



The Education Outcomes Framework

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Description	This document describes the Education Outcome Framework, its domains, their definition and expected outcomes. These outcomes will be delivered through partnership working by a range of stakeholders across the health and education system with Health Education England and the Local Education and Training Boards playing leading roles
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The Education Outcomes Framework (EOF)

Introduction

In January 2012 the Department of Health published “*Liberating the NHS: Developing the Healthcare Workforce: from Design to Delivery*”¹ which set out its policy for a new system for planning and commissioning education and training for healthcare² and public health workforce. The outline of the Education Outcomes Framework (EOF) including details of the proposed five domains was published in this document. It also confirmed the intention that the EOF, “will directly link education and learning to improvements in patient care and health outcomes”.

This document explains the purpose of the EOF, and confirms the details about each domain in terms of definition and outcome. The EOF sets the outcomes that the Secretary of State expects to be delivered from the reformed education and training system. These outcomes will be delivered through partnership working by a range of stakeholders across the health and education system with Health Education England (HEE) and the Local Education and Training Boards (LETBs) playing leading roles.

Details of the initial indicators to be used to monitor progress towards the EOF outcomes in 2013/14, will be published shortly together with any associated technical guidance.

Development

Since January 2012, the EOF has been developed using a co-production approach, involving contributions from over 500 people. This process included a series of national and regional conferences and a Webinar programme and was supported by presentations to many groups and events of interested parties.

The principles adopted during the development of the EOF have been to:

- Use a system wide co-production approach
- Minimise the need for new data requirements
- Ensure relevance to the whole healthcare workforce delivering NHS funded care, irrespective of the type of organisation providing the care
- Set the outcomes used within the framework in terms of the impact for patients and carers.

The overall aim of the EOF is to ‘Ensure the health workforce has the right skills, behaviours and training, available in the right numbers, to support the delivery of excellent healthcare and health improvement’. This overall aim will be delivered by the five domains of the EOF, summarised in Figure 1 below. This shows the relationship of the EOF to the three part definition of quality first set out by Lord Darzi as part of the NHS Next Stage Review³, effectiveness, patient experience and safety.

¹http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_132076

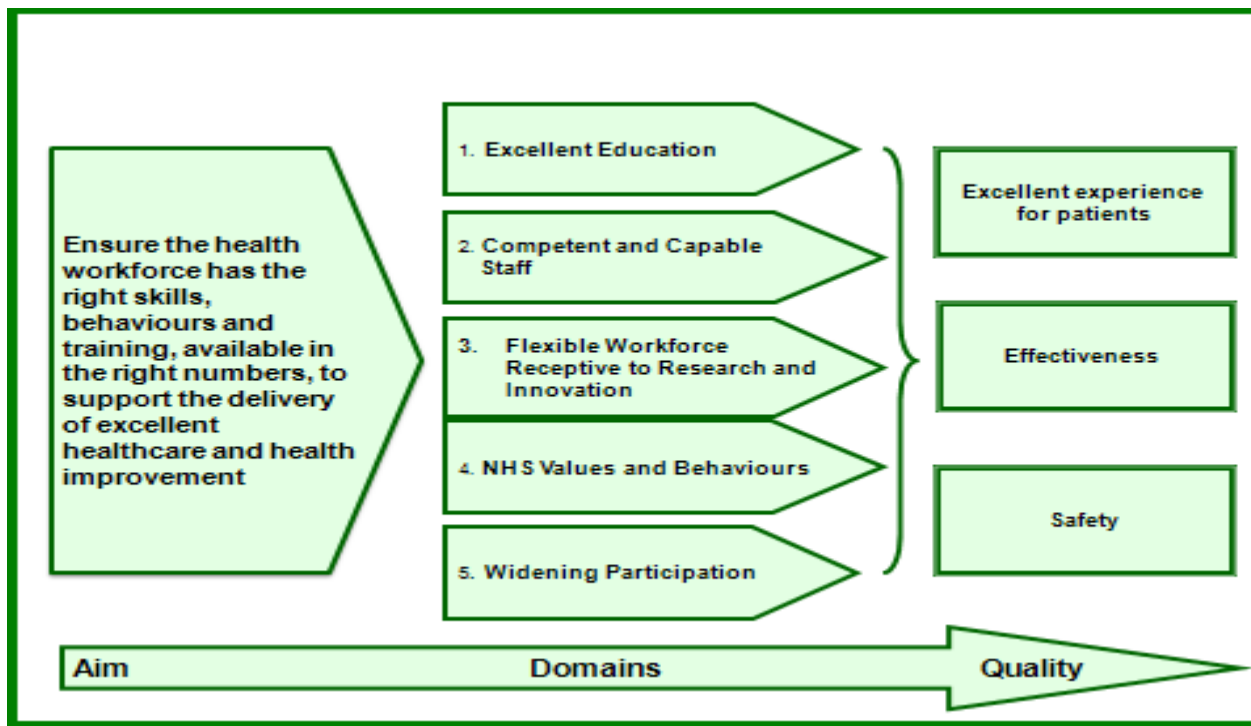
² All subsequent reference to the ‘healthcare’ workforce includes healthcare, public health and care workforce, including all organisations delivering publically funded health and public health care including non NHS employers and individuals working in non-NHS settings.

