

# Provider Self- Assessment 2022

**National Findings Report**

**March 2023**



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# Executive Summary

The Health Education England (HEE) Annual Provider Self-Assessment (SA), which launched in 2022, is the first multi-professional and nationally consistent assessment process applicable across all healthcare learning environments. The assessment offers a crucial insight into the quality of healthcare placements from a provider perspective. The findings provide a national overview of education and training quality and delivery in line with the NHS Education Contract and HEE Quality Framework, including emerging and escalating challenges faced by placement providers.

The SA encourages learning providers to take ownership and responsibility for assessing the quality of their learning environments and putting activity in place to address concerns arising as a result. It reinforces, the importance of self-reporting as part of the providers ongoing monitoring approach, encouraging self-reflection and focus. Embedding the SA as part of providers internal governance frameworks, particularly at Board level, demonstrates a commitment to quality improvement and transformation.

The response to the first national self-assessment focusing on education and training was received positively by our providers. It was assuring to see providers using the SA to support their own local quality assurance processes, especially during an increasingly challenging period for the health sector and providers delivering frontline care services.

Our findings show that, in general, providers continue to support and recognise the importance of excellent education and training quality, with many citing their innovative approaches to training, learner well-being support and multi-professional initiatives as good practice. In particular, it was encouraging to note how providers are now using the self-assessment tool to support their local quality assurance and improvement processes.

However, unsurprisingly a number of providers reported an increasing challenging situation with service pressures, placement capacity, time for training, funding, and workforce challenges being amongst the top listed reasons.

During an increasingly challenged year, we appreciate the time and effort dedicated to the completion of the assessment. The findings will support HEE Quality teams to work collaboratively with providers to support the current and future workforce and drive significant and sustainable improvements in health education and training.



# 1. Introduction

## Our Role

The [HEE Quality Strategy](#) sets out our national, regional and local priorities, principles, and overarching processes to achieve continuous improvement in education and training.

The HEE Quality Strategy is underpinned by the [HEE Quality Framework](#), which defines the quality standards we expect of clinical and practice placement learning environments in line with the NHS Education Contract.

Through these standards, placement providers work with us and other stakeholders to support learners in their career pathways and transition from healthcare education programmes to employment. HEE also works collaboratively with system partners to maintain and improve practice placement capacity and capability.

By working together in this way, we can ensure training is responsive to new care delivery models and supports workforce transformation and a sustainable workforce supply.

The [NHS Education Contract](#) requires all placement providers to provide regular and routine assurance to HEE confirming compliance with the contract and the HEE Quality Framework.

The HEE Annual Provider Self-Assessment (SA) is the first multi-professional and nationally consistent assessment process, applicable across all healthcare learning environments providing insight into the quality of placements from a provider perspective.

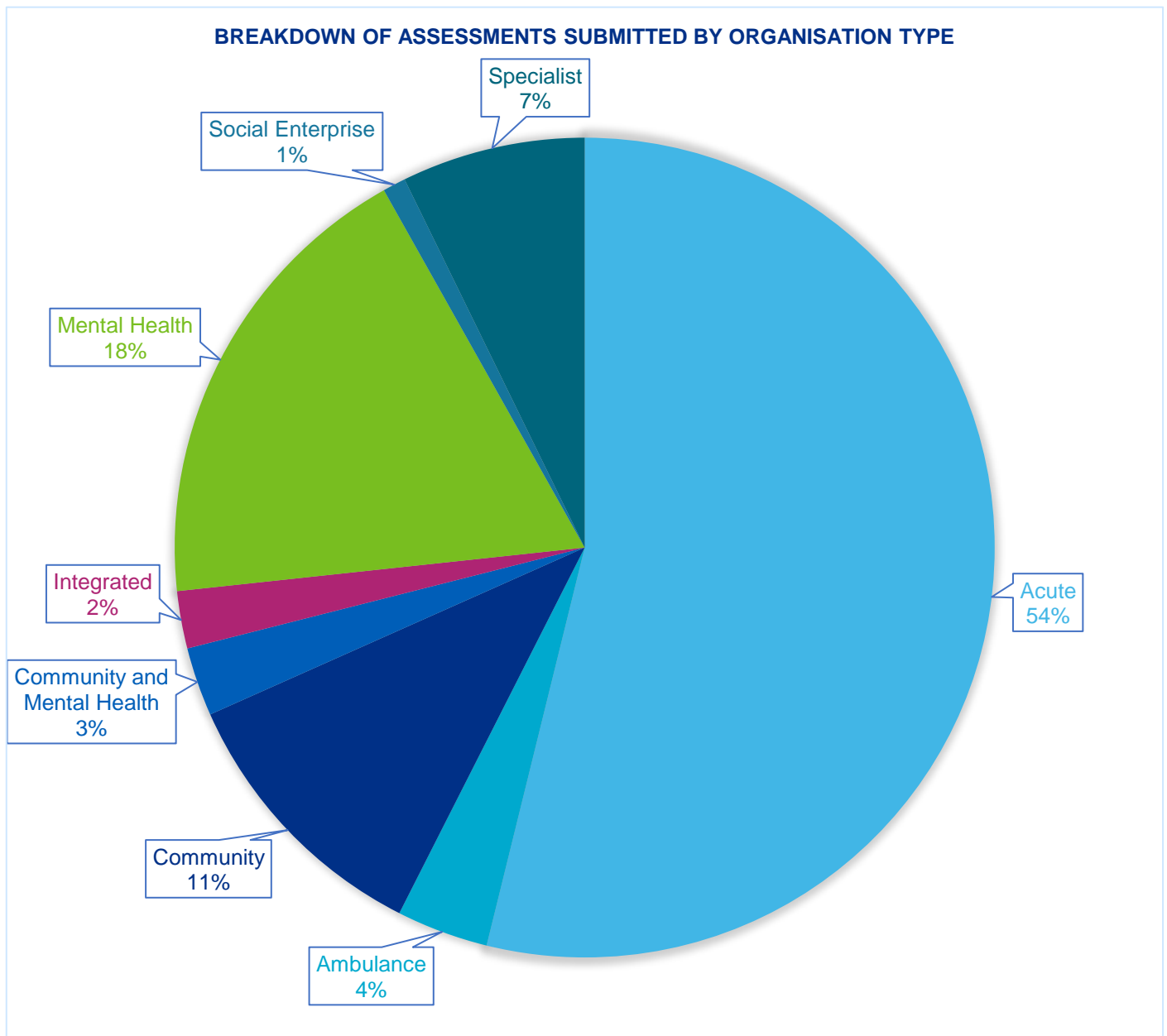
The SA questions are focussed on the HEE Quality Framework standards for education and training and NHS Education Contract key performance indicators. The SA contains questions organised around the six HEE Quality Framework quality domains:

1. Learning environment and culture
2. Educational governance and commitment to quality
3. Developing and supporting learners
4. Developing and supporting supervisors
5. Delivering programmes and curricula
6. Developing a sustainable workforce



## 2. Responses

The first HEE Annual Provider Self-Assessment launched in June 2022 and providers were able to submit a return until 31 October 2022. **221 placement providers submitted a completed return within the timeframe.**





## 3. Continuous Improvement

### Using the self-assessment data to drive continuous improvement

The SA provides a national overview of education and training quality and delivery across all health providers hosting clinical and/or practice placements in England. This includes pre-registration health students undertaking practice placements and post-registration health professionals and doctors and dentists within their training posts.

This report summarises our initial findings in relation to each of our quality domains, the NHS Education Contract key performance indicators and a summary of the achievements and challenges facing providers. The views of learners, via the National Education and Training Survey (NETS), has also been included where comparable data is available.

The SA provides HEE with an understanding into how our standards are being delivered, identifying common trends and challenges that are being faced by placement providers. It allows us to assess compliance with our quality standards and identify any actions required to address non-compliance with our contractual requirements.

The SA provides a strategic tool, aligned to the Quality Framework, to support providers to self-assess the quality of their learning environments. The results of the self-assessment enables providers to identify opportunities for improvement and areas that require further support from internal and external sources. It introduces, or reinforces, the importance of self-reporting and assessment as part of a monitoring approach, encouraging self-reflection and focus.

This report provides an overview of the response and highlights areas of good practice and areas requiring support to meet the HEE Quality Framework standards.



