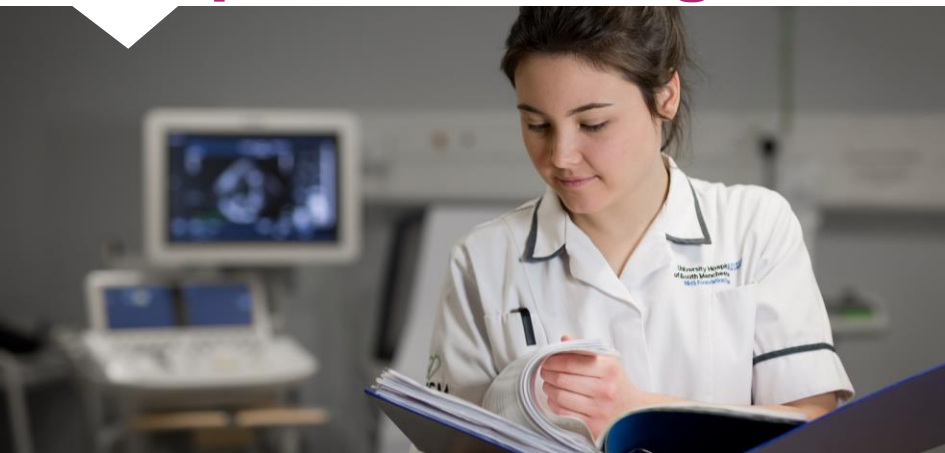


# The Importance of Quality Assurance to Improve Training Environments



**Andy Gadsby, Jennifer Phillips and Girish Lakhanpal**

# What is Quality?



**Andy Gadsby – Quality Lead**

# National

  
Health Education England

HEE Quality  
Strategy  
from 2021



NHS Education Contract v1.1

  
Health Education England

**NHS EDUCATION CONTRACT  
2021-2024**

Supported by

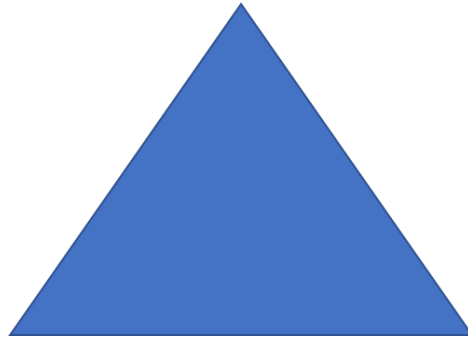
**HILL DICKINSON**

[educationcontract@hee.nhs.uk](mailto:educationcontract@hee.nhs.uk)

[www.hee.nhs.uk](https://www.hee.nhs.uk)

# Regional

Regional quality team



Regional AP  
faculty

National AP  
faculty

# Ongoing monitoring



## Quality Panel Process

### Background

Quality Panels (QPs) are an integral part of the HEE Quality Framework (HEE QF) utilized by HEE across the South West. The panels provide regular information in respect of quality management of the pools and programmes across the region. A series of the process was conducted during early 2019 to promote consistency of scrutiny and outcomes across programmes and specialties and to ensure efficiency.

The following webpage describes the outcome of the review undertaken. It is important that the functions and purposes of the Quality Panel is seen in the context of the overarching Quality Framework within which it is embedded.

### Aim of Quality Panel

The aim of a Quality Panel is to provide improvement in the quality of postgraduate medical education (POME). This will be achieved by an annual quality review of all the pools contained within the approved GMC training programme under assessment.

### What is a Quality Panel?

A Quality Panel is an annual meeting of selected individuals involved in the training programme under discussion. It has the remit to evaluate all the candidate pools within the programme. It has a mandate to produce an outcome for each pool. It must record its comments to the pools and not the pool leaders. The composition, attendance to discuss and output is structured as in the list.

There is acknowledgement that the programmes for which Quality Panels should run vary in their pool composition, locality over which they are and specialty requirements that they should consider. The composition of the panel and its discussions should reflect this. The data considered and outcome of panels should have consistency across the whole of HEE, working across the South West, for our quality processes to be robust and credible. <sup>1</sup>

### The Quality Panel Process

Each training programme will run an annual quality panel.

