

HEE Quality Strategy

from 2021



Contents

Our strategic priorities	3
What's new, at a glance	4
Foreword	5
1. Introduction	6
2. Strategic aims	9
3. Our governance and leadership	17
4. Our standards and expectations	19
5. Our strategy on a page	21



Our strategic goal for quality is to assure and deliver, with partners, quality education and training that is rigorous, highly sought after and future focussed. HEE will listen to healthcare learners and work with partners to make lasting improvements to education and training.



Our strategic priorities



Culture and principles

Our quality principles will promote a culture of learning across education and training that delivers a safe and inclusive environment for learners, patients and educators.



Listening and engaging with learners

We will strive to ensure that the learner voice is heard and acted upon.



Working with our partners and stakeholders

We will continue to collaborate with our partners and stakeholders to maximise the benefits of joined up working.



Our commitment to improving quality

We will demonstrate our commitment to continuously improve quality through national and regional action plans that illustrate the impact of our quality framework and quality management activities.



Future focussed and inclusive

We are an organisation that anticipates and embraces changes in policy, technology and workforce needs.



What's new, at a glance

Promoting Wellbeing through our standards, interventions and support offer

1

Optimising the refreshed Quality Framework to continually improve the learning environment

2

Inclusive application of our quality standards to all learning environments

3

A stronger focus on Equality, Diversity and Inclusion through our standards and data

4

Supporting the delivery of the NHS Patient Safety Strategy through our work on developing the NHS Patient Safety Syllabus

5

Building strong collaborative alignments with the evolving ICSs to deliver system wide improvement in education and training

6

A greater focus on innovation and technology to support how we monitor, assess and respond to quality concerns

7



I want to extend our thanks to colleagues across the NHS and in Universities who have engaged so constructively

Foreword

The quality of education and training experienced by healthcare learners today, will have a direct impact on the quality and safety of patient care now and for many years to come. It is why HEE and our partners are passionate about ensuring the highest quality learning environments across all health and care settings.

HEE oversees the undergraduate and postgraduate education and training for some 240,000 students and trainees across 350 different roles, including doctors, dentists, nurses, midwives, paramedics, healthcare scientists, pharmacists, and Allied Health Professionals. We also support health and care services to transform and develop their workforce in gaining new skills, team working and leadership to meet the needs of patients today and in the future.

Many of these students and trainees played a vital role in supporting the NHS response during the most challenging period in its history, the COVID-19 pandemic. As the NHS focusses on recovering service delivery, it is only right that equal focus is given to the recovery of education and training, the wellbeing of all staff across the NHS and supporting our learners and, crucially, our educators in order to safeguard the healthcare professionals of the future. Many of our educators were completely diverted to patient care during the pandemic, as we released education time to the service and we now need to ensure that they not

only step back into their educational roles but have the time and support to recover and reset their professional careers. This will be a key focus for HEE, through the refreshed Quality Framework, over the next few years.

The 2021 Quality Strategy had drawn on the learning from HEE’s work to embed our first ever Quality Framework, published in March 2016, alongside our first Quality Strategy. It has been developed through wide engagement and co-production with colleagues across HEE and our partners, including students and trainees, patient representatives, educators, universities, other arms-length bodies and professional regulators and leaders of the professions. Importantly, the strategy includes the benefit of our collective reflections on the learnings across the NHS from the COVID-19 pandemic, for example, in innovating and collaborating together and harnessing the significant leaps we have made in the use of technology in how we work and train.

I want to extend our thanks to colleagues across the NHS and in Universities who have engaged so constructively in the development of this strategy and particularly recognise the contribution of our learners to this process. We look forward to continue working in partnership for the benefit of students and trainees across England.

Professor Wendy Reid
Executive Director of Education & Quality
and National Medical Director, HEE





1. Introduction

Our role

Health Education England (HEE) is a non-departmental public body, accountable to the Secretary of State and Parliament. Working with our partners, we plan, recruit, educate and train the future workforce to produce the highest quality healthcare professionals in the right numbers to meet the needs of patients and NHS services. We also work in partnership to transform today's workforce to develop the skills to work within collaborative, flexible, multi-professional and digitally enabled teams.

As part of our statutory duties, HEE is responsible for securing continuous improvement in the quality of education and training provided for healthcare workers. Having the people we need to provide the right care, compassionately and effectively, remains the number one issue for the NHS. Patient safety and the quality of care depends on the capacity, capability and competence of our healthcare workforce, which is ultimately secured through their selection, high quality education and training, and regulation.

A key endeavour in this aim is to quality assure, with partners, education and training that is rigorous, highly sought after and future focused. This key strategic goal will support the NHS to create a safe environment for patients, educators and learners.



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Our strategy

The journey so far

In 2016, we published our first HEE Quality Strategy and Quality Framework. The Quality Strategy was developed in co-production across HEE and with our wider stakeholders and partners to describe how we ensure that quality is at the heart of, and is the driving force behind, our education and training agenda. The HEE Quality Strategy sets out our priorities, principles and overarching processes for continuous quality improvement and innovation in the education and training of the healthcare workforce. The Quality Strategy is underpinned by the HEE Quality Framework, which makes clear the quality standards we expect of clinical learning environments, safeguarded through the NHS Education Contract. The NHS Education Contract will support the delivery of our standards across all providers and help to ensure that all commissioning decisions are informed by our understanding of, and insight into, the quality of healthcare education and training.