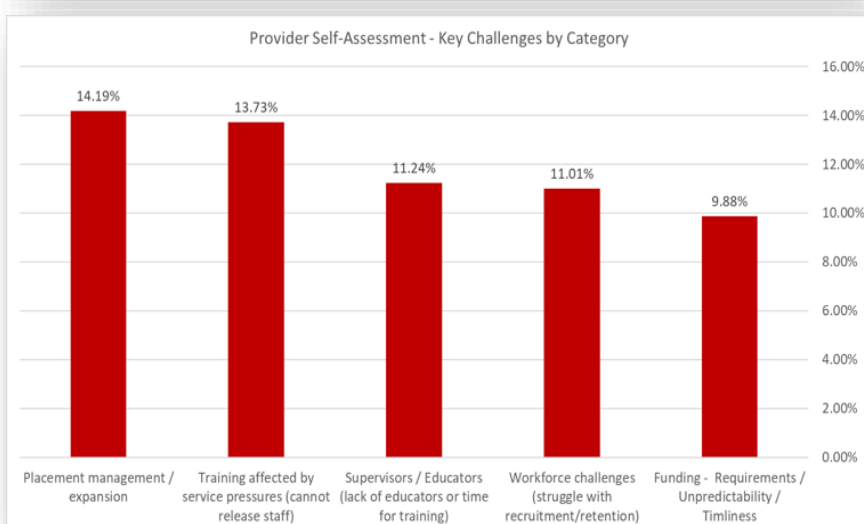
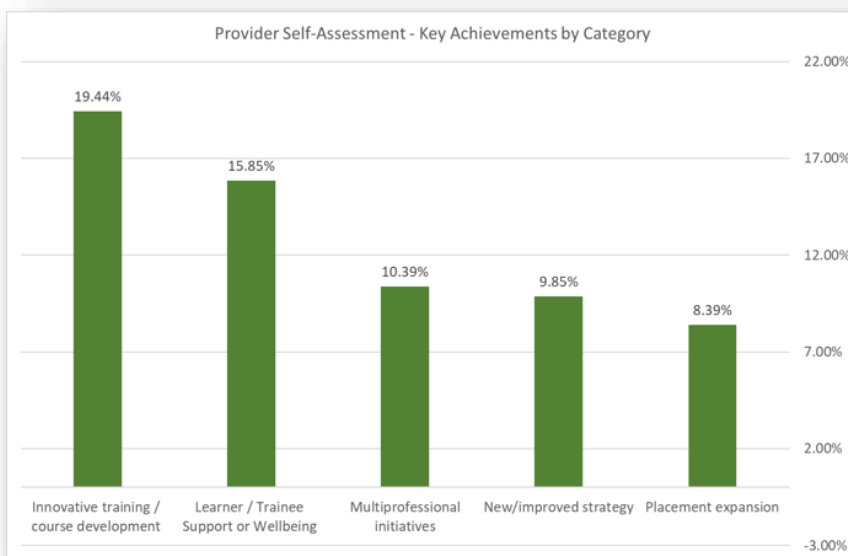
# 4. Findings

## 4.1 Achievements and Challenges

Placement Providers were asked to document a high-level summary of their education and training successes the organisation is most proud of achieving. Innovative approaches to training, learner well-being support and multi-professional initiatives ranked in the top three.

In addition, Placement Providers are asked to document a high-level summary of their education and training challenges or prominent issues that HEE should be aware of.

Unsurprisingly the vast majority of providers reported the following as their top challenges: service pressures, placement capacity, time for training, funding, and workforce challenges.



## 4.2 Domain 1: The Learning Environment and Culture

The learning environment and culture of education and training meets learners' needs, are safe and open and provide high quality care and experience for patients and service users. The learning environment is multi-professional, with a culture that is fair, promotes EDI, and values and facilitates learning opportunities and support for all learner groups (HEE Quality Framework, Domain 1, 2021).

### Speak Up, Listen Up, Follow Up'



**We have** launched a new e-learning package, is aimed at anyone who works in healthcare. Divided into three modules, it explains in a clear and consistent way what speaking up is and its importance in creating an environment in which people are supported to deliver their best. Importantly, this E-learning package is available to anybody, no matter where they work in health. Access is via the E-Learning for Healthcare hub <https://www.e-lfh.org.uk/programmes/freedom-to-speak-up/>

### Speaking Up

A significant amount of work has been undertaken to promote the role of Freedom to Speak Up Guardian (FTSUG) during 2022.

Providers have continued to support the role of the FTSUG, with **99% of providers** confirming that a dedicated Guardian is in post and actively promoting organisational processes to raise concerns.

**We will** promote the FTSUG on our website, through NETS campaigns and via local and national learner forums. The options available to learners to raise concerns are available on our [website](#).

**Providers should** ensure local processes for raising concerns, including FTSUG, are widely shared and promoted to all learners.

How did this compare with the views of our learners:

- In 2021 nearly half of our learners said they were not aware of who their local FTSUG was.
- The 2022 NETS confirmed that more of our of learners (65%) reported knowing how to raise concerns with their FTSUG.

In contrast, whilst a significant proportion of providers (99%) reported having a Guardian of Safe Working (GoSW) in their organisation, **some providers (11.4%) either couldn't identify a named contact or confirm that learners are signposted to the process for raising concerns through this route**. This suggests an area of improvement in how the relevant processes are promoted to learners.

Pre-registration students, often moving between organisations to undertake short placements, are unaware of how to raise a concern. Consideration may be required to ensure that these groups of learners are aware of how to raise a concern.



## Equality, diversity, and inclusion (EDI)

As part of work to eliminate inequalities in education and training, we included six specific questions in the SA along with setting revised quality standards in the refreshed HEE Quality Framework (2021). Provider responses to these questions are shown in Figure 2 below.