# Raising concerns

Regional  
quality team

Regional  
faculty

Local  
processes



[escalatingconcerns.sw@hee.nhs.uk](mailto:escalatingconcerns.sw@hee.nhs.uk)

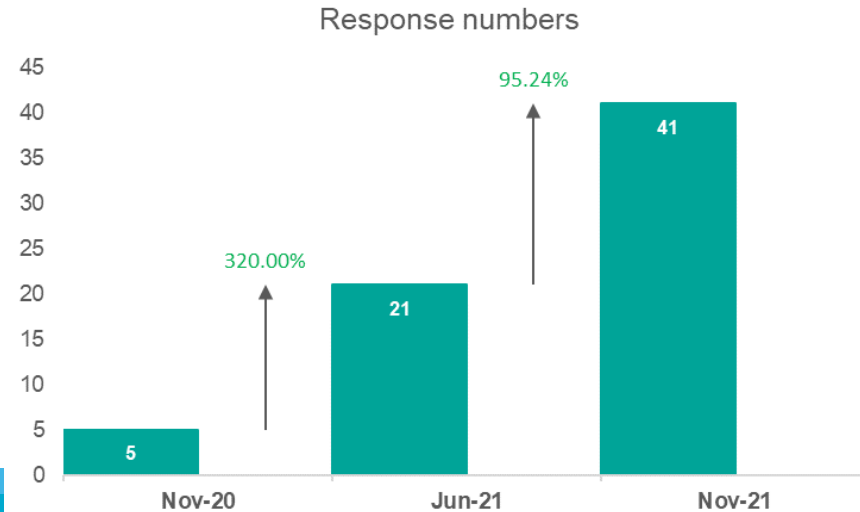
# NETS Survey Responses

In November, **41** AP trainees and students in the South West responded to the survey. This equates to **25.6%** of learners completed the survey

In comparison with the response to the NETS in June 2021, the response from AP trainees and students increased by **95.2%**.

Full NETS report can be found [here](#)

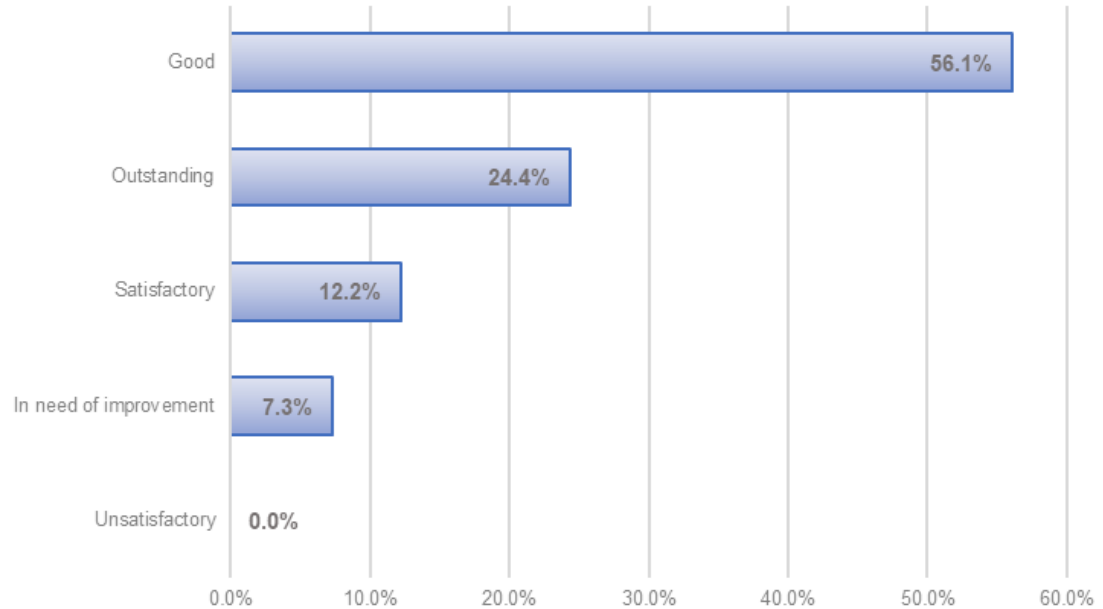
| November 2021 AP Responses |                    |                             |
|----------------------------|--------------------|-----------------------------|
| Total Response             | Number of Trainees | Approximate Completion Rate |
| <b>41</b>                  | <b>161</b>         | <b>25.6%</b>                |



# Placement Quality- Overall educational satisfaction

At the start of the placement, 100% of AP students in the South West had the opportunity to discuss and agree their learning needs with their supervisor.

