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ANNUAL REVIEW | 2005-2006

of Patient Focus and Public Involvement Performance

Assessment of NHS Education for Scotland

August 2006

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INTRODUCTION

The Scottish Health Council was established in April 2005 to ensure that the views of patients, carers and the public are properly taken into account by the NHS. In order to monitor whether this involvement results in better and more responsive services for patients, all NHS Boards and Special Health Boards in Scotland are required to complete an annual Patient Focus and Public Involvement self-assessment framework.

This self assessment details how Boards have involved patients in their own care and how they have identified and responded to the needs of individual patients and carers, or in the case of some Special Health Boards, key stakeholders. Boards are also required to communicate continuously with patients, the public and stakeholders and demonstrate how they work in partnership with patients, local communities and stakeholders when planning and developing services.

The information provided by Boards in their self assessment is collected under five key section headings, namely:

- A) Involving patients, carers and the public
- B) Supporting staff
- C) Monitoring Patient Focus and Public Involvement
- D) Developing Patient Focus and Public Involvement
- E) Related strategies, e.g. carers and volunteering policies

This information is submitted to the Scottish Health Council so that we can assess how well Boards have involved its service users. In order to help review the information provided, evidence was gathered by the Scottish Health Council. This concentrated, in the main, on documentary material, feedback from staff, knowledge and experience of Scottish Health Council staff and Local Advisory Council members. This report is our assessment of NHS Education for Scotland based on the information provided by the Board (including its staff) and its service users.

Included in this report are suggestions on how NHS Education for Scotland can work more effectively with its identified stakeholders and communities so that year-on-year improvements can be evidenced, recognised and supported.

2 SUMMARY

While NHS Education for Scotland has limited direct involvement with patients and the public, it has demonstrated progress in addressing its priorities from 2004-2005 including the review and introduction of new governance arrangements for Patient Focus and Public Involvement, integrating equality and diversity and raising staff awareness of Patient Focus and Public Involvement. NHS Education for Scotland is developing key performance indicators for all its projects.

Of particular note are initiatives to share the Patient Focus and Public Involvement framework with staff across the organisation, the strengthening of governance arrangements to incorporate the equality and diversity agenda, the continued work with children and young people and Scotland's Commissioner for Children and Young People which will result in the establishment of a panel.

NHS Education for Scotland has provided evidence of a system-wide delivery of Patient Focus and Public Involvement and has demonstrated some innovative examples of activity in this area including the development of a panel of public representatives to support the Board in its work, its work with 'hard-to-reach' groups and through its Consumer Involvement Framework. The Board has also provided examples of partnership working, for example, with other Health Boards and partner agencies such as the Scottish Development Centre for Mental Health.

The Board has included a number of examples of supporting staff, including the provision of training, for example, on equality and diversity and through staff policies such as the Dignity at Work policy, which has undergone an impact assessment. While NHS Education for Scotland has acknowledged a number of its initiatives are 'work in progress' or being developed, a plan is in place to assess the impact of all the Board's policies over a three-year period. The Board continues to consult and engage with staff on the evaluation and development of all policies in a variety of ways, including through the Partnership Forum, and monitor their use through local consultative groups. NHS Education for Scotland has developed a range of mechanisms to share practice, including the development of its e-library portal (web-based library system).

NHS Education for Scotland has developed an integrated approach to capturing stakeholder feedback, including an 'Attitudes and Awareness' survey, and has included clear evidence of how a variety of stakeholders, including the general public, has contributed to the work of the organisation.

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CONTEXT

3.1 Self Assessment

The Board's self assessment included examples from across its work. NHS Education for Scotland included additional examples to demonstrate the range and scope of its work and, in doing so, highlighted ongoing and planned work with its main stakeholder group, namely NHS Scotland staff, and other service-based organisations.