Figure 2: A summary of the percentage of providers self-assessing as compliant

Please confirm that the provider liaises with their Equality, Diversity and Inclusion Lead (or equivalent) to:	% Yes
Ensure reporting mechanisms and data collection take learners into account?	90.5%
Implement reasonable adjustments for disabled learners?	97.3%
Ensure policies and procedures do not negatively impact learners who may share protected characteristics?	98.2%
Analyse and promote awareness of outcome data (such as exam results, assessments, ARCP outcomes) by protected characteristic?	51.1%
Ensure International Medical Graduates (IMGs) receive a specific induction in your organisation?	73.3%
Ensure policies and processes are in place to manage discriminatory behaviour from patients?	97.3%

All education and training placement providers were asked to confirm their engagement and ownership of EDI at senior level. Over **89% confirmed they have a named EDI lead**. HEE will work with those unable to identify a named lead with an expectation that this will be addressed as matter of urgency.

**97% of providers confirmed** they have policies and processes in place to manage discriminatory behaviour from patients.

**HEE is committed to sharing good practice examples which have an EDI theme.** We have developed a specific area on our website to share good practice items that others can learn from, reflect on and consider adapting. Current themes include:

- Induction and Support for International Graduates
- Response and initiatives to tackle Differential Attainment
- Governance and Representation
- Forums and Support
- Training and Development

**How did this compare with the views of our learners:**

- The NETS includes specific questions to measure the learner perspective of equality, diversity, and inclusion in their placement organisation.
- The most recent NETS asked, '*Have you experienced discrimination by patients?*', 15% of learners responded to confirm that they had experienced discrimination by patients in their current placement.
- Only 18% of learners reported this experience and just 14% felt that the organisation resolved their concern.

**This suggests an area of improvement in how the relevant policies and processes are signposted to learners.**



In January 2022, Health Education England published the Equality, Diversity, improvement plan to eliminate inequalities in education and training. In 2023 we will publish an update on our progress to date and our priorities for the year ahead.

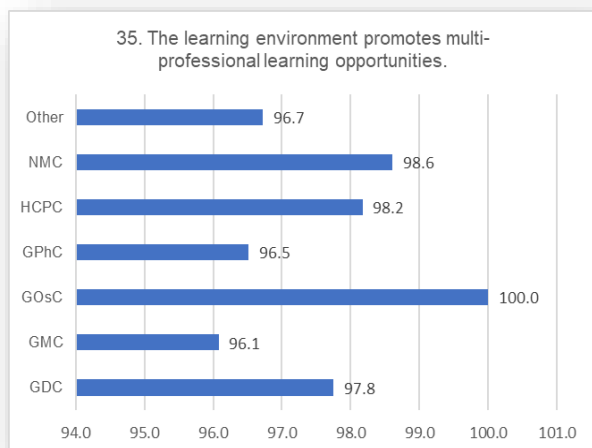
## Multi-professional learning opportunities

HEE expects that every learner is supported to be an effective member of the multi-professional team through the promotion of a positive culture of learning and collaboration between all learner groups (across professions, disciplines, and specialties).

**Over 97% of providers confirmed that they actively promote multi professional learning opportunities for all learners.**

**Almost all providers (99%) confirmed that they continue to use new and innovative methods to develop and support learning, including multi-professional approaches.** Several providers (10%) sighted multi-professional initiatives as good practice within their organisation.

Figure 3: Breakdown by Professional Regulator



How did this compare with the views of our learners:

- In comparison, 86% of learners reported access to opportunities to experience and learn from others, including those in other professions. 72% of learners confirmed access to a group or forum with other students, trainees or apprentices that was arranged by the practice placement or training post. This measure has improved steadily since NETS 2019, however, it still remains an area for further improvement in 2023 to ensure all learners have access to a peer support network.
- 84% of learners responded positively when asked about the range of learning opportunities available to meet the needs of their course or training programme. 86% reported being able to attend learning opportunities to meet their course or curriculum requirements.

Whilst the NETS results mark only a slight increase, this is perhaps particularly positive given the significant and prolonged pressure across health and care services.

How did this compare with the quality concerns reported to HEE:

- At the time of this report, there were 26 quality concerns logged on the Quality Improvement Register relating to the availability of learning opportunities for learners. HEE Regional Quality Teams are working with those providers, to improve the learning opportunities for the learners impacted.





## Educational facilities

The Quality Framework clearly articulates the need for placement providers to provide suitable educational facilities for both learners and supervisors, such as space, library, and IT facilities.

**Most providers (92%) confirmed that they provide suitable educational facilities.** It should be noted that despite providers best efforts to provide space for training and adequate IT infrastructure 20% of learners, via NETS, felt they had inadequate access to educational facilities.

**We will** continue to work with and support our providers to ensure all learners and supervisors have access to the facilities needed to support excellent training.

**Providers should** routinely review the provision of their educational facilities to ensure all learners, across all professions, have the space, IT facilities and access to library services required to support healthcare education and training.

## Library and Knowledge Services

Learners and supervisors must have access to quality assured knowledge and library services to support education, research and decision making in line with the Knowledge for Healthcare Strategic Framework 2021-2026.

