Department of Health

NHS Education & Training Operating Model from April 2013

Purpose and Objectives

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The provision of a world class healthcare education and training system, essential for world class healthcare

A healthcare education and training system that:

- Gives providers greater scope and responsibility to plan and develop their workforce, whilst being professionally informed and underpinned by strong academic links
- Ensure security of supply of the healthcare workforce in terms of numbers of staff and skills
- Aspires to excellence in education and training leading to better experience for patients, students and trainees and world class health outcomes
- Supports NHS values and behaviours to provide person-centred care
- Supports the development of the whole workforce, within a multi-professional and UK-wide context
- Supports innovation, research and quality improvement
- Provides greater transparency, fairness and efficiency to the investment made in education and training
- Reflects the explicit duty of the Secretary of State to secure an effective system for education and training

Aspirations, Values and Behaviours

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- Close and collaborative relationships will be built between the various bodies, based on mutual aims and objectives, to enable an integrated approach to be developed that meets service needs.
- HEE will take a transparent, evidence-based and rules-based approach to the management of its delivery agreements with Local Education & Training Boards. This will promote autonomy and allow Local Education & Training Boards freedom to innovate whilst enabling national intervention where required.
- The system will be underpinned by a Strategic Operating Framework, developed and maintained by HEE in consultation with DH, NHSCB and PHE, defining measurable outcomes in terms of workforce development as well as quality outcomes for education and training.
- Partnership working with the academic health sector should underpin the arrangements – to strengthen the educational foundation for development of health professionals & harness the synergies with research and innovation.

Healthcare Providers

Department of Health

- A world class health educational system is essential to deliver world class health care. There is nothing more important than skills, values and behaviours of staff and we want their education and training to be world class.

- To achieve our vision the leadership and ownership of healthcare providers is essential.

- They are the engine of the new system and need to have greater ownership of educating, training and planning their workforce. Their decisions will drive a system, which is more responsive to the needs of services, professionally informed, and underpinned by strong academic links, including academic-health service alliances.

- The workforce, both present and future is the means by which employers and healthcare staff will deliver the QIPP challenge.

- This is the opportunity for healthcare providers to shape the staff and skill mix they need for their local population. Working in effective partnerships with universities and the wider education sector in developing and leading Local Education and Training Boards (LETBs).

A Stable and Phased Transition

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- SHA clusters continue to be accountable for planning and commissioning of education until they cease to exist in March 2013.
- SHA clusters working with local employers to manage transition and build towards LETBs - Local Education and Training SHA Sub-Committees established by April 2012 as a precursor to LETBs.
- The scope and level of independence of these Sub-Committees will depend on progress in building commitment, capacity and capability to meet HEE authorisation criteria.
- LETBs and HEE subject to same finance, efficiency and business rules as other NHS organisations. An appropriate cap on management costs to be agreed with DH.
- Transparent processes for managing people transition, with a HEE / LETB People Transition Policy shared over the coming months.
- Staff moves to HEE in line with TUPE/COSOP provisions, with retention of NHS terms and conditions and with staff remaining members of the NHS Pension Scheme.

System Scope

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A system for the planning and delivery of education and training to the existing and future workforce of NHS service providers in England