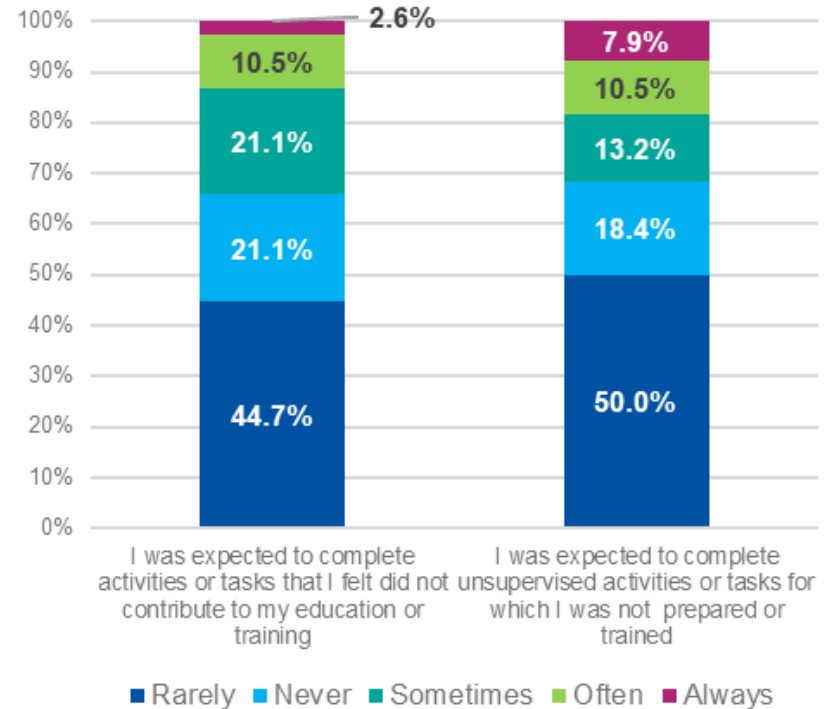
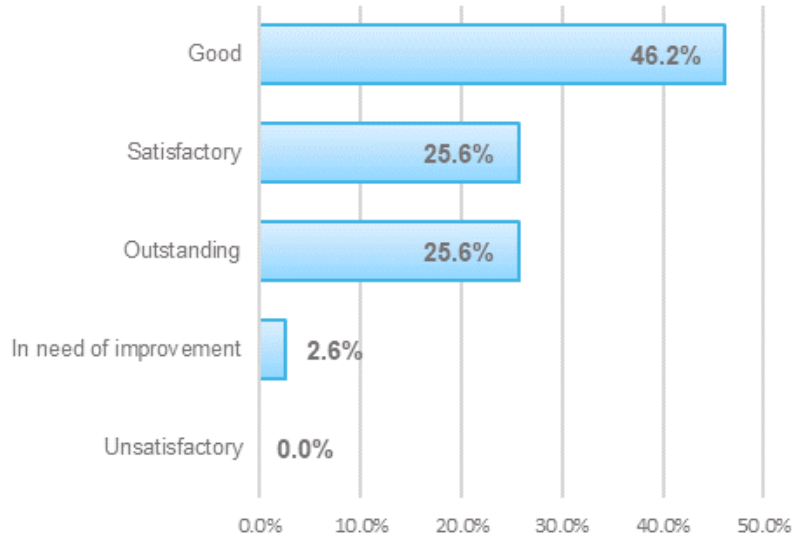
The overall educational experience I gained in my current or most recent practice placement / training post





