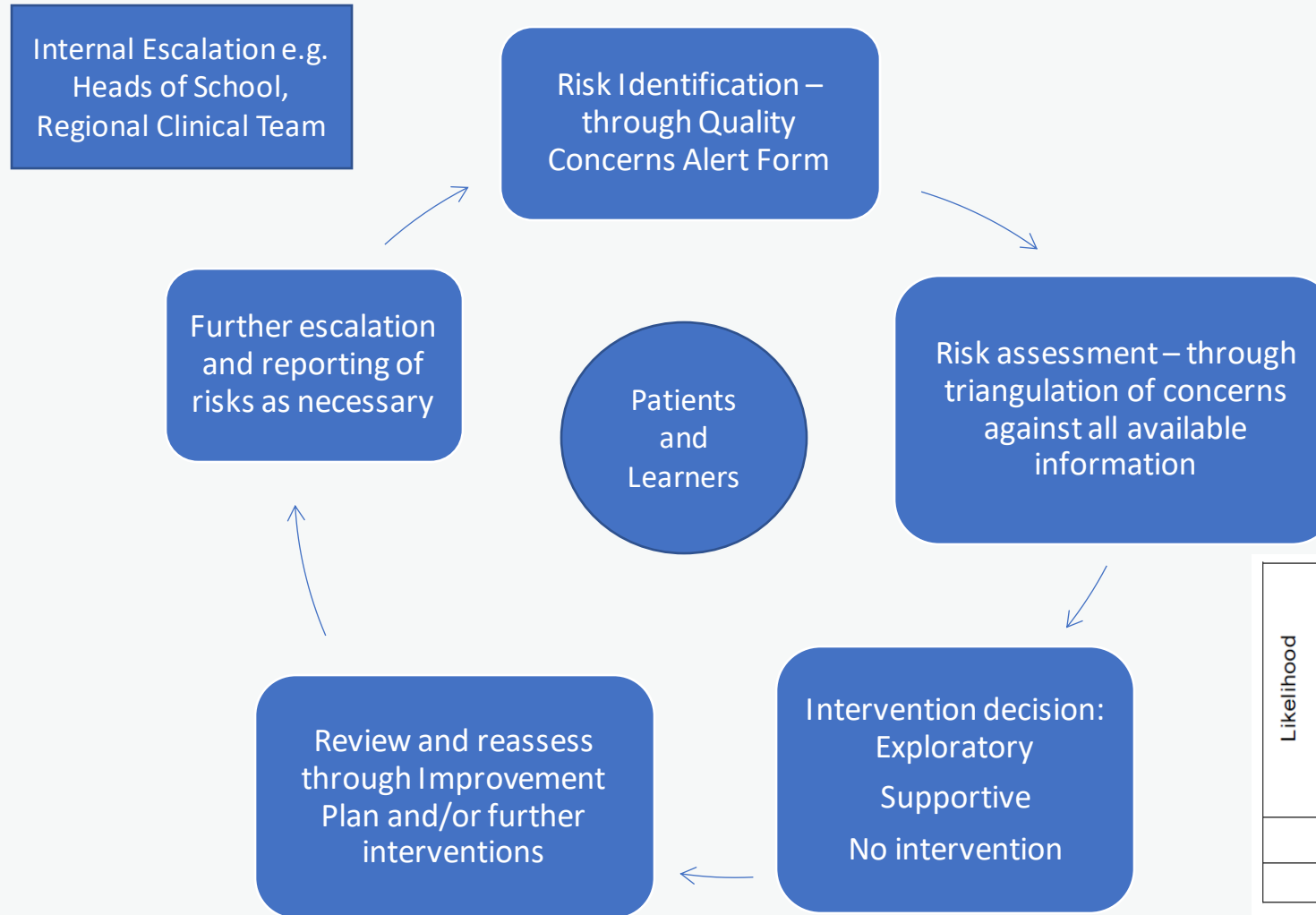
Internal Escalation e.g. Heads of School, Regional Clinical Team

Risk Identification – through Quality Concerns Alert Form

Further escalation and reporting of risks as necessary

Patients and Learners

Risk assessment – through triangulation of concerns against all available information

Review and reassess through Improvement Plan and/or further interventions

Intervention decision:
Exploratory
Supportive
No intervention

Intensive Support Framework

Please escalate concerns at ISF level 2 and above to NHS England

ISF 0

No Concerns
The education and training delivered by the provider meets all the NHS England standards.

ISF 1

Minor Concerns
One or more areas where the provider does not meet NHS England standards.
Active plans in place to meet these standards, which are consistently delivered against.

ISF 2

Significant Concerns
Significant number of areas where the provider does not meet NHS England standards and / or plans in place are not delivering sustainable improvement at the pace required.

ISF 3

Major Concerns
Provider has fallen, or is at risk of falling, well below the standards expected by NHS England.
Provider has not delivered on the improvement trajectory agreed with NHS England and there is a significant risk/significant impact on the quality of education and training.

ISF 4

Training Suspended
NHS England has taken the decision to suspend training / remove trainees within the affected clinical learning environment due to concerns regarding the quality of education and training and / or the safety of that learning environment.

Quality Concerns Alert Form (QCAF)

❖ Concerns can be escalated via a Quality Concerns Alert Form.
❖ Support is available from Quality Managers.
❖ Quality Framework inbox england.qualityframework.eoe@nhs.net for queries and submission of QCAF for review.