As a learning organisation, we continue to develop and evolve our strategic approach to quality in healthcare education and training to help the NHS to deliver the workforce of the future. The strategic aims set out in this living document drive our approach to continuous improvement in quality. They help to ensure that education environments are inclusive, safe and promote the wellbeing of our learners and those who support and educate them, in turn facilitating high quality training and the delivery of safe, effective and compassionate patient care"



Dr Navina Evans
Chief Executive, Health Education England

What we have learned

The development of the Quality Strategy and Quality Framework was an ambitious undertaking, the first of their kind within the largest healthcare education and training system in the world. A great deal has since been learned through their introduction and operationalisation and it was always intended that they would be dynamic documents that would need to evolve over time. Since the strategy was first published, we have continued to learn and improve how we drive continuous quality improvement. We have also had to respond with agility and flexibility to the changing landscape of education and training and the new challenges and priorities this has presented, including:

- Delivery of the Long-Term Plan, Manifesto and People Plan commitments
- Expansion in clinical placements and international recruitment
- The reforms to education and training
- The need to ensure quality is embedded within Integrated Care Systems (ICSs), Primary Care Networks and Training Hubs
- The continually evolving system leadership role for HEE and its national and regional partnerships
- A greater emphasis within health and care services on wellbeing, flexibility, equality, diversity and inclusion
- The NHS Patient Safety Strategy

Our focus

Our refreshed Quality Strategy reflects this learning and the challenges we face. It has also drawn on the knowledge, experience and expertise of our partners and stakeholders through an extensive process of engagement and co-production. This included bringing together comments and feedback from around four hundred individuals representing a range of key partners, including NHS England and Improvement, healthcare and professional regulators, NHS Trusts and other NHS provider organisations, universities and colleges, trainees and students, patient representatives, other arms-length bodies and HEE colleagues.



We have continued to learn and improve how we drive continuous quality improvement





It enables HEE to continue to be the system leader for multi-professional education and training

Our new quality strategy

Our new Quality Strategy supports the significant work already undertaken to strive for excellent education and training, but also promotes ways of working that will be different as a result of our review and refresh of our Quality Framework:

- What we expect placement providers to do to promote and support equitable, diverse and inclusive learning environments;
- The mechanisms through which we will engage with, and listen to, our learners;
- How we will promote and support the wellbeing of learners through our quality standards and quality interventions;
- How we expect the wellbeing and role of supervisors and others contributing to education and training to be promoted and supported;
- How we will monitor and assess quality, and respond to quality concerns, capitalising on good practice, innovation and technology;
- How we will build stronger collaborative alignments with the wider health and care system, including through our offer to ICSs;
- How we will seek to drive continuous improvement in the quality of education and training in England;
- How we improve patient safety collaboratively with the system.

Working differently

- We will develop and build on our use of technology to enable quicker and more efficient access to learners, supervisors and educators for their feedback;
- We will develop annual action plans, with underpinning data, for areas in which we will focus improvements. Each year we will review our intelligence and develop improvement campaigns such as a focus on wellbeing, promoting Freedom to Speak Up Guardians and supporting our supervisors and educators;
- We will build on and support a consistent approach to quality oversight at local and regional level, and establish a formal Quality Committee to provide enhanced assurance nationally;
- These governance arrangements will support us in the systematic sharing of learning and good practice, including on a system basis, for improving education and training quality;
- We will work in partnership with ICSs to support their development, particularly in relation to education and training quality;
- We will use the levers in the NHS Education Contract and the standards for quality set out in our Quality Framework to ensure that commissioning decisions reflect our understanding of quality;
- The Education Contract will ensure that all providers assess their delivery of education and training against our quality standards on a routine basis.



2. Strategic aims

2.1 Culture and principles

Our quality principles will promote a culture of learning across education and training that delivers a safe and inclusive environment for learners, patients and educators.

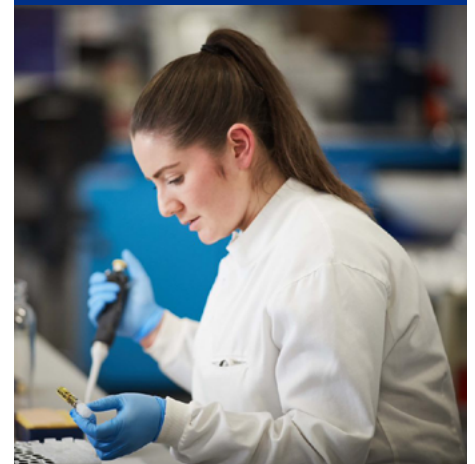
HEE will support our providers to embed a culture that is transparent, diverse and inclusive through the application of the Quality Framework and through the learning from our work across Wellbeing and Equality, Diversity and Inclusion. Our work on Wellbeing, in partnership with system partners identified the importance of supporting recovery at local level using local capacity and expertise.