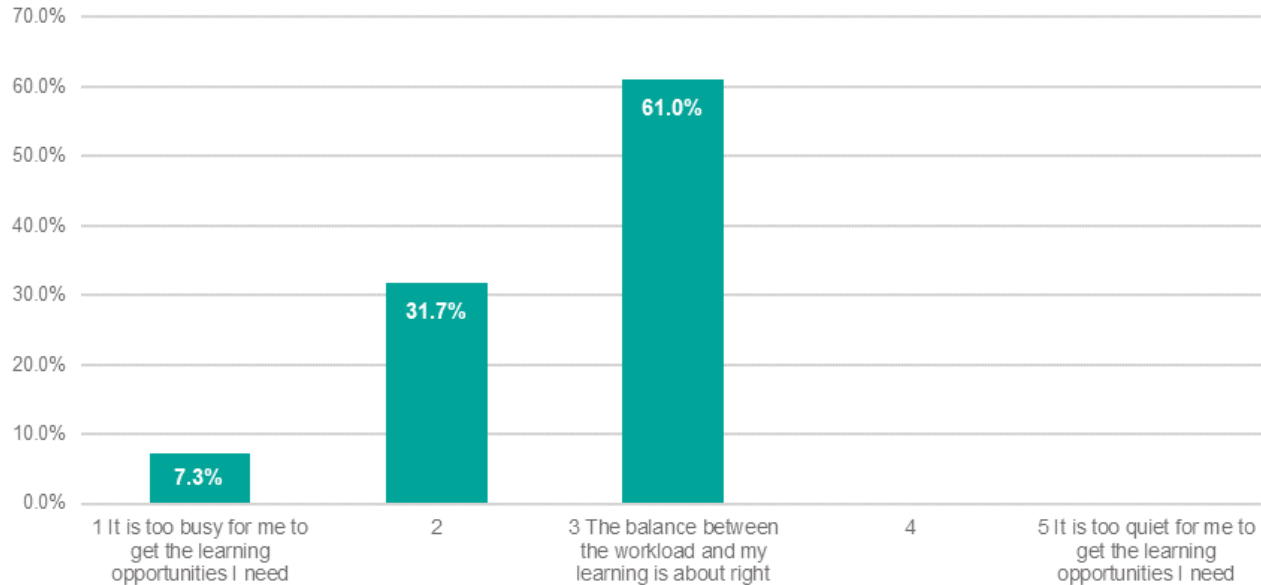
# Placement Quality– Supervision

The overall supervision I received during the practice placement

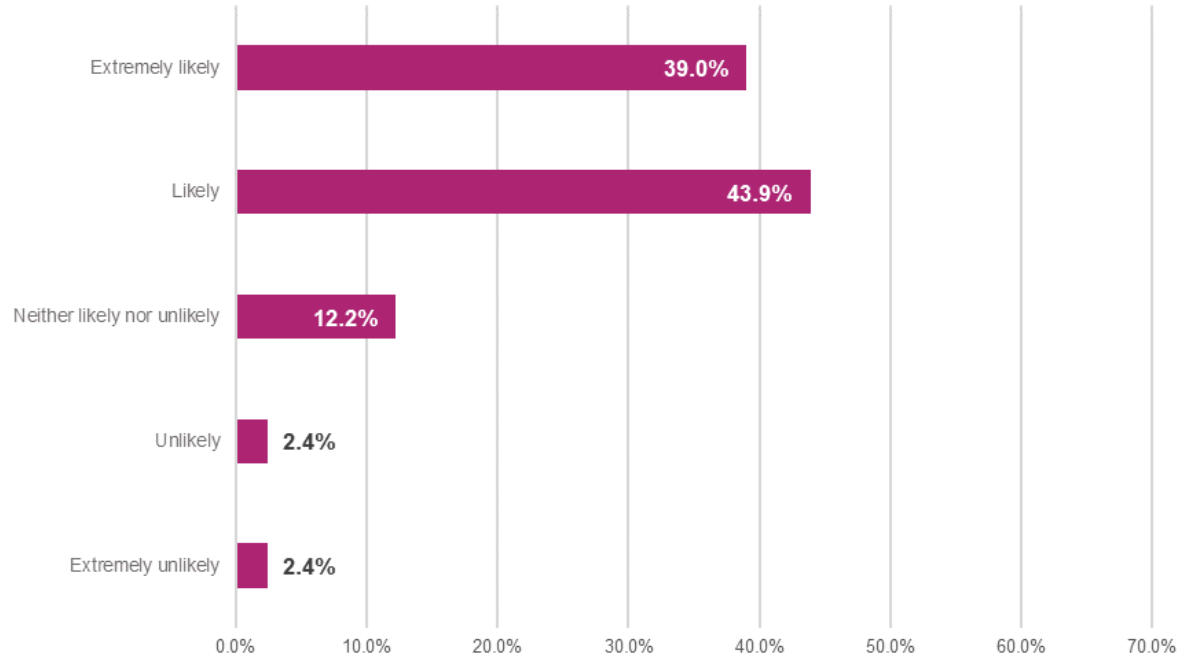


# Placement Quality– Workload

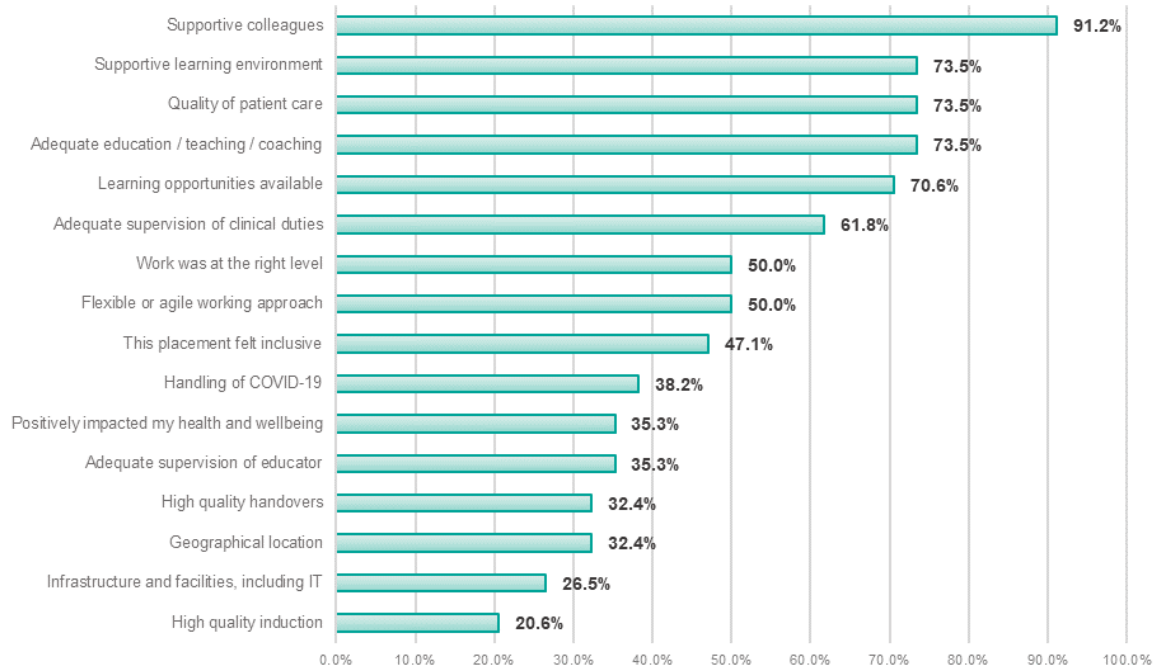