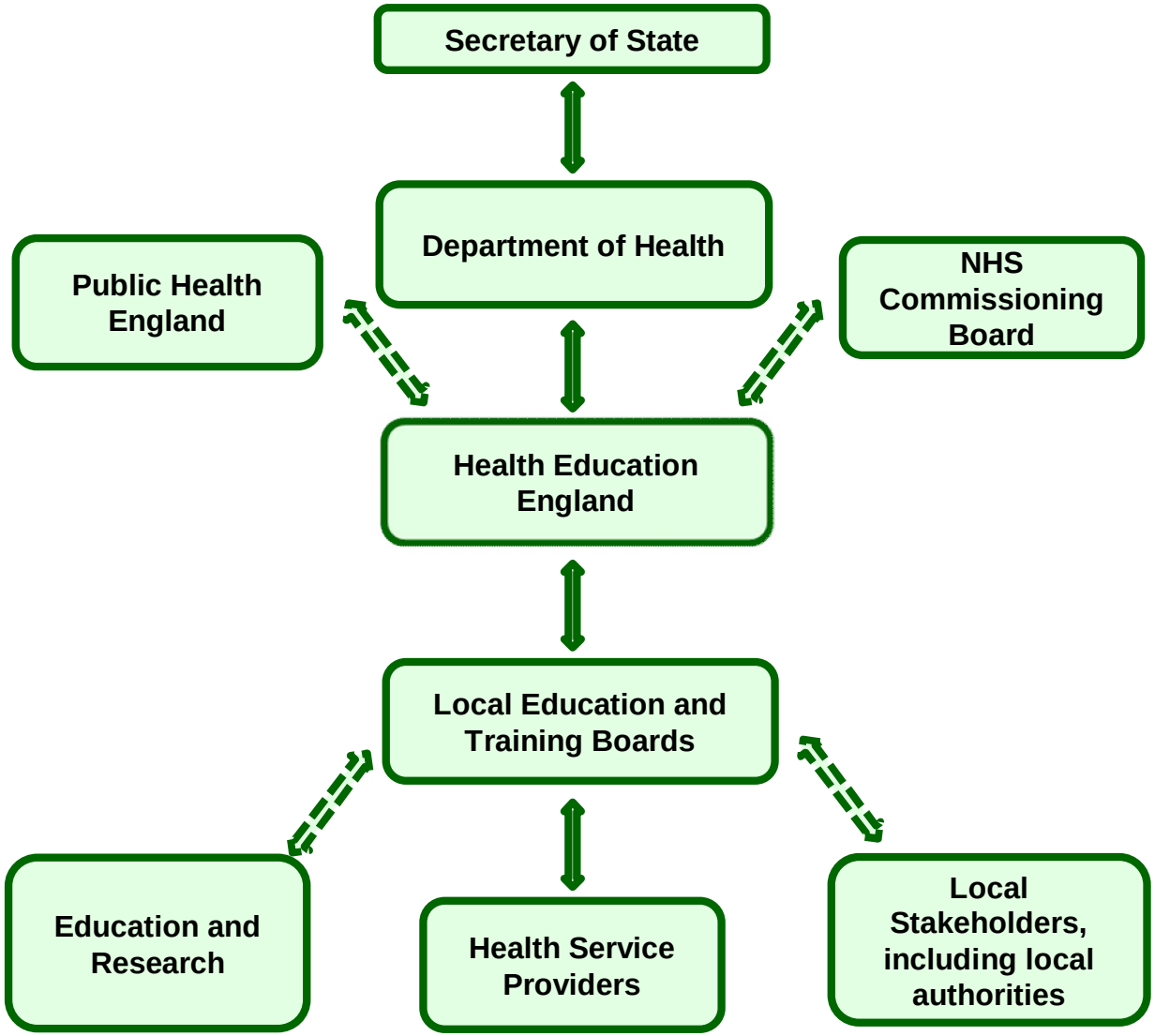
The primary organisations within the system are:

- Department of Health (DH)
- Health Education England (HEE)
- Public Health England (PHE)
- Healthcare Employers

Other key partners:

- Monitor
- Skills for Health
- Local Authorities
- Department for Business, Innovation and Skills (BIS)
- Healthcare Professional Regulators
- Clinical Commissioning Groups (CCG)
- NHS Commissioning Board (NHSCB)
- Local Education & Training Boards (LETBs)
- Education and Training Providers
- Care Quality Commission (CQC)
- Centre for Workforce Intelligence (CfWI)
- Higher Education Funding Council for England (HEFCE)
- Health Innovation and Education Clusters (HIECs)
- Academic Health Science Centres (AHSC)
- NHS Employers

Education and Training System



Secretary of State

- Duty to maintain an effective system of education and training as part of comprehensive health service

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- Set Education Outcomes Framework
- Sponsor for HEE
- Hold system to account, via HEE

Health Education England

- Accountable to SofS, via DH
- Compliant with DH Education Outcomes and Performance Assurance Frameworks
- Accountable to DH for allocation of education and training funding
- Set strategic Education Operating Framework (responding to input from PHE and NHSCB)