To this end, we are guided by a set of core principles underpinning how we work:

- having patient safety and learner wellbeing at the core of our activity
- promoting and supporting quality improvement
- ensuring a multi-professional approach in all we do
- promoting equality, diversity and inclusion
- promoting consistency and a common language
- encouraging and sharing innovation
- facilitating a cross-system approach to quality and encouraging partnership working (promoting consistency, alignment and reducing duplication)
- reflecting the shared responsibility we all have for quality across the system
- ensuring value for money for our investment in education and training



It now gives greater clarity and focus to equality, diversity and inclusion, as well as learner wellbeing and the wellbeing of those who support them





2.2 Listening and engaging with learners

We will strive to ensure that the learner voice is heard and acted upon.

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’, enabling us to target our quality management interventions and closely monitor actions and improvements. We are also able to develop local, regional and national quality improvement initiatives through engagement and partnership with learners and stakeholders.

We gain direct learner feedback from a range of sources, including:

- Routine surveys such as are our own National Education and Training Survey (NETS), the General Medical Council’s National Training Survey (NTS) and the National Student Survey (NSS)
- Targeted surveying of learners at critical points in time to meet emerging needs for deeper insight and intelligence
- Learner forums to facilitate collaboration and a greater depth of engagement with students and trainees (such as the National Training and Education Forum, regional learner focus groups, regional and national professional forums)
- On-going ‘touch-points’ with HEE throughout a learner’s education and training journey (including feedback via our quality interventions)
- Direct feedback from learners about their experiences of HEE.

We are committed to building on our use of the learner experience to enable a more systematic use of feedback and engagement in our priorities for improving the quality of education and training. We will strengthen in four key areas:

1. Feeding back to learners on what has happened as a result of what they have told us - ‘You said, we did’
2. Increasing the systematic use of learner feedback (for example, through better engagement to improve survey response rates and greater capacity for local and national analysis)
3. Improving the timeliness of identifying and responding to intelligence through, for example, quicker turnaround of survey data and rapid ‘deep-dive’ exercises
4. Using collaborative and co-design methodologies to deliver sustainable improvements in quality



The National Education and Training Survey is important as it gives all healthcare learners a way to help us hear their views about their learning and working experiences. We use this valuable feedback to identify where to act, working with our partners to improve education and training”

Professor Sheona MacLeod
 Deputy Medical Director,
 Education Reform

2.3 Working with partners and stakeholders

We will continue to work with our partners and stakeholders to maximise the benefits of joined up working.

HEE remains committed to working in partnership with all our system partners and stakeholders for the benefit of patients, learners, supervisors and educators. Since the publication of our first Quality Strategy in 2016, our collaboration with partners across the quality agenda has been greatly strengthened and aligned.



HEE remains committed to working in partnership with all our system partners and stakeholders for the benefit of patients, learners, supervisors and educators

Health and professional regulators

Working with the healthcare and professional regulators, we have a joint responsibility for monitoring, maintaining and sustaining quality, promoting closer working and avoiding duplication. Through our regional and national governance arrangements and active collaboration, we will continue to work together to effectively share and analyse data and intelligence, support multi-professional quality issues and enable and empower multi- and inter-professional learning.

Placement providers

Working with our placement providers, we will exercise proportionality, be supportive and solutions focussed, support educators, supervisors and leaders in education and training, and support placement capacity and capability. We will seek to share quality information and intelligence, helping to assure the quality of student and trainee placements and supporting continuous quality improvement. We will also support the links between education providers and those working in clinical practice to enable supervisors in their role in supporting learners.



Integrated Care Systems

In order to realise our shared ambitions for quality in the learning environment, HEE will continue to work with system partners to ensure alignment with the evolution of ICSs. HEE will develop an offer to ICSs that will be flexible in order to reflect the maturity status of the ICS and will be based on the following core principles:

1. **Effective education and training quality functions** – HEE and the ICS work together to ensure that the quality of healthcare education and training is a priority and that there are the structures and processes in place for its effective delivery.
2. **Effective leadership and delivery capacity and capability** – HEE to support the ICS in developing effective leadership and workforce capacity and capability in the delivery of high-quality healthcare education and training.
3. **A multi-professional approach to education and training** – to ensure that healthcare education and training is delivered effectively in a multi-professional way where needed to effectively support workforce expansion and priorities in the Long-Term Plan.
4. **Bringing together quality and workforce transformation** – to recognise and capitalise on the inter-dependencies between education and training quality and workforce transformation.
5. **Commitment to the continuous improvement of quality** – HEE to support the ICS in the continuous improvement of education and training delivery as a priority to ensure there is a broader focus on quality beyond risk management and mitigation.
6. **Equality, diversity and inclusion** – working and learning environments for healthcare learners and those supporting them should support and promote equality, diversity and inclusion.
7. **Evidence-based quality** – quality monitoring and improvement is driven by appropriate data and intelligence.
8. **Partnership working to manage and improve quality** – HEE and the ICS to work collaboratively together (and with other stakeholders where appropriate) to maintain and improve the quality of healthcare education in line with clearly set out governance arrangements (and contractual obligations where relevant).
9. **Effective investment and healthcare education and training** – ensuring value-for-money in HEE's investment in healthcare education and training across the system.
10. **Sharing information and openness** – key information is shared with relevant partners and stakeholders in a timely and transparent manner.