3.2 Key priorities identified from assessment of NHS Education for Scotland's 2004-2005 submission and progress to date as reported by the Board

- **Undertake a review of its Patient Focus and Public Involvement Framework in light of the establishment of the Patient Focus and Public Involvement Standing Committee.**

NHS Education for Scotland has continued to develop its Patient Focus and Public Involvement processes and practice in 2005-2006 and has established a strategic approach to this agenda. The organisation's commitment to Patient Focus and Public Involvement has been strengthened during the year by the establishment of governance arrangements including the Equality and Diversity Standing Committee which reports directly to the Board.

- **Continue to develop an integrated equality and diversity agenda for the organisation.**

NHS Education for Scotland has made progress in its development of the equality and diversity agenda which will be strengthened during 2006-2007 with the amalgamation of a Patient Focus and Public Involvement, Equality and Diversity Implementation Group. Staff from each Directorate and Division will ensure that equality and diversity policies are executed effectively and related issues are implemented and reviewed.

- **Develop system-wide approaches across the organisation to Patient Focus and Public Involvement.**

NHS Education for Scotland has developed system-wide approaches for Patient Focus and Public Involvement, for example, to raise staff awareness of the organisation's corporate responsibilities for this agenda.

4 VERIFICATION METHODS

4.1 National Standards and Templates

In order to ensure national consistency and a robust process across all NHS Boards and Special Health Boards, national verification templates have been developed by the Scottish Health Council based on the National Standards for Community Engagement. These standards were endorsed by the Scottish Health Council in June 2005.

4.2 Methods

Methods used to verify examples within NHS Education for Scotland's self assessment included:

- reviews of documentary materials (such as publications, reports, website details, minutes of meetings)
- interviews.

4.3 Stakeholders and Participants

A range of people and organisations contributed to the verification process. These included:

- NHS staff
- Scottish Health Council staff and Local Advisory Council members.

4.4 Review and Analysis of Data

The Board's self assessment was reviewed by Scottish Health Council staff and Local Advisory Council members. The examples selected for further verification included areas where:

- staff and Local Advisory Council members had expertise and existing networks in the topic; and
- lessons learned from the engagement exercise could inform future activity.

As well as reviewing the supporting information for each example (including information submitted by the Board with its self assessment), staff and Local Advisory Council members sought to identify key patient, public and community representatives and groups which would be able to support or challenge this information. Where this approach was not successful or feasible, relevant evidence was obtained through the review of documentary materials.

Themes from the National Standards for Community Engagement were used to inform the verification process. The standards, together with key themes emerging during the verification process, also inform the conclusions reached and the development issues identified in this report.

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OVERALL ASSESSMENT

NHS Education for Scotland has provided evidence of its commitment across the organisation to Patient Focus and Public Involvement. A detailed action plan of priorities for 2006-2007 has been developed as part of a review of the Patient Focus and Public Involvement framework.

5.1 Involving Patients, Carers and the Public

NHS Education for Scotland has provided evidence of how patients and the public are involved in its work. Specific examples include the development of a Consumer Involvement Framework which involves the recruitment and training of individuals to participate in projects as paid lay healthcare researchers. This project aims to raise awareness among user communities and engage them in research.

The Board has developed guidance on how to recruit consumers and user representatives and can evidence an ongoing supportive approach to their involvement and recruitment. NHS Education for Scotland proposes to establish, during 2006-2007, a panel of lay people which will assist with a range of activities.

The Board reports a range of activities to promote its equality and diversity approach in the provision of education for NHS Scotland staff. Members of the public have been involved in specific projects related to autism, children, the deaf and hard of hearing, learning disabilities, lesbian gay bisexual and transgender issues and older people.

The Board has actively sought feedback from the public and clearly used this to develop services including conducting an 'Attitudes and Awareness' survey to develop the Board's Communications strategy.

NHS Education for Scotland notes that public involvement should be appropriately reviewed and evaluated.

