

Understanding the Quality Process

Presented by:
NHS England – Workforce, Training, and Education,
Quality Team

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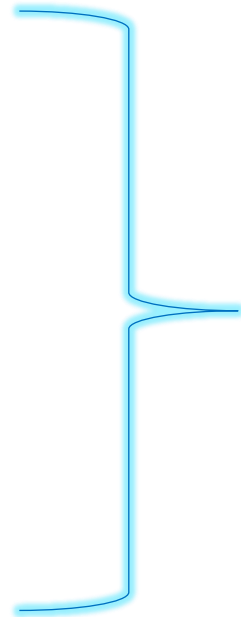
**Quality is
everyone's role.**

**Reporting quality
issues is a shared
responsibility.**



How do we decide if a service/experience is good quality?

- ❖ Expectations
- ❖ Environment
- ❖ Appropriate
- ❖ Engagement
- ❖ Outcome



Good quality

Context

- Long Term Workforce Plan
- Education Learning Agreement – formally Education Contract
- **Education Quality Framework**
- Safe Learning Environment Charter

Extract from current education contract

BACKGROUND

- A) NHS England is an executive non-departmental public body at arms-length from the Department of Health and Social Care, whilst remaining accountable to the Secretary of State for Health and Social Care. In accordance with the Care Act 2014, NHS England is responsible for the leadership of all healthcare education and training for those employed by the NHS and for those seeking NHS employment. NHS England also has statutory obligations for the quality of the Services delivered for which it funds for the safety and protection of Learners and Service Users.
- B) This contract is the mechanism by which NHSE entrusts Providers to undertake healthcare education and training activities. This contract is limited to use for the following across all healthcare professions:
 - (i) future workforce funds (including, but not limited to, placement tariff, salary support, and where appropriate unless commissioned separately tuition funds); and
 - (ii) workforce development funds (including, but not limited to, Workforce Transformation).
- C) This contract includes all healthcare education and training regardless of the Funding mechanism, and applies unilaterally across all areas which NHSE funds (i.e. all pre-registration healthcare programmes where NHSE funds placement activity but not tuition).

HEE Quality Framework from 2021



Education quality framework – Multi-professional



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.



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.



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

- 2.1** There is clear, visible and inclusive senior educational leadership, with responsibility for all relevant learner groups, which is joined up and promotes team-working and both a multi-professional and, where appropriate, inter-professional approach to education and training.
- 2.2** There is active engagement and ownership of EDI in education and training at a senior level.
- 2.3** The governance arrangements promote fairness in education and training and challenge discrimination.



3. Developing and supporting learners

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

- 3.1** Learners are encouraged to access resources to support their physical and mental health and wellbeing as a critical foundation for effective learning.
- 3.2** There is parity of access to learning opportunities for all learners, with providers making reasonable adjustments where required.

- 3.5** Learners receive clinical supervision appropriate to their level of experience, competence and confidence, and according to their scope of practice.



