

# EDUCATION OUTCOMES FRAMEWORK

## INTRODUCTION

**The Education Outcomes Framework (EOF) is a framework, which applies to the healthcare system as a whole and is intended to measure progress in improvements in education, training and workforce development and the consequential impact on the quality and safety of services for patients.** The EOF and HEEs Mandate (objectives) set the strategic direction for an effective education and training system in England, and for holding Health Education England (HEE) to account.

The EOF provides a focal point for the necessary partnership working between the system for the education, training and workforce development of the health and social care workforce and those organisations with responsibility for the development of professional standards, the professional regulatory bodies, generic regulators in the health and social care system and their counterparts in the education sector. The publication of the EOF and its introduction does not replace existing responsibilities, for example for those delivering education and training to meet their regulatory obligations to professional service body regulators.

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## BACKGROUND

In January 2012 the Department of Health published "Liberating the NHS: Developing the Healthcare Workforce: from Design to Delivery". This document confirmed the intention to introduce an "Education Outcomes Framework" (EOF) which, "will directly link education and learning to improvements in patient care and health outcomes".

The Framework comprises a series of Domains, a series of "ideal" outcomes for each domain, and a small number of

nationally agreed indicators to track the progress in meeting these outcomes. The National indicators, which can be supplemented by locally agreed measures, are in the process of being finalised for 2013/14 and details will be clarified by March 2013.

## CONTEXT

Neither Health Education England (HEE), nor the broader education, training and workforce development system, which it leads, can or should be expected to deliver these outcomes alone. The framework will be used by the Department of Health (DH) in monitoring the outcomes of the education and training system and wider healthcare system. With this in mind the development of the outcomes framework has been mapped to existing quality and regulatory frameworks including the General Medical Council (GMC), General Dental Council (GDC), and Education Commissioning for Quality (ECQ) standards.

The framework will be relevant in a series of relationships between:

- commissioners of education and training and all organisations delivering education and training
- HEE, the NHS Commissioning Board and service commissioners (CCGs), who have a responsibility to promote education and training
- The DH and Health Education England (HEE), as the body leading the reformed education, training and workforce development system. The annual objectives (HEE mandate) set by DH will be shaped by the EOF and the expected outcomes.
- HEE and the Local Education and Training Boards (LETBs),

- LETBs and employers that commission or deliver services funded by the NHS,
- HEE and other key bodies including Public Health England (PHE), Social Care, and NIHR.

## BENEFITS

The framework, and its focus on outcomes and the impact on patient care, will enable the North West LETB to meet its aim of supporting the provision, delivery and coordination of high quality education and training to improve the delivery of services and patient experience across the North West; helping to ensure both the current and future workforce have the right skills, behaviours and training and are available in the right numbers.

Key North West LETB documents submitted as part of the LETB Authorisation process e.g. the Investment Plan 2013/14 are being framed using the EOF domains and the need to evidence the key indicators. The EOF will also help the LETB in its various relationships – see above.





## AREAS OF RISK

The DH is conscious that in several cases the current quality of the evidence linking improvements in education, training and workforce development, to improvements in the quality of care for patients, needs to be strengthened. Equally, in some instances currently available data, which could be used to form indicators to track progress against these outcomes from 2013/14 onwards, will only offer a partial picture of any identified progress. A programme of targeted research and development is therefore being considered to improve the evidence base and to refine the indicators to be used to support the EOF as its use matures over the next three or four years.

## USEFUL TOOLS/ACTIVITIES

### Domains

The EOF is based on five domains described below with their extended definitions:

- 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. Flexible workforce receptive to research and innovation** – 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 reduce 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 and 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.

### The Outcomes for each Domain Excellent Education

- Organisations delivering NHS services plan and implement the education, training and development that all their staff need to deliver excellent and safe services, now and in the future.
- The education and training delivered to the future and current health and social care workforce enables them to deliver consistently excellent and safe care.

### Competent and Capable Staff

- Organisations anticipate the numbers and capabilities of the workforce they will need for the future and demonstrate how they work singly and collectively to meet these needs.
- High quality care will not be compromised by the lack of available staff with the necessary competence, capability and performance.

### Flexible Workforce Receptive to Research and Innovation

- Organisations improve services and modify their delivery to meet new demands. Staff respond to the opportunities to develop their understanding, knowledge, skills and their contribution.
- Organisations display a culture, which values research and innovation, and provide the practical support and the leadership to sustain this.

### NHS Values and Behaviours

- Patients and carers report a positive experience of services, consistent with the values and behaviours identified in the NHS Constitution.
- Staff, including students and those in training, report that their capacity to deliver care, consistent with the values and behaviours identified in the NHS Constitution, is not compromised, and that their education, training and development positively helps them to do so.
- Staff report that they are treated in a way consistent with the appropriate values and behaviours by colleagues and by their organisation.

### Widening Participation

- Organisations delivering NHS care help all staff to meet their potential and meet or exceed their obligations to equality and diversity.
- Those commissioned to deliver education and training for the health and social care workforce meet or exceed their equality and diversity obligations.

## USEFUL INFORMATION

**Key dates** - HEE Mandate and EOF indicators are expected to be confirmed by March 2013

### Useful Links/Resources

**Appendix 1** - EOF Presentation

**References** - Department of Health (2012) *Liberating the NHS: Developing the Health-care Workforce: from Design to Delivery*.

### CONTACT FOR FURTHER INFORMATION

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