NHS Commissioning Board

- Input service commissioning priorities to HEE strategic Education Operating Framework

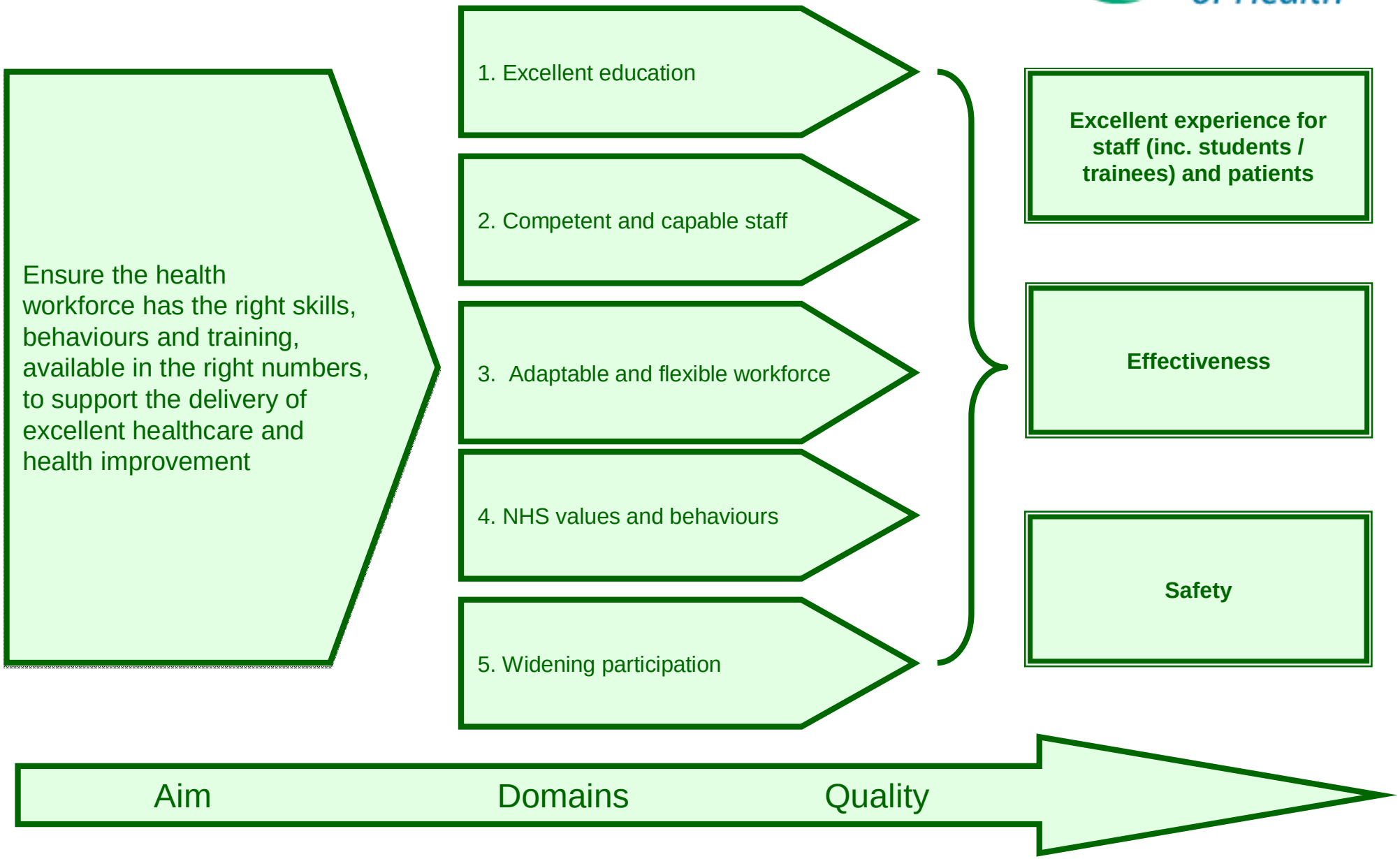
Public Health England

- Input public health priorities to HEE strategic Education Operating Framework

Local Education and Training Boards

- Bring together Health, Education and Research sectors
- Accountable to HEE for delivery against Education Operating Framework
- Assessed against Education Outcomes Framework and Professional Regulators

Education Outcomes Framework



Education Outcomes Framework - Domains

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1. **Excellent education** – Education and training is commissioned and provided to the highest standards, ensuring learners have an excellent experience and that all elements of education and training are delivered in a safe environment for patients, staff and learners.