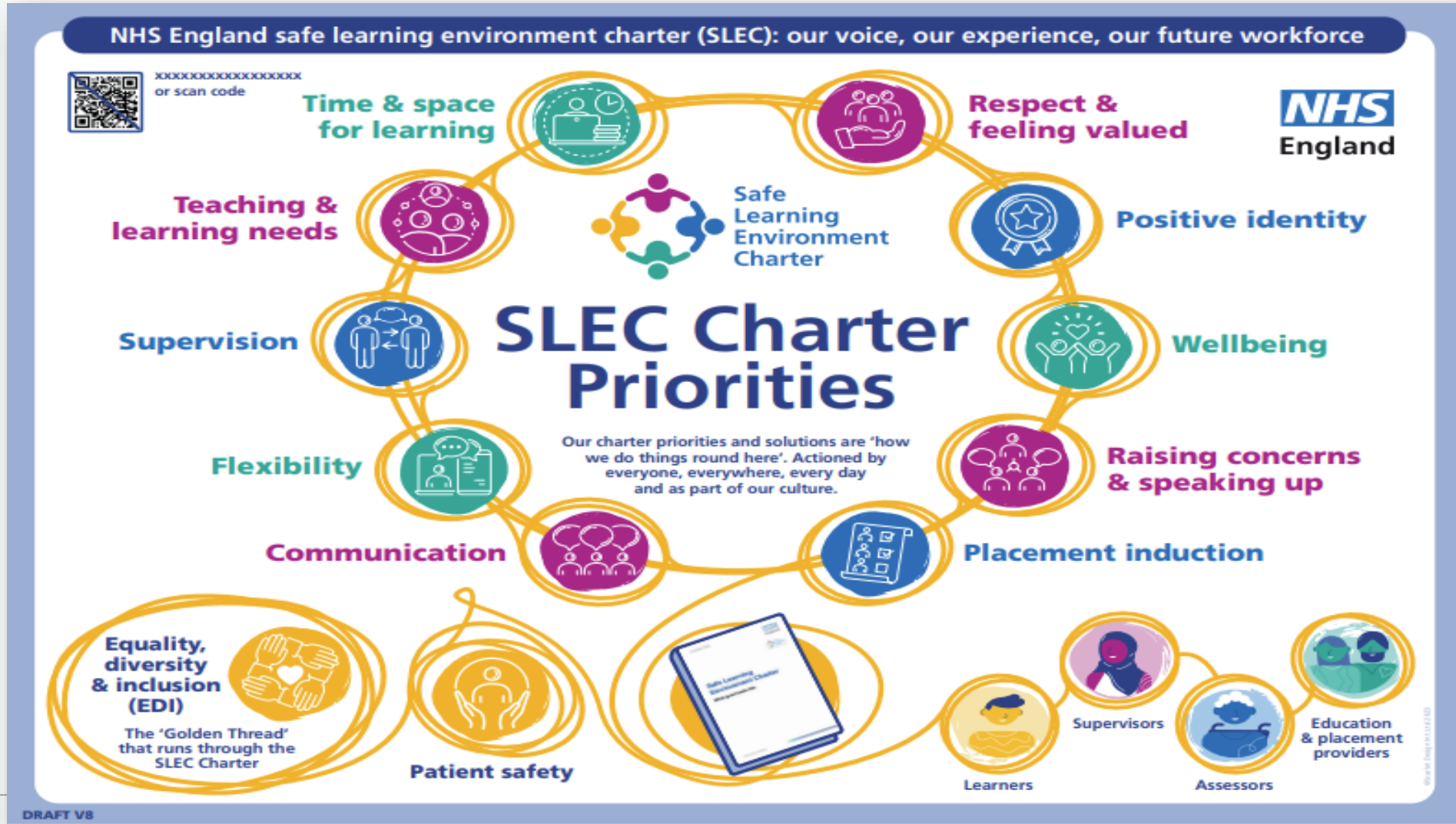
Education Quality Framework

The NHS England Workforce, Training, and Education (WTE) Directorate 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
- Reflects the shared responsibility we all have for quality.