Overall, how does the workload of the practice placement or training post affect your learning environment?



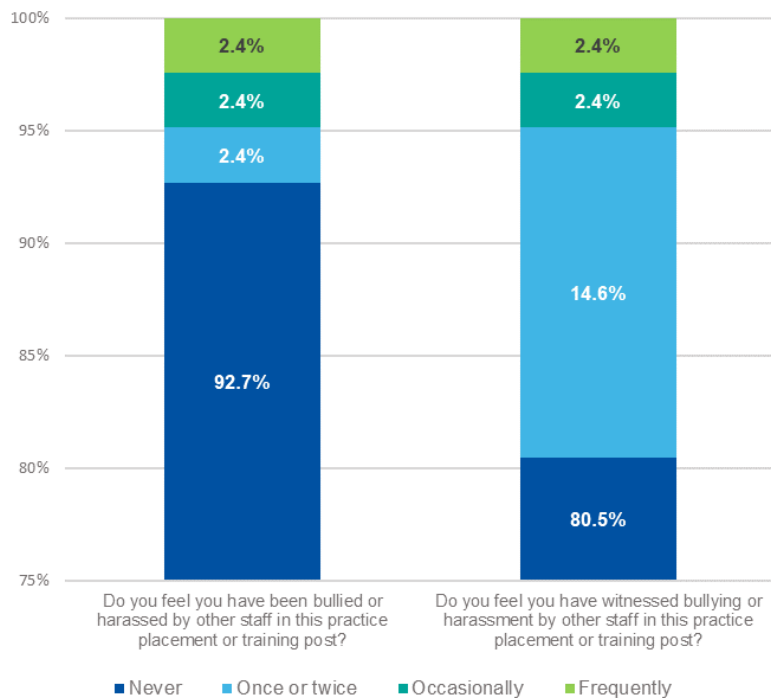
# Placement Recommendation— How likely are you to recommend this placement to friends and colleagues as a place to work or train?