³http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_085825

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The EOF domains, descriptors and outcomes are summarised in Appendix A.

Figure 1: The Education Outcomes framework



Purpose

The 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 framework will be used by DH in monitoring the outcomes of the education and training system in the wider health and care system.

The EOF will perform a similar function to the NHS Outcomes Framework and is central to the relationship between DH, the whole health and public health system and HEE. HEE will provide leadership for the reformed education, training and workforce development system. The objectives to be set out by DH for HEE, in the HEE 'mandate', will be shaped by the EOF. This mandate will set out the Government objectives for HEE over the next two years as an initial contribution to the delivery of the longer term educational outcomes described in the EOF.

The EOF will provide a focal point for the necessary partnership working between the system for the education, training and workforce development of the healthcare and social care workforces 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 EOF will provide a common purpose in a series of relationships including:

- DH and HEE, as the body leading the reformed education, training and workforce development system, and in turn HEE and the Local Education and Training Boards (LETBs)
- HEE, LETBs and the NHS Commissioning Board and service commissioners (CCGs), who have a responsibility to promote education and training

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- HEE and Public Health England (PHE)
- HEE and other key bodies including Skills for Care, Local Government and Health and Wellbeing Boards, NHS Trust Development Authority, Monitor, CQC, Health Watch England, NIHR and NICE
- Commissioners of education and training and all organisations delivering education and training

The publication of the EOF does not replace existing responsibilities, for example for those delivering education and training to meet their regulatory obligations to professional service body regulators.

The EOF is relevant to all organisations delivering publicly funded care including non-NHS employers and individuals working in non-NHS settings.

Alignment to other frameworks

The EOF is designed to help the integrated health and care workforce meet the outcomes set out in the NHS, Public Health and Social Care outcomes frameworks. The EOF emphasises the importance of the right investment in education and training to ensure that the right values, behaviours, attitudes and team-working are developed to provide person-centred care.

The EOF will act as a catalyst for driving quality improvement and outcome measurement throughout the NHS by encouraging a change in culture and behaviour, including a renewed sense of focus on addressing variation in standards and ensuring excellence and innovation in education provision.

Next steps

The initial Indicators to be used to monitor the EOF for 2013/14 will be published on the DH website shortly.

As part of the design of the EOF, it was identified that the EOF would benefit from an on-going development programme to support the EOF as its use matures over the next three or four years.

It is recognised that the EOF metrics in this area are less well developed than those available for service outcomes. DH will lead an on-going programme to support the development of better measures to drive improvement. This programme will be led by the EOF Reference Group, membership of which is drawn from all key stakeholders.

Appendix A: Domains and Outcomes of the EOF

Domain 1	Excellent Education
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Definition 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

Outcome (1) Organisations delivering NHS services have an obligation to plan and implement the education, training and development that all their staff need to deliver excellent and safe services, now and in the future.

Outcome (2) The education and training delivered to the future and current health and social care workforce enables them to deliver consistently excellent and safe care.

Domain 2	Competent and Capable Staff
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Definition: 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 service needs, whilst working effectively in a team

Outcome 1: 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.

Outcome 2: High quality care will not be compromised by the lack of available staff with the necessary competence, capability and performance.

Domain 3	Flexible Workforce Receptive to Research and Innovation
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Definition: 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

Outcome 1: 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.

Outcome 2: Organisations display a culture, which values research and innovation, and provide the practical support and the leadership to sustain this.

Domain 4	NHS Values and behaviours
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Definition: 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

Outcome 1: Patients and carers report a positive experience of services, consistent with the values and behaviours identified in the NHS Constitution.

Outcome 2: 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.

Outcome 3: Staff report that they are treated in a way consistent with the appropriate values and behaviours by colleagues and by their organisation.

Domain 5	Widening participation
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Definition: 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.

Outcome 1: Organisations delivering NHS care help all staff to meet their potential and meet or exceed their obligations to equality and diversity.

Outcome 2: Those commissioned to deliver education and training for the health and social care workforce meet or exceed their equality and diversity obligations.