Safe Learning Environment Charter



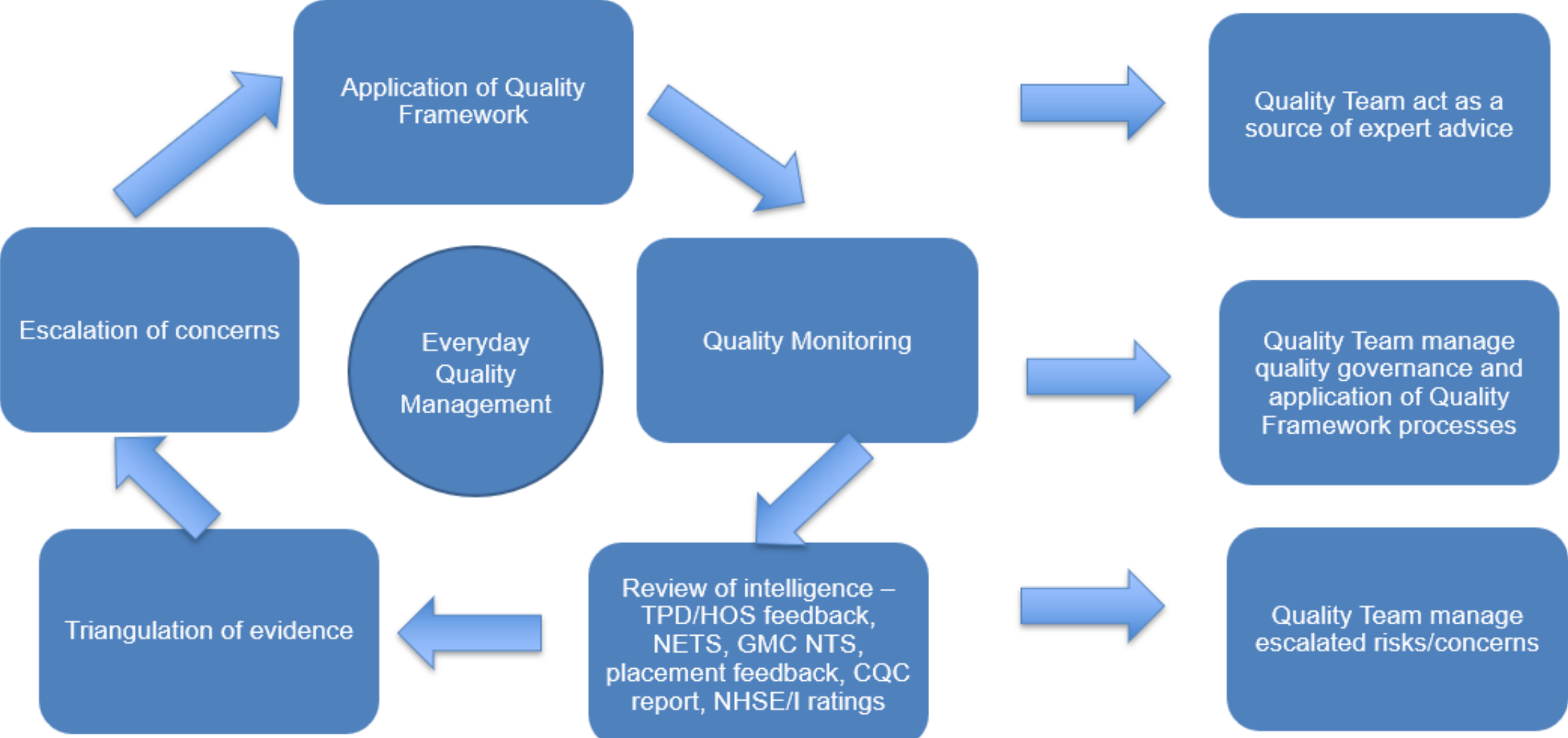


Safe Learning Environment Charter – what good looks like

The Charter is designed for learners and those responsible for supporting learning across all environments and professions within them.

1. Respect and feeling valued
2. Positive identity
3. Wellbeing
4. Raising concerns and speaking up
5. Placement induction
6. Communication
7. Flexibility
8. Supervision
9. Teaching and learning needs
10. Time and space for learning

Evaluating Quality





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
- ❖ 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.