The SA asked providers to confirm that they have *‘developed and implemented a service improvement plan to ensure progression through the Quality and Improvement Outcomes Framework for NHS Funded Knowledge and Library Services’*, whilst a significant proportion of providers confirmed that they had developed improvement plans, **13% of providers have not yet developed their plans.**

At the time of this report, almost half of all quality concerns logged on the HEE Quality Improvement Register relate to domain 1 and the challenges facing providers aspiring to provide supportive learning environments. HEE continue to work with those providers to develop action plans and make continuous improvement.



## 4.3 Domain 2: Educational governance and commitment to quality

Placement providers should have effective arrangements for educational governance and leadership to manage and improve the quality of education and training (HEE Quality Framework, Domain 2, 2021).

### Education and Training Funding

The NHS Education Contract makes clear, our expectations, that funding for education be used explicitly for the purposes of education and training and that providers should demonstrate how these resources are used and allocated.

Providers told us that funding allocated for education and training is, for the majority, used explicitly for that purpose (over 91%), with **93% able to demonstrate how educational resources are used** to support training. However, we heard examples where funding allocations are not always clear and that this can be seen across professional groups. When asked about the main challenges facing providers, funding for education and training ranked in the top five with almost 10% of providers sighting this as a concern.

**We will** work with providers to support them to ensure that funding for education and training is used explicitly for this purpose.

**We ask providers to** continue to work with HEE to provide assurance about the allocation of funding and resources for education and training.

### HEE Quality Processes

Through the education contract and the HEE Quality Framework, providers are expected to engage with HEE's quality management processes, including participating and cooperating actively and positively with quality interventions and improvement planning.

A small number of providers (2.3%) told us they remain unsure (or unaware) of HEE's requirements and processes for quality interventions and/or how to share or escalate quality issues.

**We will** review our process document for the escalation and sharing of quality issues and concerns and provide further clarification of HEE's use of quality interventions. We will publish and promote both on our website.

**We expect providers to** continue to engage with HEE's quality processes and policies, in line with the Quality Framework.



## Patient Safety Training

Following a review into patient safety by NHS England and the publication of [the NHS Patient Safety Strategy](#) and [Patient Safety Syllabus](#), HEE (in collaboration with NHS England, The Academy of Medical Royal Colleges and eLearning for Healthcare) have produced new patient safety training materials. All staff, are encouraged to complete level one of the training.

Almost **95% of Providers confirmed that they have a named Board representative for Patient Safety** and **86% confirmed they have a process** to promote and encourage all staff to undertake Level 1 training.

**We ask that providers** continue to promote the NHS Patient safety training for all staff.

## Good Practice

The sharing, spread and adoption of educational good practice lies at the heart of the HEE Quality Strategy.

**Almost all providers (99%) met our standard** 'to work with stakeholders to support effective delivery of healthcare education and training and to spread good practice'.

**We are** committed to sharing all good practice through our networks and website, and we **encourage all providers to continue to share examples** of good practice or case studies with HEE.

## Educational leadership

Our Quality Framework expects providers to promote clear, visible and inclusive educational leadership. Leadership that is joined up and reflects multi professional working.

We heard that over **97% of providers promote clear, visible, and inclusive senior educational leadership**, with over 98% confirming board level engagement for education and training.

How did this compare with the views of our learners:

- When asked, during the 2022 NETS, 86% of learners agreed that education leaders value education.

## Organisational self-assessment

Providers should have educational governance arrangements which enable organisational self-assessment of performance against the HEE quality standards.

The introduction of the national provider self-assessment enables organisations to provide HEE with assurance that providers undertake a routine assessment of compliance against our standards. **A very small number of providers (2.3%) felt that further work is required to embed the self-assessment** process to support continuous quality improvement of education and training.



During 2023 we will evaluate the Provider Self-assessment in preparation for the October 2023 submission. In line with our Education Contract and Quality Strategy we will move into the next phase of this work-stream and implement the Education Provider and Primary Care Provider self-assessment.

## 4.4 Domain 3: Developing and supporting learners

We expect that all learners receive appropriate supervision and support, clinically and educationally, to enable them to gain the knowledge, skills and behaviour required by their curriculum / programme (HEE Quality Framework, Domain 3, 2021).

### Supervision

Almost **99% of providers felt that learners receive appropriate supervision** and support. With the same number confirming that learners are supported to complete their summative and/or formative assessments.

How did this compare with the views of our learners:

- 87% of learners rated their experience of supervision positively in 2022.
- 84% of learners received feedback on their performance when needed and 85% felt that this feedback was constructive and helped them to improve.
- 21% of learners reported expectations to complete unsupervised activities for which they did not feel adequately prepared or trained.

How did this compare with the quality concerns reported to HEE:

- At the time of this report, HEE Regional Quality Teams report 50 (36%) educational quality concerns, working with those providers, to improve the supervision and support arrangements for learners.