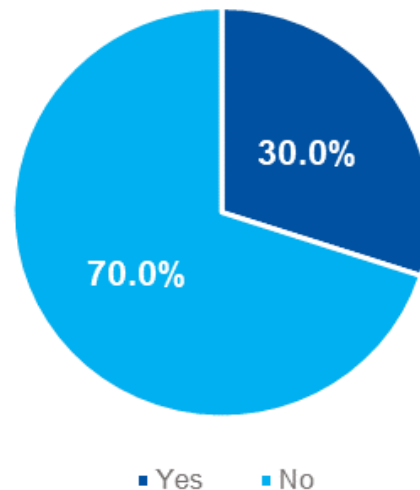
# Placement Recommendation— Reasons why learners were likely to recommend their placement



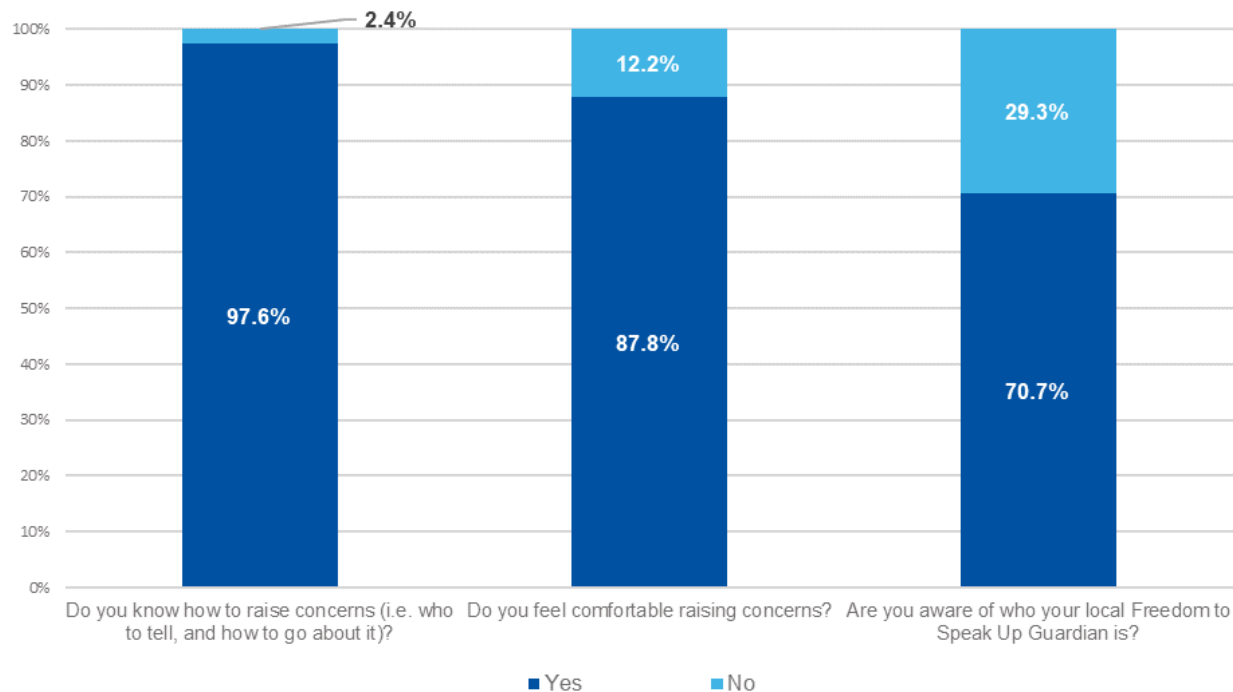
# Bullying and Harassment – Raising Concerns