This leadership offer will ensure quality of placement experience and learning for all of our learners. It will enable multi-professional support and promote inter-professional learning in order to develop a flexible and adaptable workforce. HEE's regional and local quality infrastructure and wider partnership networks are well placed to offer models of multi-professional support to underpin this and promote the value of inter-professional working and learning in the workplace, through:

- Promoting a culture that maximises the learning opportunities for learners in all sectors and services delivering placement teaching and learning across the system
- Ensuring all learners have access to equitable and high-quality support across their learner pathways, aligned with their current education programmes and preparation for future healthcare careers
- Maximising the passion, expertise, strengths and commitment of the education and training infrastructure and wider partnership networks,
- Removing unnecessary duplication and aligning efforts to maximise quality improvement activities
- Ensuring that learners, partners and stakeholders understand the role, purpose and contributions of HEE's learning infrastructure
- Helping to develop an understanding of how to ensure curriculum implementation across providers (as increasingly one provider will not be able to provide opportunities in the whole curriculum).



2.4 Our commitment to improving quality

We will demonstrate our commitment to continuously improve quality through national and regional action plans that illustrate the impact of our quality framework and quality management activities.

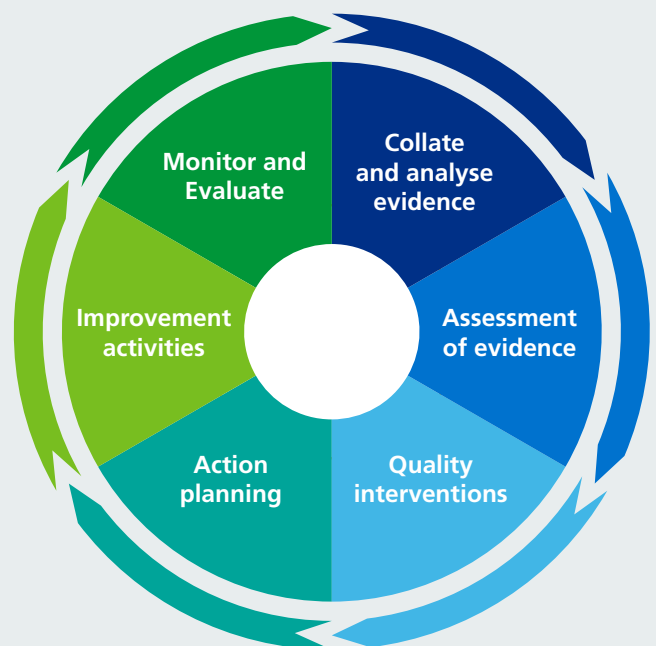
We have clearly and consistently heard from our stakeholders the message that improving quality cannot be confined to identifying poor practice, or remediation and mitigation of risk. Rather, identifying and sharing good practice, and facilitating and encouraging routine and on-going evaluation in the pursuit of continuous quality improvement is critical to achieving our goal of high-quality education and training to ensure safer patient care. Our strategic priority for ever improving quality includes commitments to:

- continuously strive to listen and learn from the experience of patients, the public, students and trainees in order to improve quality of learning and the quality and safety of patient care
- helping to create and share new solutions where there are concerns about quality
- identifying, recording and disseminating good practice wherever we find it
- collaborative working with stakeholders and partners to optimise solutions
- intelligent use of data to identify themes and target quality activities through improvement initiatives
- better utilising existing quality governance structures, escalation pathways and support processes to drive up quality in all areas rather than focus narrowly on 'problem' areas
- promote the delivery of continuous quality improvement through specific quality standards and providing a framework to help best target on-going improvement

Our quality cycle

Our quality cycle underpins our approach to monitoring, assessing and improving quality. It continues to drive all we do, and as we move forward to tackle new and emerging challenges and listen to our stakeholders, we want to place greater emphasis on:

- Our multi-professional approach to quality
- How our cycle drives a culture of continuous quality improvement
- How our interventions and actions are timely and focussed on prevention rather than remediation
- How the cycle of activities sets and clarifies expectations to empower quality control and self-regulation



Assessing Improvement

We will continue to utilise and refine our evidence to provide us with an accurate picture as possible of multi-professional quality across England. We understand that our expectations and quality standards set out in the Quality Framework are not all easy to assess, therefore different evidence will be required to understand whether standards are being met, and triangulation of evidence will be critical. We are also sensitive to the fact that not all standards will be equally relevant and applicable across all learning environments and here standards and evidence will be relatable in different ways.