### Induction

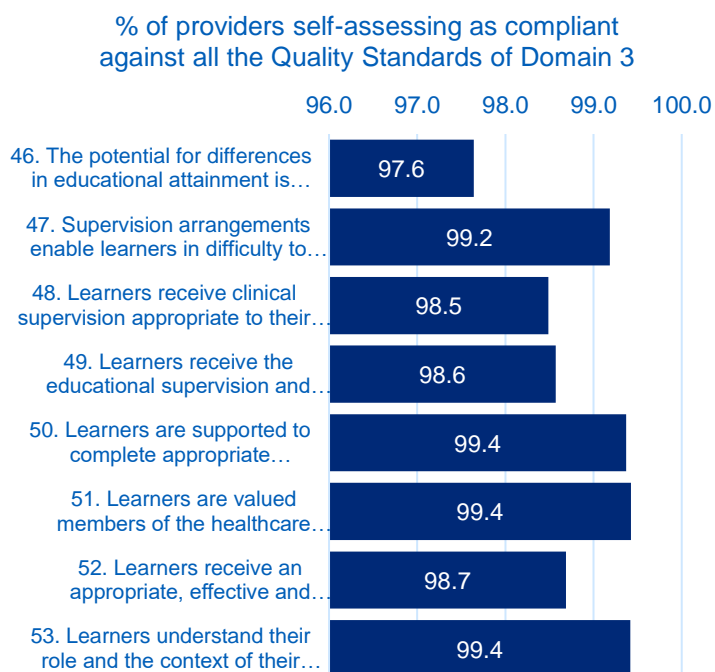
Almost **98% of providers confirmed that learners receive an appropriate, effective, and timely induction** to the clinical learning environment, with 73% providing International Medical Graduates (IMGs) with a specific induction in their organisation.

How did this compare with the views of our learners:

In the 2022 NETS, 83% of learners rated their induction as ‘Outstanding’, ‘Good’ or ‘Satisfactory’ with 92% able to discuss and agree their learning needs with a supervisor, mentor, or appropriate colleague at the start of their placement/training post.

How did this compare with the quality concerns reported to HEE:

- 14% (n=20) of the quality concerns that HEE are supporting local providers with, relate to induction.



## Well-being support

The HEE Quality Framework makes clear our expectation that all learners have access to, and are encouraged to utilise, resources to support their physical and mental health and wellbeing.

When asked about the providers main accomplishments, access to learner wellbeing and support ranked second with almost **16% of providers sighting the support and resources provided as an area of good practice.**

How did this compare with the views of our learners:

- In the 2022 NETS, 79% of learners acknowledged they had access to wellbeing resources. Of those, 63% agreed that the resources supported them.

How did this compare with the quality concerns reported to HEE:

- HEE is currently working with 16 providers to support them to improve the provision and well-being support for learners.

**We will** continue to support learners, ensuring mechanisms are in place to support wellbeing and educational provision. To help support learners, we provide an enhanced, suite of flexibility offers on our website.

**We ask providers to** continue to ensure all learners have access to appropriate, up-to-date, well-being support and resources, promoting these across their organisation.

## Learner voice

Central to our understanding of quality is the learner voice. It enables us to respond to challenges and promote good practice by understanding quality through learners' experiences 'on the ground.

Almost **all providers confirmed that they continue to promote (99%) and act upon (93%) the data and insight provided by learners through the NETS.** The efforts to promote NETS can be seen from the most recent 2022 survey, which saw the highest response rate since it first launched in 2019. Whilst we have seen a steady increased in the number of responses each year, response rates continue to present a significant challenge.

To support providers to make full use of the data and to take appropriate action, we have added new reports to our website and enhanced the online reporting tool to make it easier for users to explore and interrogate the results.

**We will** continue to use the results from NETS to support continuous quality improvement. NETS will launch again in October 2023.

**We expect providers to** make full use of the reporting tool and the breadth of data available in it to support local quality improvement. It is vital that the voices of students and learners across the NHS are listened to during this challenging time.



## 4.5 Domain 4: Developing and supporting supervisors

Supervisors should be selected, trained, appraised, and receive the support, resources, and time they need to deliver effective education, training and clinical oversight, including support for their professional development (HEE Quality Framework, Domain 4, 2021).

### Time to train

The quality framework makes clear HEE's expectation that all those undertaking recognised training roles should be provided with the time, resources, and support to do so.

**99% of providers reported that learners receive appropriate supervision and support, with 92% confirming that supervisors have specified allocated time in job plans/job descriptions to undertake the role.** When asked about the main challenges facing providers, providing adequate time for educators to undertake their role ranked in the top five with over 11% of providers sighting this as a concern.

### Appropriately trained

Those undertaking formal supervision roles, including learners, must be trained appropriately.