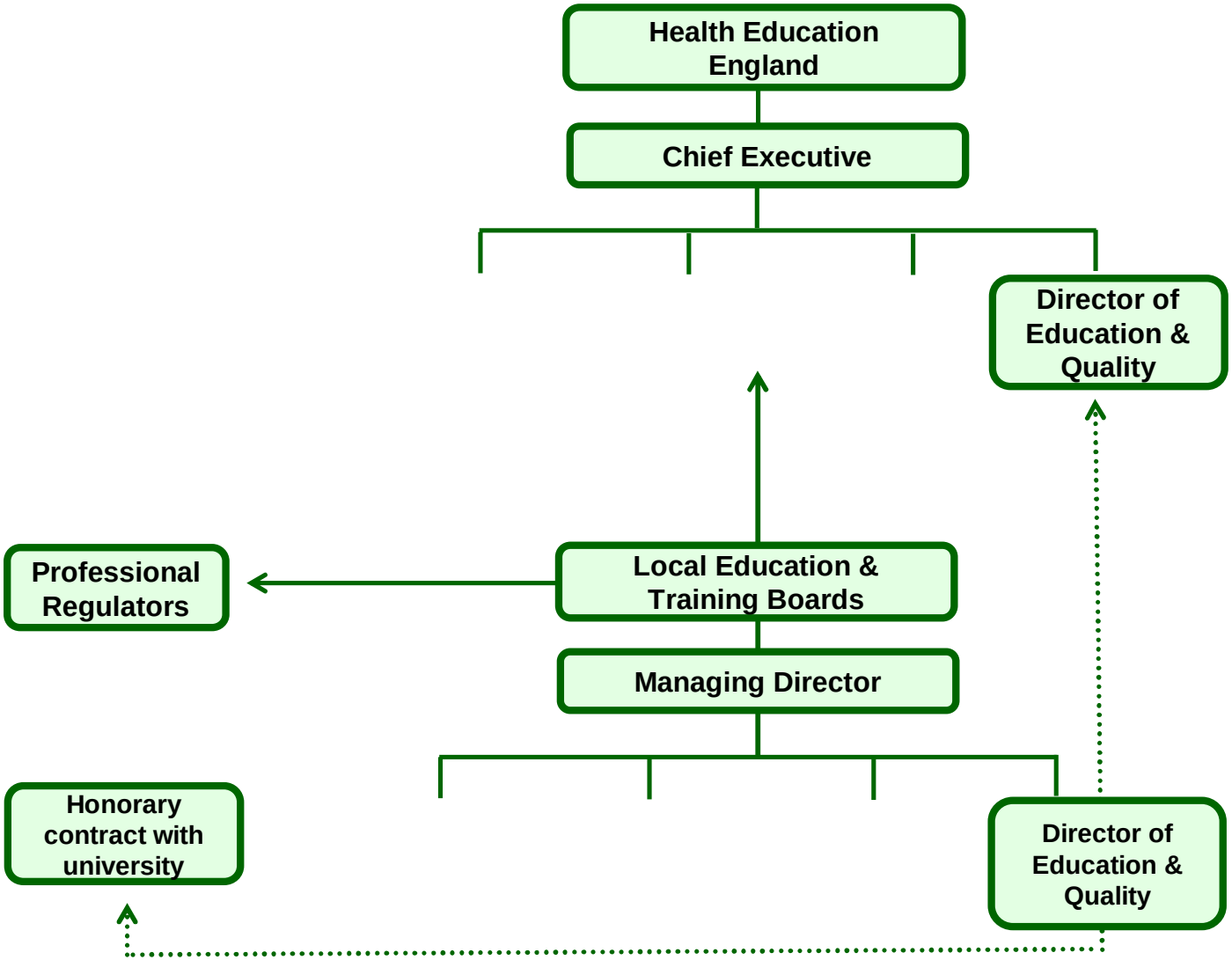
2. **Competent and capable staff** – There are sufficient health staff educated and trained, aligned to service and changing care needs, to ensure that people are cared for by staff who are properly inducted, trained and qualified, who have the required knowledge and skills to do the jobs the service needs, whilst working effectively in a team.