5.2 Supporting Staff

The Board has included a number of examples of supporting staff, including the provision of training, for example, on equality and diversity and through staff policies such as the Dignity at Work policy which has undergone an impact assessment. While NHS Education for Scotland has acknowledged a number

of its initiatives are 'work in progress' a plan is in place to assess the impact all of the Board's policies over a three-year period. The Board has advised that it continues to consult and engage with staff on the evaluation and development of all policies in a variety of ways including through the Board's Partnership Forum and monitors their use through local consultative groups.

NHS Education for Scotland has provided evidence that it works with external organisations and in-house services to provide support for front line staff.

5.3 Monitoring Patient Focus and Public Involvement

While the Board acknowledges that this work continues to be in progress, it has developed a Patient Focus and Public Involvement governance structure with an associated action plan. NHS Education for Scotland is developing performance indicators for all its projects based on four key themes including Patient Focus and Public Involvement. This will provide important information on what involvement and influence patients and the public have had in its activities, how that involvement is measured and how to engage with other stakeholders.

5.4 Developing Patient Focus and Public Involvement

NHS Education for Scotland shares information about Patient Focus and Public Involvement activities across the organisation (for example, through newsletters and the intranet). The Board has developed a Patient Focus and Public Involvement e-library portal (web-based library system) and is currently seeking feedback on accessibility, content and layout of the site. It is not clear from the information provided in the self assessment that patients and the public have been involved in the development of the e-library portal, however, subsequent information received from the Board confirms that the public, patients and carers have been engaged in a variety of ways. These include stakeholder interviews, focus group discussions, questionnaires, and discussions with voluntary organisations and patient, public and carer representatives.

5.5 Related Strategies

The Board notes that, because it does not provide services directly to the public, it has not developed direct strategies for carers or volunteers or policies on Advocacy or Spiritual Care. NHS Education for Scotland does, however, provide support and guidance to NHS Scotland staff on carers strategies and can evidence involvement of carers in its work. NHS Education for Scotland has raised awareness of advocacy throughout the organisation and is currently developing a Spiritual Care strategy for NHS colleagues.

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VERIFIED EXAMPLES

6.1

How have you worked with 'hard-to-reach' groups?

Consultation with children under 14 and the development of a framework for well-being and mental health needs.

NHS Education for Scotland consulted, in collaboration with the Scottish Development Centre for Mental Health, with children under 14. The project was designed to inform the development of a framework to promote well-being and meet the mental health needs of children and young people. The project involved young people in small group discussion and classroom-based sessions across Scotland. The Board notes that the project will be developed as a Patient Focus and Public Involvement case study for staff briefing and training.

What we did and who we involved

Documentary evidence, including information provided by the Centre's Associate Consultants, and the Board's website, was reviewed. Interviews were held with the Programme Director (based in the Board's Nursing, Midwifery and Allied Health Professions Directorate) and the Associate Director of Nursing, Midwifery and Allied Health Professions.

What we found

NHS Education for Scotland has used a range of approaches to involve young people and children. As a result of collaborative work with Scotland's Commissioner for Children and Young People, NHS Education for Scotland will launch a panel for young people which will operate across Scotland as a reference group for issues affecting children and young people and will provide a resource for obtaining feedback. The Board will provide training to young people to encourage and support participation.

Consensus with the Board's report

The Board has provided evidence of how it has worked in collaboration with a partner agency to gather the views of young people. The findings from this work are being used in training for new and existing staff and for supporting NHS Scotland staff working with children and young people. The feedback is also being used to influence service development within the NHS in Scotland.

Conclusions

The Board may wish to review if this mechanism of gathering feedback from a 'hard-to-reach' group is acceptable and accessible and possibly evaluate the project and share learning across the organisation.

6.2 How did you support staff to respond to patient and public feedback?

NHS Education for Scotland staff lead a range of initiatives designed to elicit stakeholder feedback on existing and new initiatives.