**Most providers (99%) confirmed that those undertaking formal supervision roles are appropriately trained** in line with their professional body or regulator and that supervisors understand the scope of practice and expected competencies of those they supervise.

We expect that all learners are supported, and developed, to undertake supervision responsibilities with more junior staff as appropriate. Almost **98% of providers confirmed they provide this support.**



To support this work, in 2023, we have introduced a [National Educator Workforce Strategy](#) to support the development and wellbeing of educators working across all healthcare professions. The strategy sets out actions that will lead to sufficient capacity and quality of educators to allow the growth in healthcare workforce that is needed to deliver care, now and in the future. As part of the strategy, we will pilot a national survey for educators to gather feedback, identify good practice and enable targeted support to be provided.





## 4.6 Domain 5: Delivering programmes and curricula

Programmes and curricula (including assessments) must be developed and delivered in accordance with professional regulator, college and/or Education Provider requirements and respond to the emerging models of care and service transformation (HEE Quality Framework, Domain 5, 2021).

### Patient and service user involvement

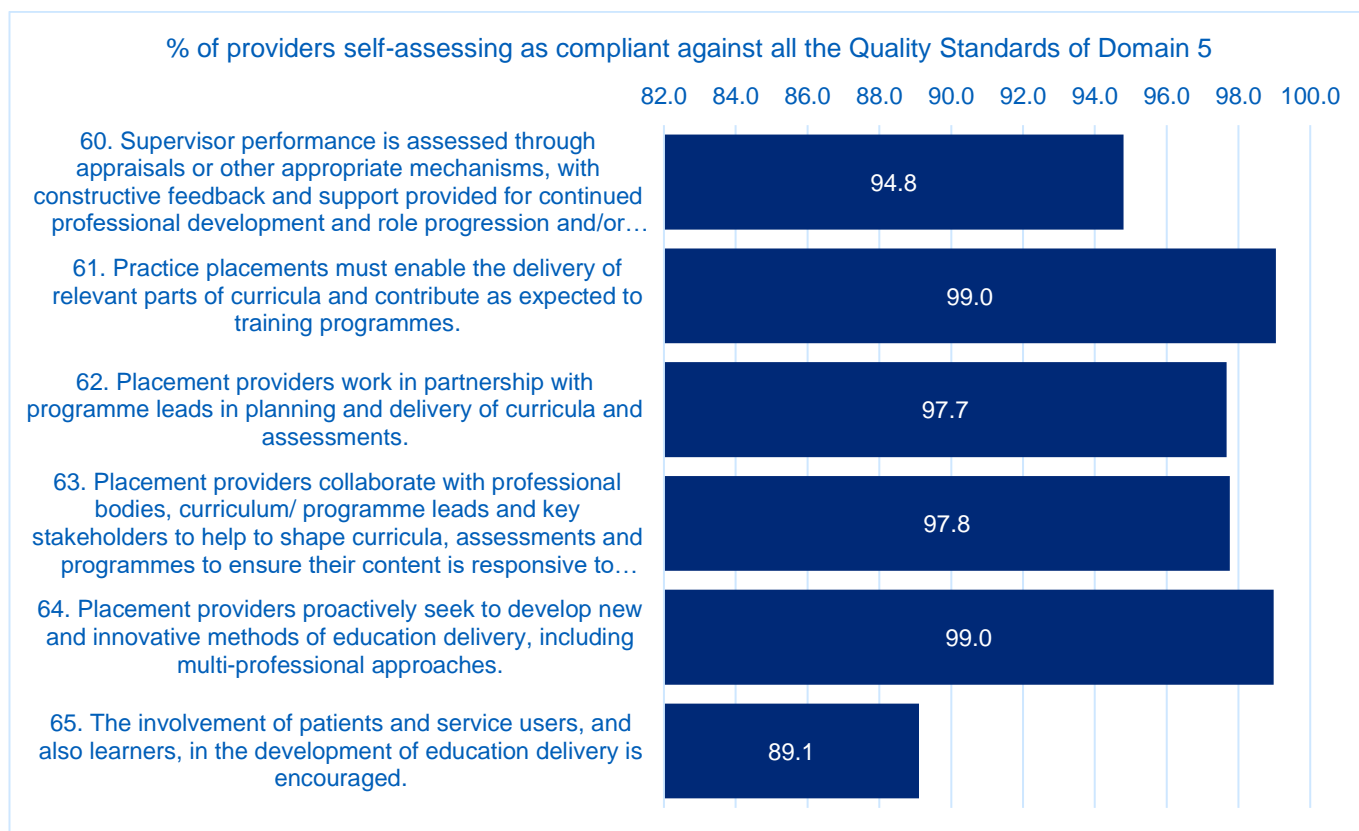
We expect all providers to involve patients, learners, and service users in the development of education delivery.