3. **Adaptable and flexible workforce** – The workforce is educated to be responsive to changing service models and responsive to innovation and new technologies with knowledge about best practice, research and innovation, that promotes adoption and dissemination of better quality service delivery to reduces variability and poor practice.

4. **NHS values and behaviours –** Healthcare staff have the necessary compassion, values and behaviours to provide person centred care and enhance the quality of the patient experience through education, training and regular Continuing Personal and Professional Development (CPPD), that instils respect for patients.

5. **Widening participation** – Talent and leadership flourishes free from discrimination with fair opportunities to progress & everyone can participate to fulfil their potential, recognising individual as well as group differences, treating people as individuals, and placing positive value on diversity in the workforce and there are opportunities to progress across the five leadership framework domains.

LETB – Accountability for Quality



Local E&T Board accountabilities:

- Executive accountability to HEE for outcomes achieved for money allocated, financial control etc.
- Accountable with HEIs to the professional regulators for ensuring education & training provision meets professional standards.
- Professional accountability of Local E&T Board Director of Education and Quality to HEE Director of Education and Quality
- Local E&T Board Director of Education may have honorary contract with University to strengthen educational input

Funding

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Existing MPET funding is based on a mixture of:

- Cost based tariff (benchmark price for payments to Higher Education)
- Historic funding not related to current activity or costs funding.
- Each SHA locally has its own contracts and funding arrangements

Overall this is neither transparent nor equitable and has significant transaction costs

New system will have:

- Cost based tariffs where funding will follow the student for clinical placements and postgraduate medical training
- System will have fixed prices (benchmark prices & clinical placement tariffs) – competition will be on quality
- Infrastructure of tariffs and contracts will be national - reducing transaction costs
- Incentives for quality outcomes
- Flexibility at the margins for investment in innovation etc
- Provider ownership will ensure relevance and rapid take-up of new approaches. New more efficient or better quality models of service delivery will be the incentive for providers to invest in innovation

Health Education England

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Health Education England (HEE) will, from October 2012, operate as a Special Health Authority (SpHA), accountable to the SofS. Longer term there is an intention that HEE will become an Executive NDPB.

The purpose of HEE is:

"to ensure that the health workforce has the right skills, behaviours and training, and is available in the right numbers, to support the delivery of excellent healthcare and health improvement."