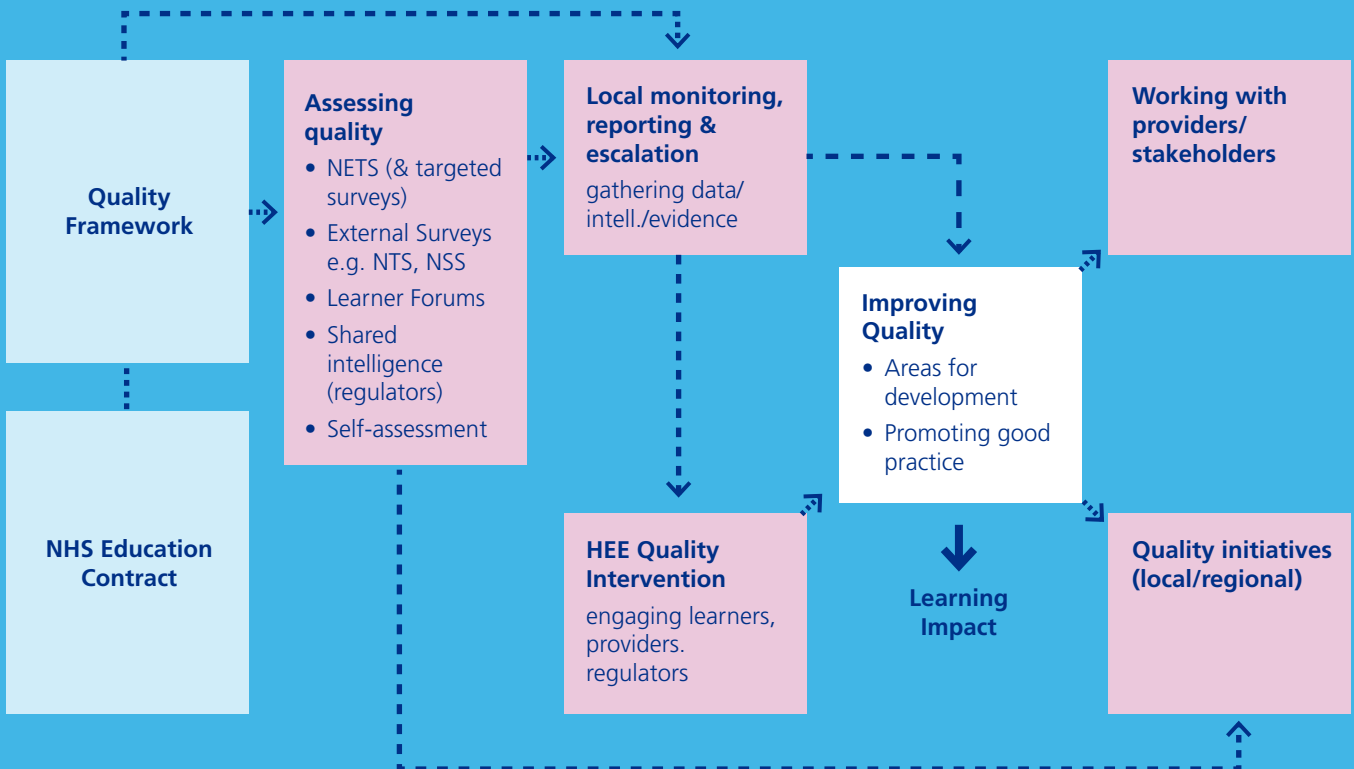
The strong focus on quality within our learning environments is critical, not only for the development of our nursing students and trainee nursing associates, but to ensure safe, effective and compassionate care for patients. Our work is informed by the views of learners, whose valued insights into their experiences enable us to support continuous quality improvement.”

Liz Fenton
Deputy Chief Nurse

We are committed to developing and enhancing our evidence collection and data analysis capabilities through:

- Further development and establishment of our National Education and Training Survey (NETS)
- An enhanced Quality Improvement Register (of regional quality concerns and risks)
- A new, nationally consistent clinical placement provider self-assessment tool
- Enhanced regional and national in-house intelligence and analytical capacity
- A nationally consistent quality management system
- An effective quality dashboard
- Enhancing our Escalating Concerns Pathway

Evidence and data will continue to drive our focus on quality improvement by highlighting specific quality issues, identifying trends and themes, and unearthing good practice from which we can all learn.





We have developed and will embed, processes and interventions, based on our experience and learning, that have the greatest impact

Assessing and responding to risk

We will continue to use our Intensive Support Framework (ISF), in conjunction with the Quality Framework, to categorise risk and provide a consistent framework within which to escalate, report and address areas of concern.

The ISF has enabled us to share a common definition of risk for education quality with partners and to highlight internally and across the system where our greatest quality challenges lie, whether these are within a specific learning environment (such as a hospital ward or GP practice), across an organisation, across an entire training programme, or at a whole ICS level.

We have increasingly seen the value of using our common understanding of risk to shape and instigate timely interventions, and our multi-professional focus has driven an increasingly collaborative, whole system approach to dealing with the most serious quality concerns. This includes partnership working across not only our health and professional regulators, where multi-professional and inter-professional oversight and solutions are required, but also other providers and system colleagues, where transformation can also help to deliver current and future quality improvement.

We have developed and will embed, processes and interventions, based on our experience and learning, that have the greatest impact to address serious quality concerns, and support our learners and their supervisors and educators. We will also use our intelligence and existing pathways to identify and share emerging concerns, for example via national and regional escalation and the Emerging Concerns Protocol to which we are a signatory.

Ultimately, HEE has a responsibility to act decisively when its standards for education and training have not been met, and where all reasonable actions have been taken to address major quality concerns but which continue to remain unresolved. As an act of last resort, HEE will suspend training and remove trainees in the case of postgraduate medical placements and recommend and work with key stakeholders to suspend training and remove learners in the case of other healthcare professions. For the former, we have refreshed our suspension of training policy (reflecting HEE's specific funding and commissioning arrangements and responsibilities in this area), while for the latter, we are developing a set of agreed principles to guide our joint working with education providers and regulators to meet our duty of care to all of our learners.