Did you report the bullying and harassment you experienced or witnessed to your practice placement provider, training post provider or education institution?<sup>2</sup>



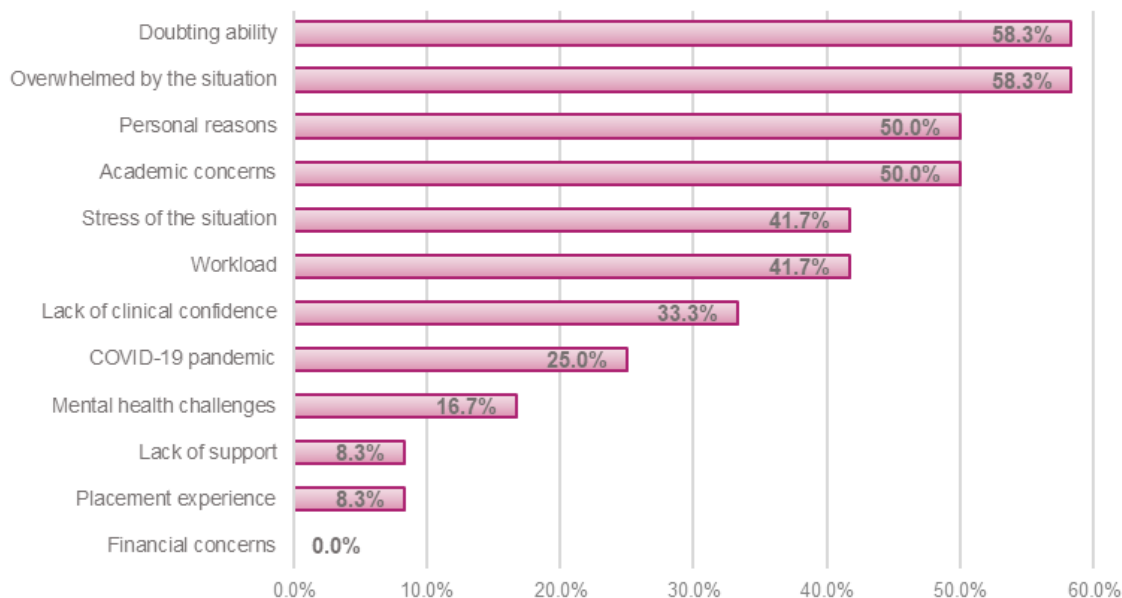
# Bullying and Harassment — Raising Concerns