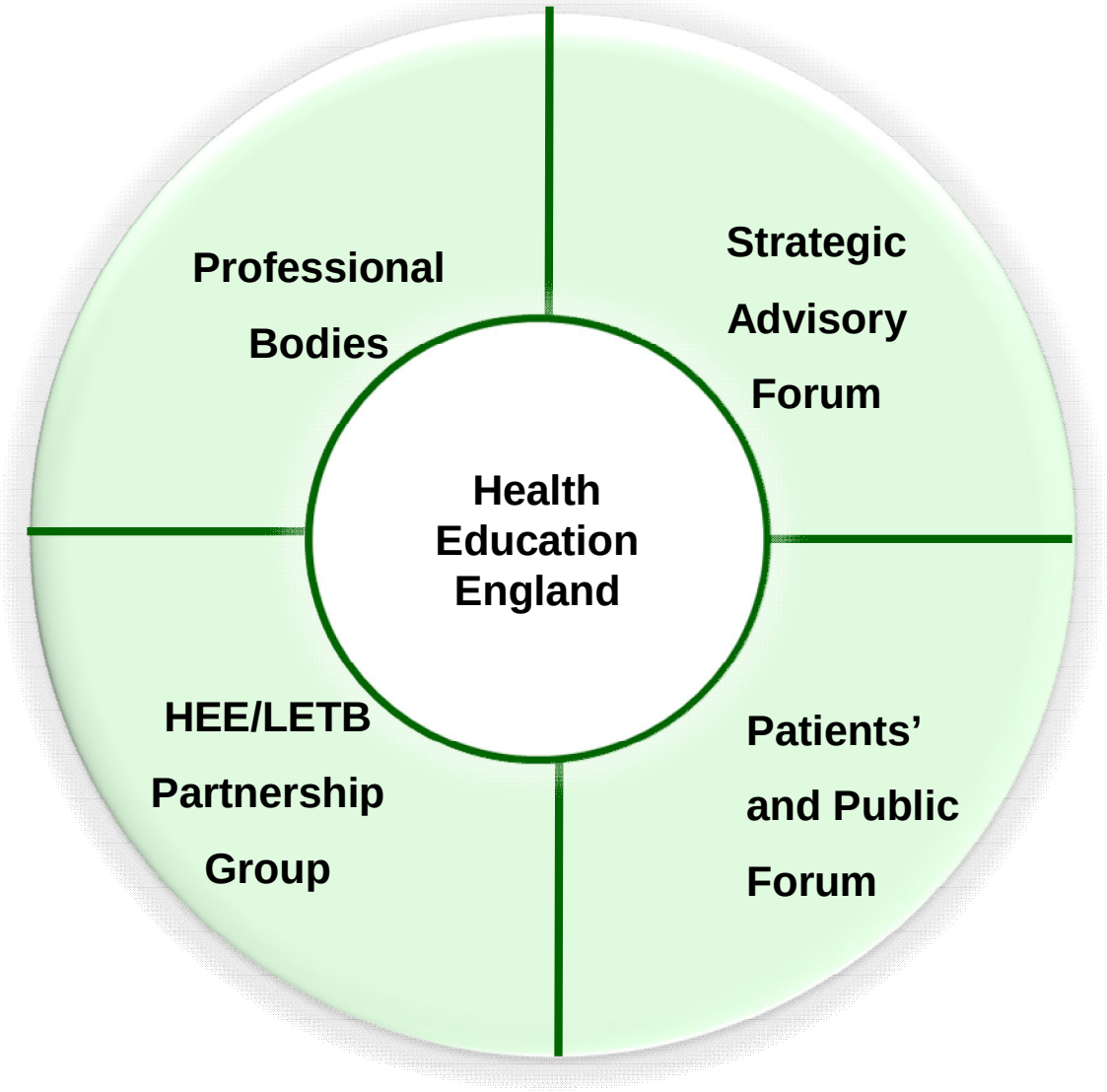
HEE has five key functions:

1. Providing national leadership on planning and developing the healthcare and public health workforce
2. Authorising and supporting the development of LETBs
3. Promoting high quality education and training, responsive to the changing needs of patients and local communities. This includes responsibility for ensuring the effective delivery of important national functions such as medical trainee recruitment
4. Allocate and account for NHS education and training resources and the outcomes achieved
5. Ensuring the security of supply of the professionally qualified clinical workforce

Core responsibilities include:

- Delivery against the Education Outcomes Framework and DH Strategic Framework
- Authorisation and oversight of Local Education & Training Boards
- Management and allocation of the MPET budget to Local Education & Training Boards
- Development and maintenance of a Strategic Operating Framework, responsive to the priorities of DH, NHSCB and PHE, setting out the medium and long term requirements for the development of the healthcare workforce
- Workforce development and planning, including oversight of medical recruitment and the development of UK wide recruitment arrangements

HEE Advisory Structure



Local Education& Training Boards (LETBs)

Local Education & Training Boards are the vehicle for leading on planning and commissioning of education locally.