This strategy reflects our response to the challenges for today and tomorrow, our learning from the past five years and during the Covid-19 pandemic. It will enable HEE, as the system leader for multi-professional education and training, to support improvement for our learners and educators. Alongside our refreshed Quality Framework, it sets out the standards we expect of high-quality healthcare education and training and how we will assure and manage quality. It strengthens our commitment to continuous improvement."

Sam Illingworth
Director of Education Quality and Reform

2.5 Future focused and inclusive

We are an organisation that anticipates and embraces changes in policy, technology and workforce needs.

We will continue to ensure that we horizon scan to monitor, identify and respond to changes in policy, new and emerging technologies and workforce needs and utilise the learning and emergent opportunities to continue to improve the quality of the learning environment.

Our Quality Framework is future focussed, setting out our expectations for prospective placement providers, for new and emerging practice settings, for ICSs, and to support expansions in placement capacity and education delivery.

It also reflects that HEE exists within a wider quality system, working in partnership with, and across, healthcare and professional regulators, service and education providers, other arms-length bodies, and key stakeholders. As such, it complements rather than competes with other regulatory and professional frameworks and requirements. We occupy a unique space with a multi-professional and cross-disciplinary view of education quality and have an overview and understanding of the clinical education and training landscape, which reaches across sectors and organisations, whilst maintaining a view to the long-term training needs to meet the needs of patients and NHS service in the future.

Inclusive application for education quality

While its focus is the clinical learning setting, where the majority of our learners undertake their practice learning, its core principles for high-quality education and training remain relevant across a range of other settings. For example, principles of good supervision, induction, learner wellbeing and teaching delivery are as applicable for those undertaking placements in schools, prisons, local authorities, NHSE/HEE and ICS teams and so on. Similarly, while it is explicitly linked to the NHS Education Contract and the future health and care workforce, it can be used to help inform assessment of education and training that the NHS may have a stake in in other ways. For example, as well as concentrating on training new staff, it is critically important we focus on our current workforce and their on-going development needs, so the framework can be equally applied to developing advanced practitioners and continuous professional development.

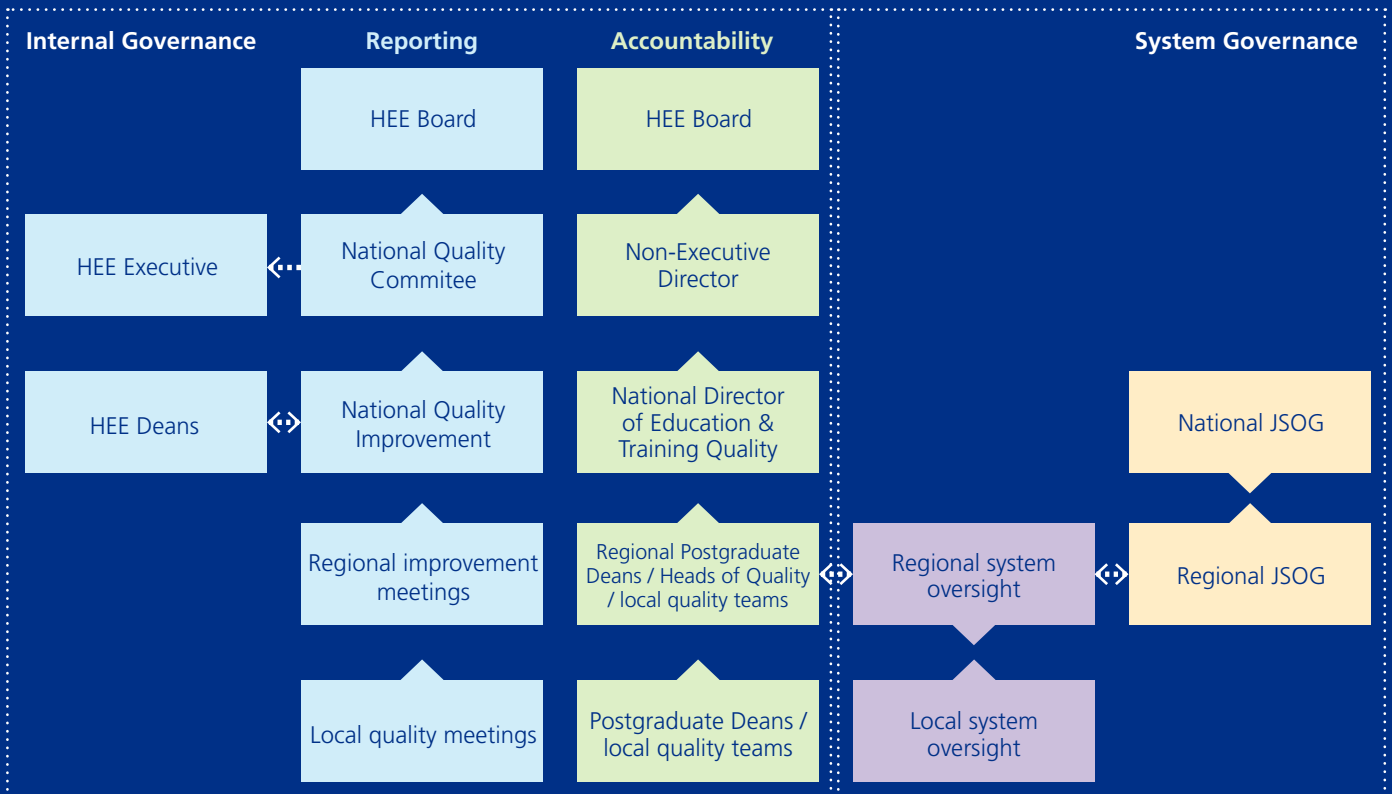
Our Quality Framework is future focussed, setting out our expectations for prospective placement providers





