Understanding the Quality Process

Presented by:

NHS England – Workforce, Training, and Education, Quality Team

Quality is everyone's role. Reporting quality issues is a shared responsibility.

How do we decide if service/learner experience is good quality

❖**Expectations**
❖ **Considerate**
❖ **Listening**
❖ **Responsive**
❖ **Engaging**
❖ **Feeling**

Context

- Education Learning Agreement – formally Education Contract
- **Education Quality Framework – Multiprofessional**

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.

Evaluating Quality
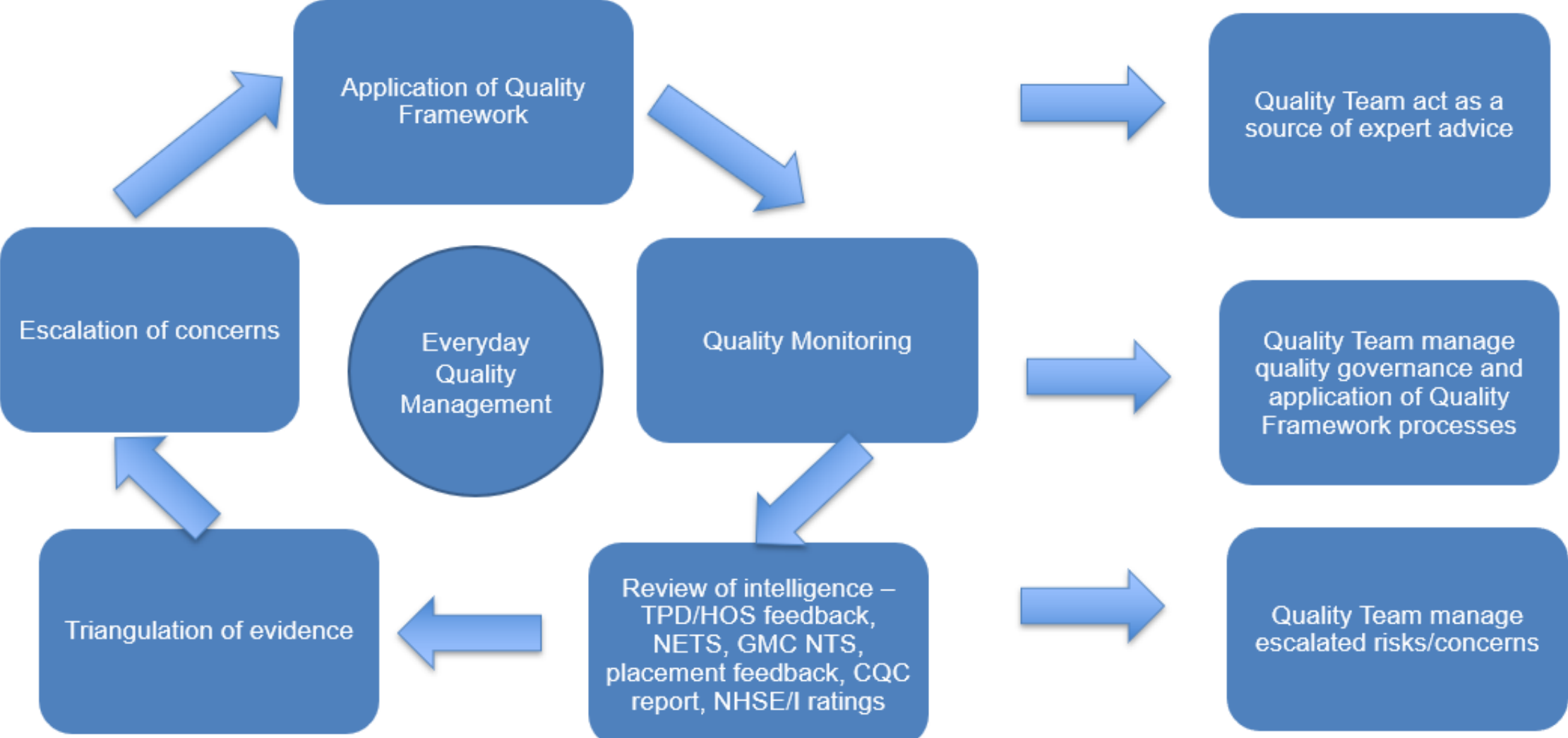
Working together to solve problems
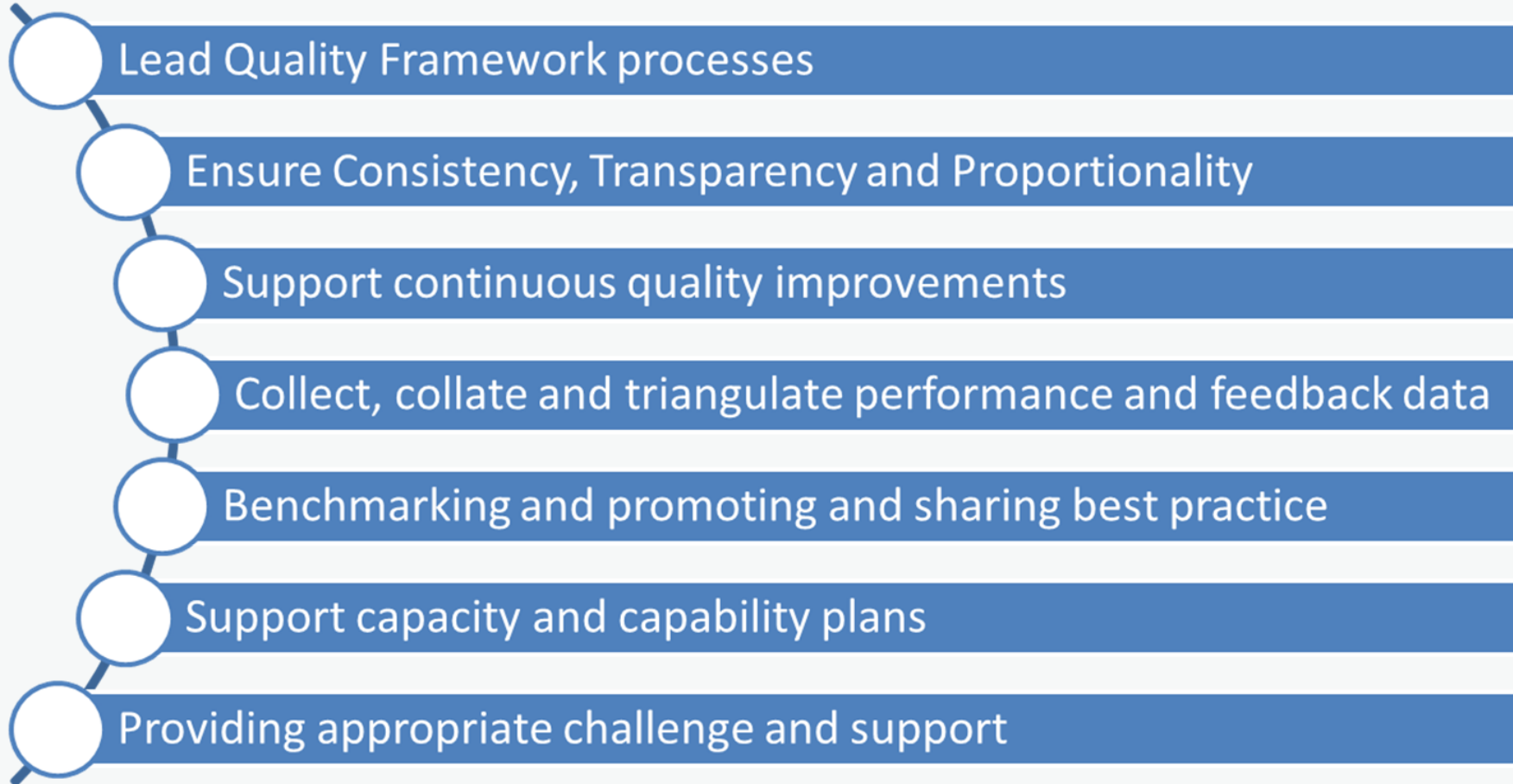
Ongoing responsibility and wider triangulation

❖ 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 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.

Examples of local measures -

- ❖ 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. FTSU designated sessions may help support change to enable people to feel freer to raise concerns. When concerns are raised feedback should be provided (ie. What is being done).
- ❖ No tolerance for incivility. One person can significantly impact the experience of others.
- ❖ 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

- 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

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

Thank you