**89% of providers confirmed that they involve patients and service users, including learners, in the development of education and training delivery.**

### Collaboration with professional bodies

Placement providers should collaborate with others to help to shape curricula, assessments, and programmes.

**Nearly 98% of providers collaborate with professional bodies and key stakeholders to help shape education and training and ensure training content is responsive to changes in treatments, technologies, and care delivery.**



In 2023, **we will** introduce a Midwifery Safe Learning Environment Charter following a national review of pre-registration midwifery education. The charter will define the rights and responsibilities of students and providers and aims to build better working and learning environments, improve student attrition and support newly qualified midwives to remain in the profession.

## 4.7 Domain 6: Developing a sustainable workforce

To realise our collective endeavour to support and improve the quality of education and training, we must also significantly improve the retention, progression, and development of the whole workforce (HEE Quality Framework, Domain 6, 2021).

### Placement capacity

HEE expect that providers work and engage with stakeholder organisations to ensure sufficient placement capacity and capability.

When asked about the main challenges facing providers, **placement capacity ranked in the top five with 14% of providers sighting this as a concern**. In addition, almost 14% of providers said that service pressures are negatively impacting on education and training delivery.

### System wide working

Providers should work collaboratively with partners at a system level and across geographical footprints and networks.

**92% of providers** confirmed that they currently engage with the Integrated Care System (ICS) for system learning.

### Career Progression

Transition from training to employment and/or career progression must be underpinned by clear processes of support, developed in partnership with our learners.

In responding to this standard, most **providers (98%) confirmed they have processes in place** to support transition to employment and career progression.

### Reducing Attrition

HEE expect all placement providers work to mitigate avoidable learner attrition from healthcare training programmes.

**97% of providers** told us that they work with other organisations to mitigate avoidable learner attrition from programmes.

Disappointingly, when asked in the 2022 NETS, **one third of learners considering leaving their course or training programme in 2022**. When asked why, many learners cited stress, workload and feeling overwhelmed as contributing factors.

### Workforce Planning

Providers should engage in workforce planning and development in partnership with wider health and care partners.

**94% of providers agreed that they engage with local workforce planning** to support the changing needs of their services. When asked about the main challenges facing providers, **workforce challenges for education and training ranked in the top five, with 11% sighting this as a concern**.



As outlined in the [We are the NHS: People Plan for 2020/21](#), we have developed a simple but effective model, the [HEE STAR](#), to support workforce transformation, enabling those responsible for delivering healthcare services to explore workforce challenges in more detail, and develop bespoke action plans to address them.

## 5. Summary of next steps

### HEE will...



HEE Regional Quality teams will work with providers to provide further feedback and support continuous quality improvement. This work will inform the development of national and regional quality improvement plans.



Evaluate the Provider Self-Assessment and ask for provider feedback on what could be included in the 2023 version. Phase 2 and 3 of this process will introduce a similar assessment for education, community, and independent sector providers. The Provider Self-Assessment will launch again from August/September 2023.



Publish examples of good practice and quality improvement initiatives in education and training on our website to share and spread good practice. To submit an example, please contact us at [quality@hee.nhs.uk](mailto:quality@hee.nhs.uk).



Through the national Educator Workforce Strategy, we will support the development and wellbeing of all educators working across all healthcare professions, ensuring they have the time, skills, and resource to undertake the role.



Launch the National Education and Training Survey for all learners in the autumn of 2023, and continue to use the results from NETS to support continuous quality improvement.



Introduce a Midwifery Safe Learning Environment Charter following a national review of pre-registration midwifery education.



Review our process for the escalation and sharing of quality issues and concerns and provide further clarification of HEE's use of quality interventions. We will publish and promote both on our website.



Continue to promote and signpost learners to the processes for raising concerns (including via Freedom to Speak Up Guardians) on our website, through NETS campaigns and via local and national learner forums.



Publish an update on our EDI progress to date and our priorities for the year ahead.

## We expect providers to...



Seek ways to improve the quality of experience for all our students and learners so that they are supported to complete their courses and enter the workplace confidently and effectively.



Continue to influence and change behaviours and cultures at all levels so that all colleague's feel valued and respected.



Continue to review organisational well-being resources and support offers, to ensure all learners and supervisors can access to appropriate, up-to-date, well-being support.



Support the continued rollout of the National Education and Training survey to ensure all learners, and in time educators, have the time and space to complete the survey.



Review the provision of their educational facilities to ensure all learners, across all professions, have the space, IT facilities and access to library services required to support healthcare education and training and evidenced based practice.



Promote and signpost learners and supervisors to local processes for raising concerns, including via local policies, Freedom to Speak Up Guardians, local Education Institutions, and the Guardians of Safe Working.



Ensure all staff are signposted to the NHS Patient Safety Levels 1 and 2 training, providing all staff with the time and space to undertake this training.