# Impact of COVID-19

12 or 30.8% of respondents considered leaving the training programme

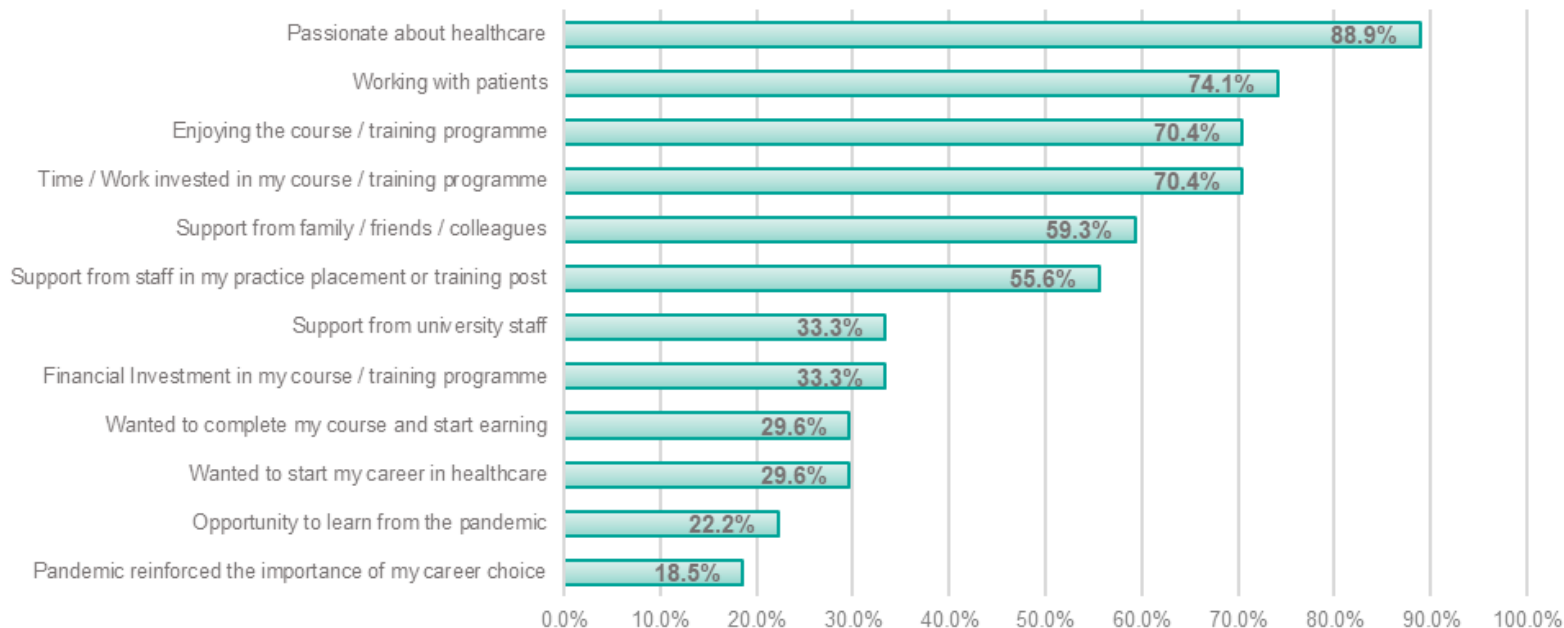
The following are reasons why I have considered leaving the course / training programme:



## Impact of COVID-19

27 or 69.2% of respondents did not consider leaving the training programme

What kept you going? The following are reasons why I have continued with the course / training programme<sup>3</sup>



<sup>3</sup>Respondents were able to select multiple options



# Other QA- Current and future

- Work with the National Centre for AP Accreditation team to enable HEE accreditation for AP MSc programmes in the SW
- Readiness to train document (ICB, secondary care provider, primary care TH)
- Faculty involvement in developing guidance such as supervision standards
- Work with the Quality team to establish new quality assurance processes such as Quality Panels
- Adapt TIS system to ensure trainees are recorded and tracked

| Readiness domain   | Demonstrated by...                   | (B)RAG rating | Explanation of rating / proposed action |
|--|--------------------------------------|---------------|---|
| <b>Understanding current advanced practice workforce</b>   |                                      |               |   |
| System-wide understanding of current and planned AP roles  | AP workforce data                    |               |   |
| <b>Enablers for Advanced Practice</b>  |                                      |               |   |
| Consideration given to pooled use of apprenticeship levy to support system-wide development of AP (e.g. within smaller providers)    | Conversations held                   |               |   |
| Support for cross-service opportunities for AP trainees to enable development and practice across their full AP framework curriculum | Cross-service opportunities provided |               |   |
| <b>Advanced practice supervision</b>   |                                      |               |   |
| Consideration given to system-wide approach and support for educational and clinical supervision                                     | Supervision plans                    |               |   |

# Next Steps

- Work closely with trainees, employers and our quality team to address any concerns.
- Ensure providers re-evaluate themselves against the readiness to train checklist and are following plans in place to improve the learning environment within their organisation.
- NETS will re-open in November 2022. Continue reminders to complete and aim for a greater response rate.
- Improve the response rate by demonstrating the benefit NETS has in improving education and training.
- Establish a quality assurance in training process, such as quality panels and ensure trainees are central to this and have an active role/voice.
- Create a 'suggested induction' pack, which will cover topics such as raising concerns.
- Increase the number of HEE accredited courses in the SW.
- Developed the SW AP Handbook, which has a section for trainees in difficulty.
- Produce a podcast focussing on imposter syndrome during AP training
- Develop a handbook/FAQ guide for trainees.
- Continue hosting networking events for trainees and supervisors across the SW.

**Thank you**  
**Any Questions?**