3. Our governance and leadership

National and regional governance





HEE's responsibility for quality crosses professional, geographical and organisational boundaries



It is crucial for HEE to have effective quality governance arrangements in place at national and regional levels. As part of our Board Assurance Framework, HEE will establish a formal Quality Committee, chaired by a non-executive director. The Quality Committee and its underpinning structures will provide assurance to HEE's Board that:

- There are effective processes in place to ensure our quality standards are being met within clinical learning environments;
- Roles, responsibilities and accountability are clearly defined, in relation to quality governance within HEE and with our wider partners and stakeholders;
- Data and intelligence about quality is being assessed, analysed, challenged and used effectively and consistently to improve learning environments;
- Good practice and learning to improve educational quality is being shared and embedded at national, regional and ICS level;
- HEE has robust oversight of risks to education quality and to ensure we take appropriate mitigating actions in collaboration with our partners.

As part of HEE's regional governance arrangements, underpinning the Quality Committee of the Board, the Regional Postgraduate Deans (RPGDs) have oversight and governance responsibility for multi-professional quality and will continue to lead consistent regional governance structures, aligned with those of our partners and in line with our quality principles. Regional quality governance will:

- Convene a multi-professional approach with appropriate expertise to ensure HEE's oversight, assurance and management of education and training quality;
- Continue to shift from a performance to an improvement focus;
- Establish a clear line of sight of where our risks lie and what we are doing about them;
- Ensure the engagement and alignment of HEE's wider strategy for workforce expansion and transformation, education reform and workforce planning;
- Demonstrate quantifiable improvements against an annual regional quality improvement plan;
- Commission training placements informed by regional quality intelligence;
- Work to agreed action plans (jointly with clinical placement providers).

System governance

HEE's responsibility for quality crosses professional, geographical and organisational boundaries. We will continue to work with existing healthcare governance structures to ensure that education and training quality is understood within the system, including regional and national Joint Strategic Oversight Groups (JSOG) and System Quality Groups (SQGs). Education and training quality can rarely be separated from service quality and patient safety, and effective solutions to quality issues will often have an education and training dimension.





4. Our standards and expectations

The HEE Quality Framework

The HEE Quality Framework underpins our Quality Strategy and provides an overarching set of multi-professional quality standards for the clinical learning environment, organised around six core domains. It applies to the quality of all healthcare education and training, funded through the NHS Education Contract, across all clinical learning environments within which learners are placed, including an increasing variety of settings in the primary, secondary, community and independent sector.

As the quality schedule of the NHS Education Contract, the Quality Framework is applied to assess the quality of delivery of the education and training that HEE funds and it also reflects HEE’s statutory obligation for the safety and protection of learners and patients.

Our refreshed Quality Framework has taken account of what we have heard from our stakeholders:

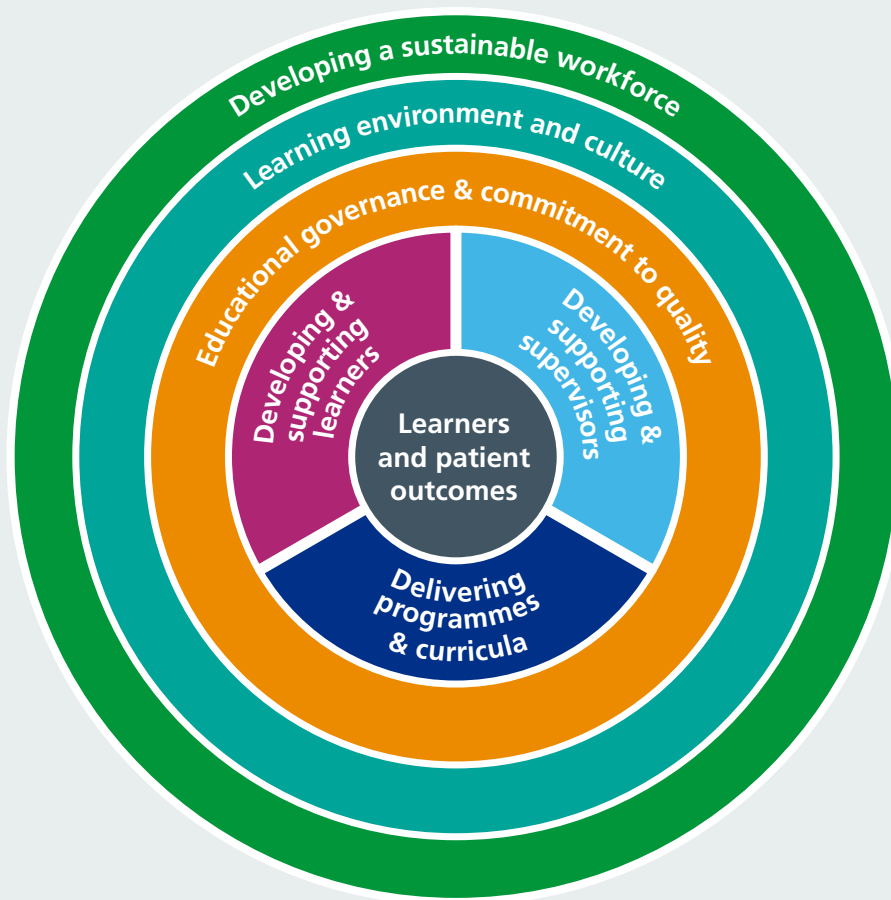
- It gives greater clarity and focus to equality, diversity and inclusion
- It promotes learner wellbeing and the wellbeing of those who support them
- It emphasises our key role in improving quality as well as our commitment to the future workforce development