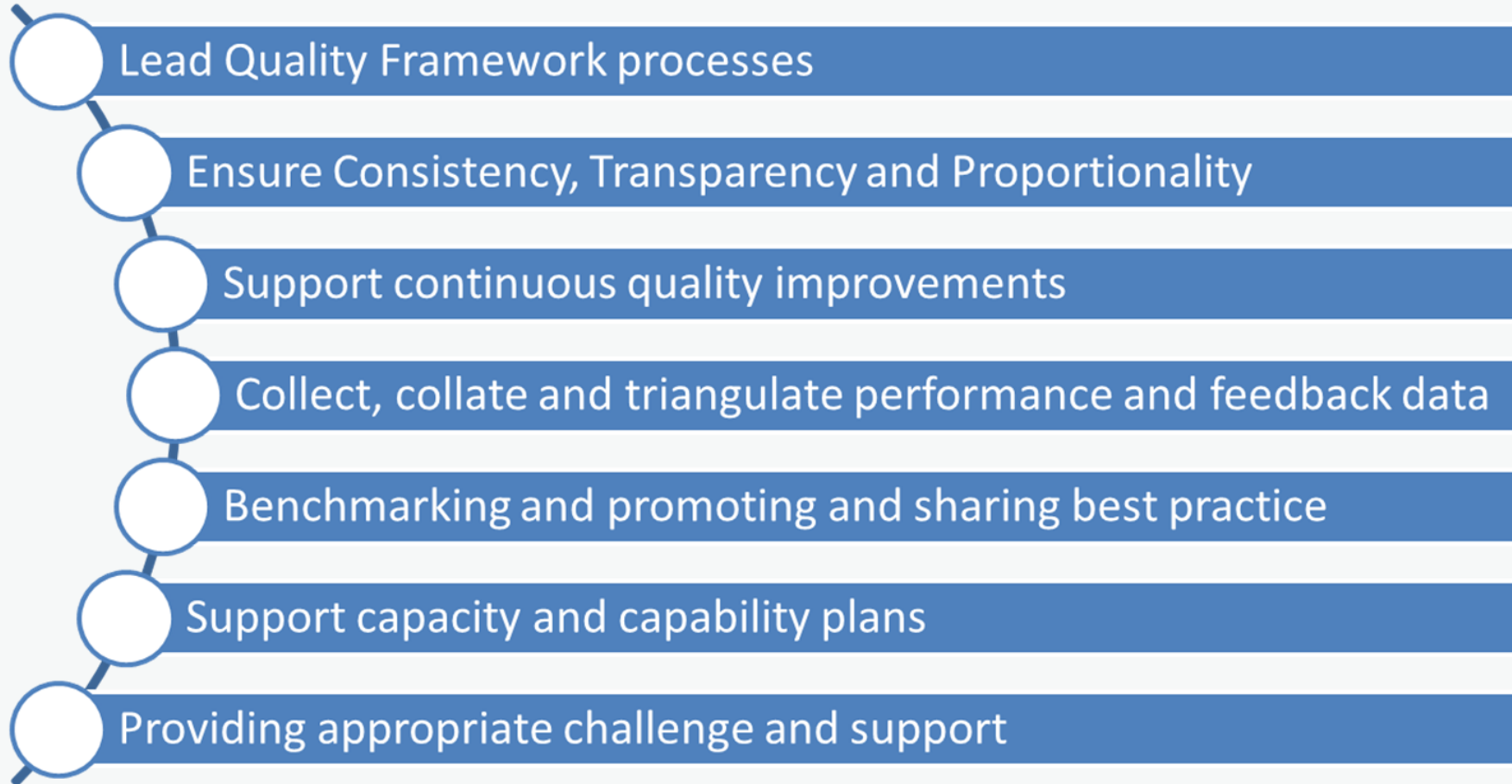


Local measures first

Before an issue is escalated mitigations should be made locally

- ❖ Good educational governance processes will support identifying and addressing rising concerns.
- ❖ Departments should promote the raising of concerns, and processes should be covered at induction. When concerns are raised feedback should be provided (ie. What is being done).
- ❖ Induction is an opportunity. Trainee participation/feedback should support a continuous improvement process to build/improve induction for new starters.
- ❖ Review, use, and act on survey data/feedback.

The role of the Quality Team



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 or more of the educational contract quality standards.

Professional and System Regulator concerns.


Please raise concerns to

england.qualityframework.eoe@nhs.net

Things we consider when reviewing if an organisation is delivering the necessary quality of education for health professionals?

- Information is acquired from multiple sources and triangulated wherever possible.
 - Is curriculum being delivered?
 - Are the learners working in a safe environment?
 - Are the educators working in a safe environment?
-

Quality in education –from learners

- Normalising trainees working out of hours
 - Consultants on-call when have clinical commitments
 - Induction – what induction – trust wide and departmental
 - Attendance at training
 - Rota
 - “Figure it out yourself”
 - Psychological safety so that juniors can escalate concerns and there is a meaningful response to their concerns
 - Ockenden mandates regular skills and drills, could this be done on the day of induction – not in place
 - Looking up how to use equipment before starting procedure – training not taken place.
 - Assumptions – trainees should know !
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Quality in education –from learners