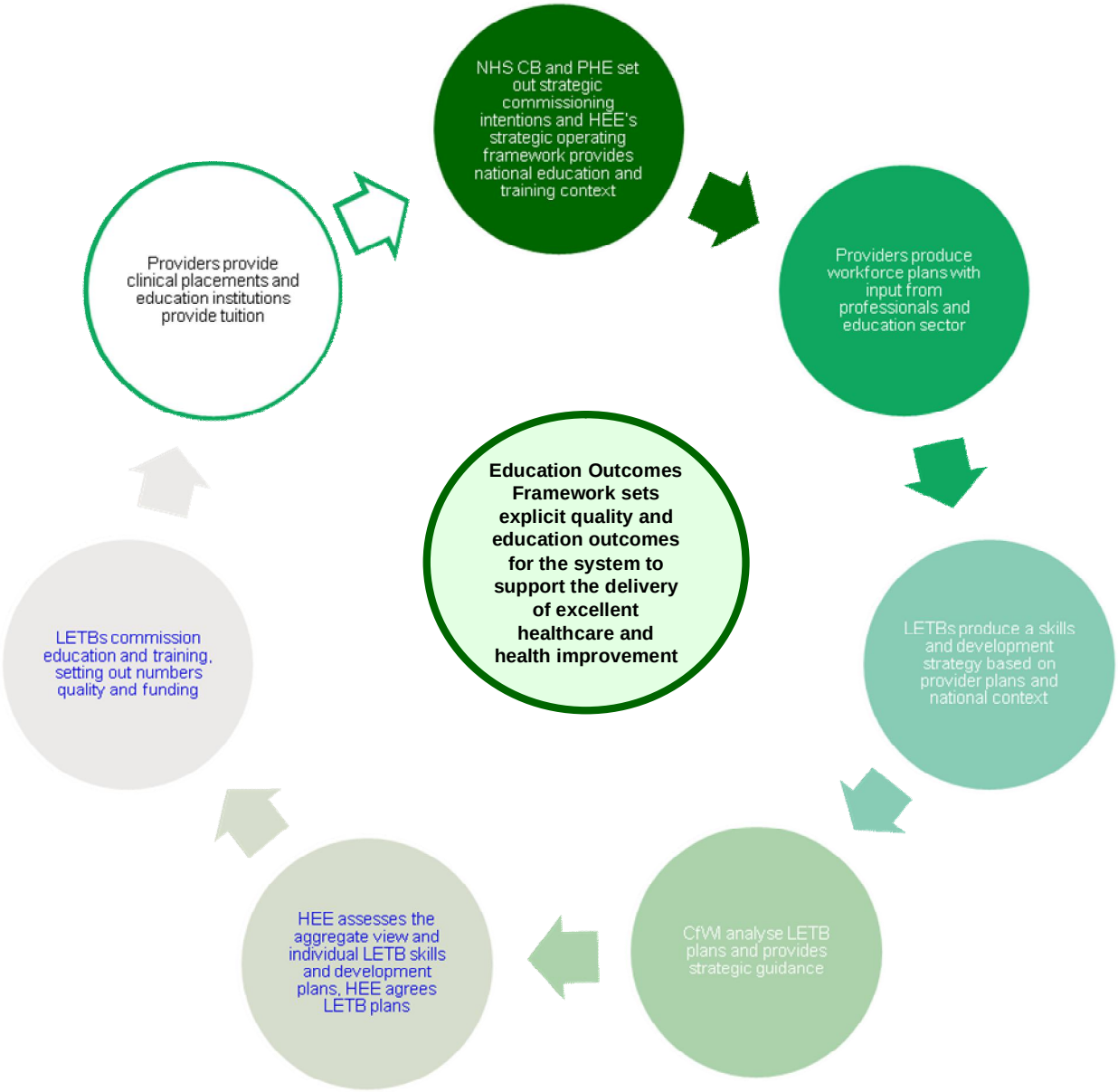
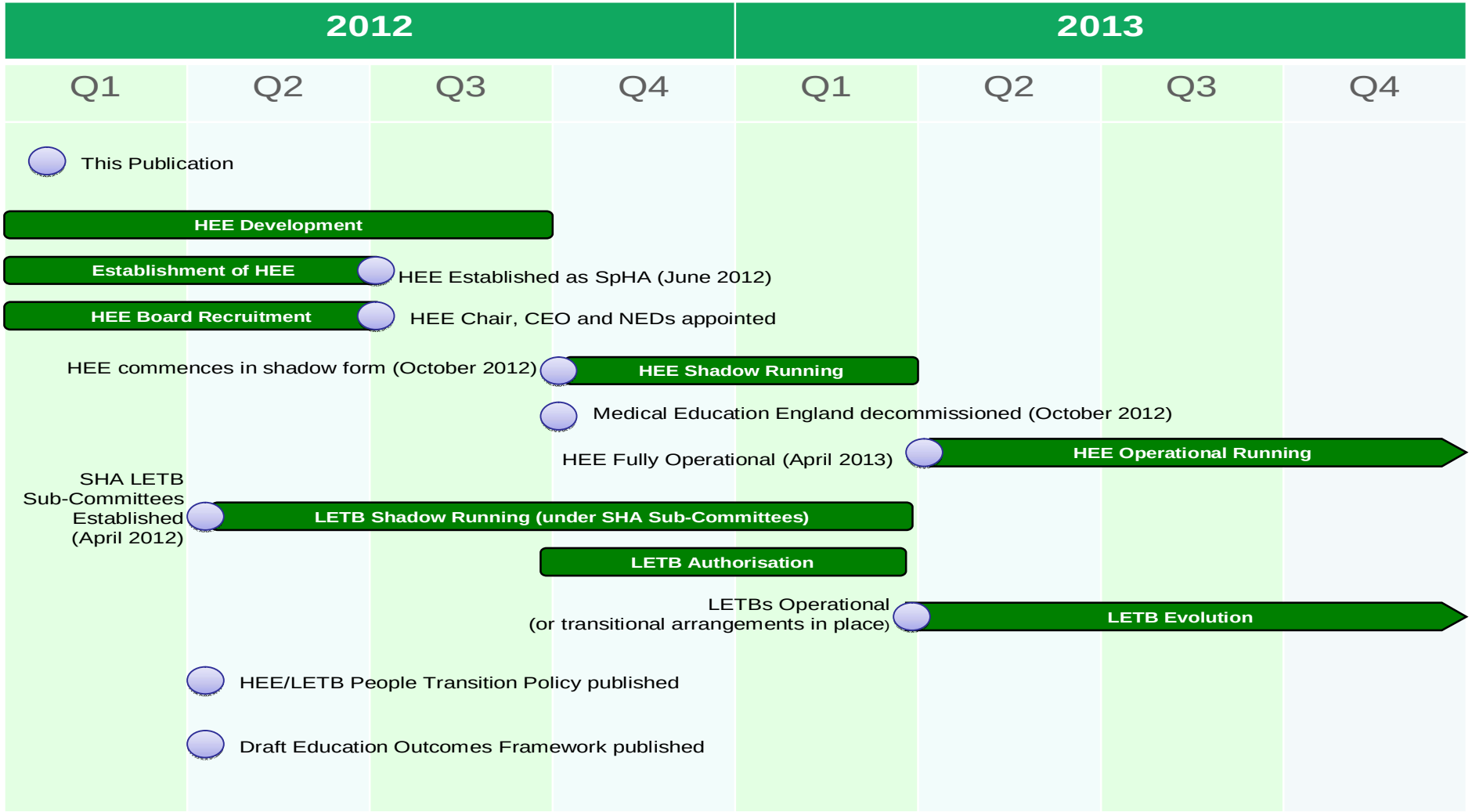
The purpose of the Local Education & Training Boards is:

To lead workforce planning and education commissioning, on behalf of all providers of NHS funded care, within a local geographically defined area; ensuring security of supply of the local health and care workforce and supporting national workforce priorities set by HEE.

Local Education & Training Boards have five core functions:

- **Ensuring security of supply of the local health and care workforce providing NHS funded services and supporting national workforce priorities**
- **Workforce planning and identifying local priorities for education and training**
- **Holding and allocating funding for the provision of education and training**
- **Commissioning education and training on behalf of member organisations, securing quality and value from education and training providers in accordance with the requirements of professional regulators and the Education Outcomes Framework**
- **Securing effective partnerships with clinicians, local authorities, health and well-being boards, universities and other providers of education and research and providing a forum for developing the whole health and care workforce**

Workforce Planning Process and Information Flow



Timeline for Transition