The emphasis on high quality, inclusive, multi-professional education and training will provide stronger support for promoting and developing our growing AHP workforce to meet the increasing demand for their skills across sectors”

Beverley Harden
AHP Lead, HEE

HEE's quality domains and learners and patient outcomes



The framework helps our stakeholders in the following ways:

- **Patients, service users and the public**, by being transparent about the standards that placement providers are held to.
- **Learners**, by setting expectations of learning environments, the contribution that learners can make, and how to raise concerns.
- **Supervisors**, by clarifying their role in supporting high quality clinical learning environments.
- **Placement providers**, by describing the standards through which their delivery of education and training will be assessed as part of the NHS Education Contract and enabling new and prospective providers to see the standards required of them (including global partners who wish to contribute to the education and training of NHS staff).
- **Education providers**, by working with providers to support the continuous improvement of practice placements, and by providing a picture of the quality of learning environments within which their students are placed
- **Integrated Care Systems**, by supporting regional oversight of quality, enabling collaborative decision-making about education and training quality and capacity.
- **Healthcare and professional regulators**, by highlighting the links between HEE and regulator responsibilities in monitoring, maintaining and sustaining quality, promoting closer working and avoiding duplication.
- **NHS England and NHS Improvement**, by supporting decisions on practice placement capacity, expansion, international recruitment and new placement providers, and enabling a system-wide understanding and overview of quality, and an approach to consistent quality control, quality management and quality improvement.

5. Our strategy on a page

HEE's Quality Strategy from 2021'

Our strategic goal is to deliver quality education and training with our partners that is rigorous, highly sought after and future-focused. Here's how we will achieve our aims.

<p>1. Culture and principles</p> <p>Promote a culture across education and training that delivers a safe, inclusive environment for learners, patients, supervisors and educators.</p>	<p>2. Listen and engage</p> <p>Ensure the learner voice is heard and acted upon to improve education and training.</p>	<p>3. Partners and stakeholders</p> <p>Continue to collaborate with our partners and stakeholders to maximise the benefits of joined up working.</p>	<p>4. Committed to improvement</p> <p>Show our ongoing commitment to quality improvement through actions plans, illustrating the impact of our framework and quality management activities.</p>	<p>5. Future focused</p> <p>Continue to be an organisation that anticipates, recognises and embraces changes in policy, technology and workforce needs.</p>

Quality Strategy: New Direction and Fresh Thinking

To support our strategic priorities, our Quality Strategy is now more ambitious than ever, concentrating on:

- Promoting and supporting equitable, diverse and inclusive learning environments.
- Providing for learner wellbeing through our quality standards and interventions.
- Setting guidelines for the wellbeing and role of supervisors and other contributors.
- Monitoring and assessing quality, and celebrating good practice and innovation.
- Building stronger collaborative alignments with the wider health and care system.
- Driving continuous improvement in the quality of education and training in England.
- Improving patient safety collaboratively.

Ways of Working: Reviewed and Refreshed

Our Quality Strategy supports the excellent work already undertaken in previous years – but will also promote ways of working differently:

Expand
...our use of technology to enable more efficient access to stakeholder feedback

Develop
...annual data-driven action plans in areas targeted for improvement

Build
...a consistent approach to quality oversight, regionally and nationally

Establish
...a formal Quality Committee to provide enhanced assurance nationally

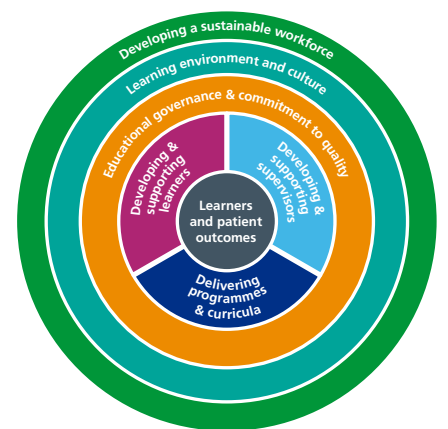
Work
...with ICSs to support their development and education and training quality

Ensure
...all providers measure their education and training delivery against our standards.

Quality Governance

Our Quality Committee will provide assurance that our standards are met regionally and nationally.

Quality Framework
Our framework offers clear, defined domains for driving our strategic aims forward.



Quality Cycle
Our cycle underpins our approach to monitoring, assessing and improving quality.