Quality Concerns Alert Form:

Quality Concerns
Alert Form QCAF

Considerations and reflective questions

To support completing a quality concern alert form (QCAF)

When reporting the quality issue or concern, the following should be considered:

❖ Be clear what the issue/concern is and which learner groups it affects.

❖ Be clear what steps have already been taken, and any mitigations in place.

❖ Are the desired next steps and potential end points, including escalation, clearly described?

❖ Is there potential for impact on other professional or learner groups?

How information will be used within NHS England

Reported concerns will feed into NHS England National and Regional Quality Processes.

In accordance with the Intensive Support Framework, concerns may be shared with partners.

We will support organisations to manage concerns providing local support to address them.

All regional offices apply the same language and categories to classify and describe escalation levels, to ensure consistency.
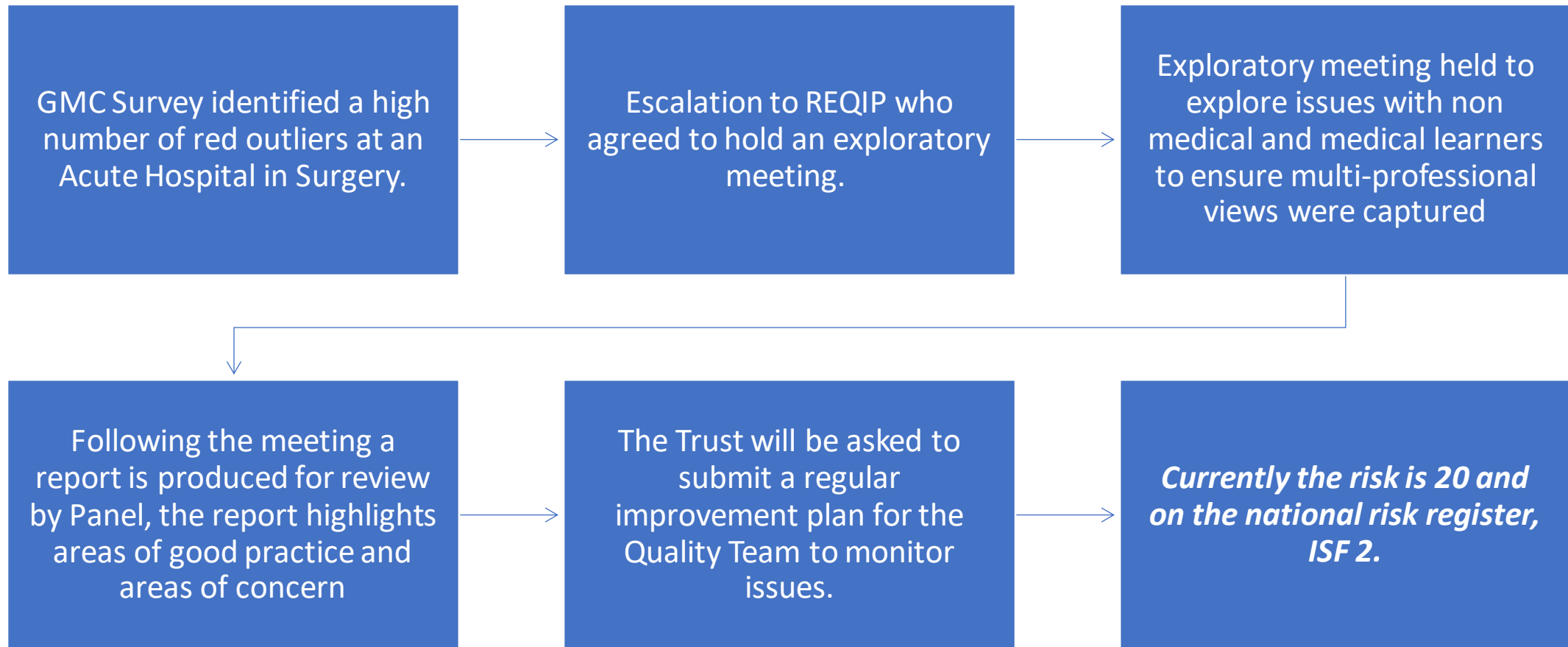
Please raise concerns to England.Qualityframework.eoe@nhs.net

Regional Education Quality Improvement Panel

- ❖ High level risks of 12 and above are reviewed and recommendations made through our REQIP.
- ❖ The main purpose of REQIP is for a strategic review of all highlighted quality concerns and decision making.
- ❖ Membership consists of internal medical and non-medical representatives and Quality and PGMDE Teams.
- ❖ Recommendations are approved by the Regional Postgraduate Dean (or not).
- ❖ Confirmed risks of ISF 2 and above are reported on the National Quality Risk Register, as are any quality concerns escalated to regional Quality Scrutiny Group (QSQ) or professional regulators.
- ❖ Information is shared as appropriate with the Trust and other agencies e.g. CQC.

Case Study Example

GMC Survey identified a high number of red outliers at an Acute Hospital in Surgery.

Escalation to REQIP who agreed to hold an exploratory meeting.

Exploratory meeting held to explore issues with non medical and medical learners to ensure multi-professional views were captured

Following the meeting a report is produced for review by Panel, the report highlights areas of good practice and areas of concern

The Trust will be asked to submit a regular improvement plan for the Quality Team to monitor issues.

Currently the risk is 20 and on the national risk register, ISF 2.

NHS England

Thank You

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