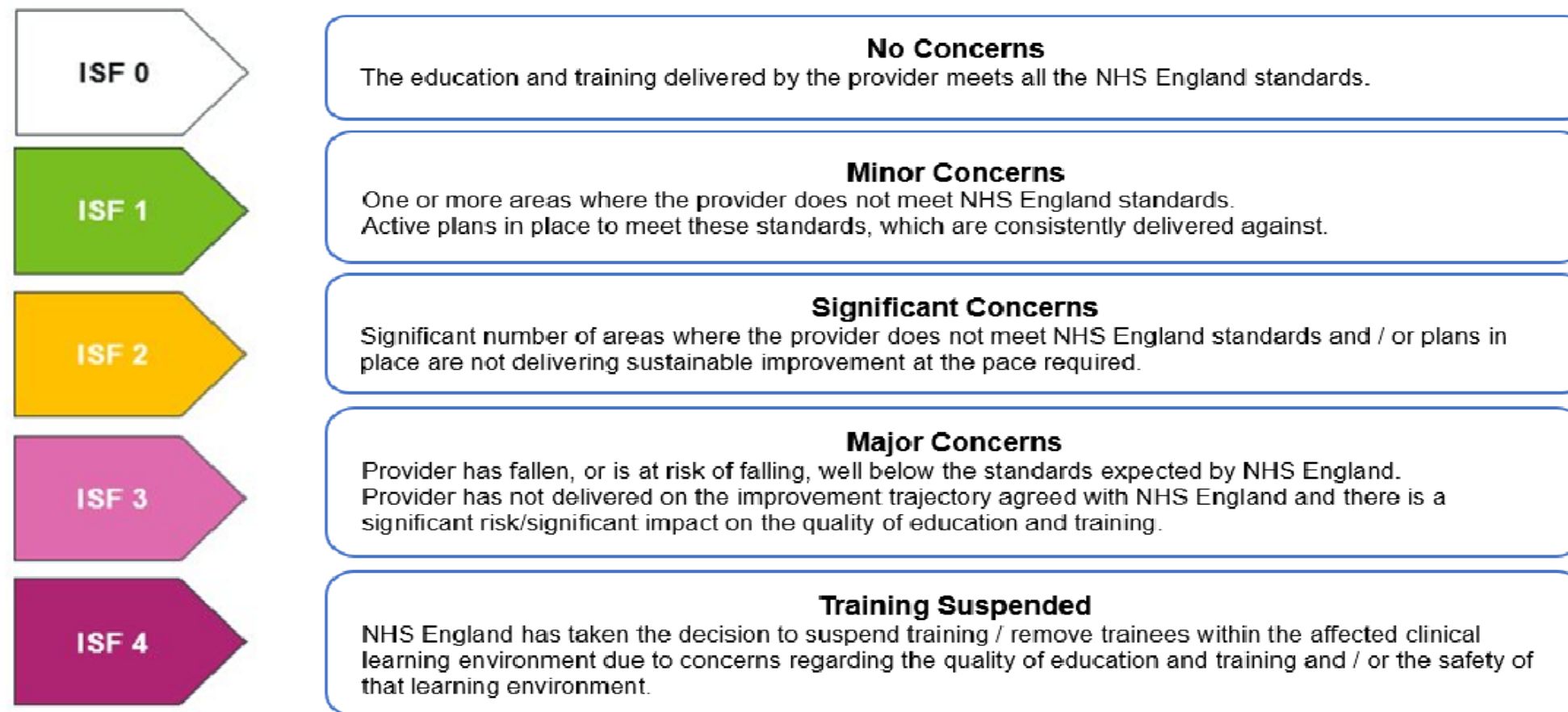
- Rota design supports training and clinic time
 - Educators take time to listen and feedback
 - Concerns reported are actioned we receive feedback on steps to improve.
 - Positive atmosphere
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Risk Assessment

Score	Likelihood	Impact
1	Rare: <ul style="list-style-type: none"> Will probably never happen Could only imagine it happening in rare circumstances 	Negligible: <ul style="list-style-type: none"> Very low effect on service/project/ business area No impact on patients/trainees/public/staff No reputational impact, i.e. no press interest No financial loss
2	Unlikely: <ul style="list-style-type: none"> Do not expect it to happen It is possible that it may occur 	Minor: <ul style="list-style-type: none"> Minimal disruption to service/project/business area Limited impact on patients/trainees/public/staff Minimal reputational impact Limited financial loss
3	Possible: <ul style="list-style-type: none"> Might occur Could happen occasionally 	Moderate: <ul style="list-style-type: none"> Moderate impact on service/project/business area Moderate level of impact on patients/trainees/public/staff Medium level of reputational impact Medium financial loss
4	Likely: <ul style="list-style-type: none"> Will probably happen in most circumstances Not a continuing occurrence 	Major: <ul style="list-style-type: none"> Major effect to service/project/business area Major level of impact to patients/trainees/public/staff Major impact on reputation, i.e. Major press interest Major financial loss
5	Almost certain: <ul style="list-style-type: none"> Expected to happen Likely to occur in most circumstances 	Significant: <ul style="list-style-type: none"> Loss of service/project/business area Detrimental effect on patients/trainees/public/staff National press coverage Significant financial loss

Likelihood	5	G	A	A/R	R	R
	4	G	A	A/R	R	R
	3	G	G/A	A	A/R	R
	2	G	G/A	A	A	A/R
	1	G	G	G/A	G/A	A
		1	2	3	4	5
		Impact				

Intensive Support Framework



Key messages



We are here to support education and quality



Quality is everyone's role



Seek and utilise feedback



What can be done locally to resolve a concern



Promote reporting of concerns and good practice

Primary Care Summary



Given the large number of learning organisations the number of concerns raised is small



Most concerns are dealt with locally and returned to BAU quickly



More serious concerns are escalated centrally



It is rare that learners are removed from organisations



Primary care organisations small and so can rapidly progress from being fine to being in crisis - How do we build resilience ? PCN models of training.



Aims are to support educators and learners and to drive quality improvement