The collection and use of stakeholder feedback is considered to be an important feature of all NHS Education for Scotland's projects and services. Feedback is sought from trainees undertaking postgraduate medical training, for example, and higher education institutions, voluntary organisations, NHS Boards, Scottish Executive, trade unions and a number of other stakeholders as appropriate.

What we did and who we involved

Information, including NHS Education for Scotland's website links, patient and staff information was reviewed.

What we found

NHS Education for Scotland has developed an integrated approach to the collection and use of stakeholder feedback in a range of projects and initiatives. The Board notes that learning from this approach will be useful in a variety of other strands of the organisation's work. Information about this work has been disseminated through newsletter articles, briefings and launch events and the intranet site.

Consensus with the Board's Report

While the Board has provided evidence on how it elicits and shares feedback from its service users, it is not clear from the self assessment how staff are supported to respond to service user feedback. Subsequent information received from the Board, however, provides evidence to show that NHS Education for Scotland provides support to staff in responding to feedback through a variety of mechanisms, including:

- analysis of patient assessments of Dental Vocational Trainees which is then fed back through Vocational Trainee Advisors to improve trainee performance.

- the use of professional advisory group meetings to reflect on relevant outcomes of the Board's 'Attitudes and Awareness' survey.
- a recently introduced structure for reporting on feedback and how it has been acted upon.
- reflection on stakeholder feedback through regular management team events.

Conclusions

The Board may wish to consider evaluating some of these approaches to ensure that staff are being supported to respond to service feedback.

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OVERALL CONCLUSIONS

While NHS Education for Scotland has limited direct involvement with patients and the public, it has demonstrated progress in addressing its priorities from 2004-2005 including the review and introduction of new governance arrangements for Patient Focus and Public Involvement, integrating equality and diversity and raising staff awareness of Patient Focus and Public Involvement. NHS Education for Scotland is developing key performance indicators for all its projects.

NHS Education for Scotland has provided evidence of a system-wide delivery of Patient Focus and Public Involvement and has demonstrated some innovative examples of activity in this area including the development of a panel of public representatives to support the Board in its work, its work with 'hard-to-reach' groups and through its Consumer Involvement Framework. The Board has also provided examples of partnership working, for example, with other Health Boards and partner agencies such as the Scottish Development Centre for Mental Health.

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NHS Education for Scotland has developed a range of mechanisms to share practice, including the development of its e-library portal.

NHS Education for Scotland has developed an integrated approach to capturing stakeholder feedback, including an 'Attitudes and Awareness' survey, and has included clear evidence of how a variety of stakeholders, including the general public, has contributed to the work of the organisation.

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DEVELOPMENT ISSUES FOR 2006/2007

- Evaluate Patient Focus and Public Involvement activity so that the Board can demonstrate the impact and effectiveness of the approaches adopted.
- Continue to ensure shared knowledge and implementation of statutory guidance in relation to Patient Focus and Public Involvement across the organisation.
- Support staff to contribute to shared practice initiatives and regional and national networking opportunities.
- The establishment of the Public Partnership Forums across Scotland represents an opportunity for NHS Education, possibly in conjunction with other Special Health Boards, to access the views of patients and the public through these emerging structures and the Board may also wish to consider what training or support it can offer.
- Training to support NHS staff in responding to feedback from patients, carers and the public should be considered.
- The panel for young people which will operate as a reference group for issues affecting children across Scotland is noted with interest and it may be useful to consider this development in conjunction with the work commissioned from Penumbra (a leading mental health organisation which provides support to adults and young people) by the Scottish Health Council.
- Consider evaluating some of the approaches used to support staff to respond to service feedback.
- The guidance developed by the Board on how to recruit and support consumers and user representatives should be evaluated and shared.
- The support offered by NHS Education's e-library for the Scottish Health Council's good practice website is welcomed. This initiative will support the sharing of current Patient Focus and Public Involvement practice and offer an additional resource for NHS staff and communities.

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- by email
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