

# HEE Quality Interventions Review Report

**University College London Hospital NHS  
Foundation Trust (Eastman Dental Hospital)  
Orthodontics and Paediatric Dentistry  
Senior Leadership Engagement Visit**



**HEE London**

**19 July 2021**

**Final Report 13 September 2021**

## Review Overview

<b>Background to the review:</b>	<p>Health Education England (HEE) conducted this follow-up review of Orthodontics and Paediatric Dentistry due to ongoing concerns around the impact of a small number of consultants' behaviour on learners within the departments. This concern was raised at a review of Orthodontics in 2019 and was echoed at a Learner Review in September 2020.</p>
<b>Subject of the review (e.g. programme, specialty, level of training, healthcare learner group)</b>	<p>Orthodontics and Paediatric Dentistry</p>
<b>Who we met with:</b>	<p>The review team met with:</p> <ul style="list-style-type: none"> <li>- Director of Dental Education</li> <li>- Associate Director of Medical and Dental Education, UCLH</li> <li>- Divisional Clinical Director of Royal National ENT and EDH</li> <li>- Associate Director of Dental Education</li> <li>- Director of Education, UCLH</li> <li>- Medical Director</li> </ul>
<b>Evidence utilised:</b>	<ul style="list-style-type: none"> <li>- Pre-review survey – Guardian of Safe Working</li> <li>- Senior Director Team Meeting minutes – 2 September 2020; 18 November 2020; 17 March 2021; and 19 May 2021; and</li> <li>- Local Faculty Group meeting summary – 22 April 2021</li> </ul>

## Review Panel

Role	Name / Job Title / Role
Quality Review Lead	Peter Biggs, Postgraduate Dental Dean
HEE Representative	Dr Elizabeth Carty, Deputy Postgraduate Dean
HEE Quality Representative(s)	John Marshal, Deputy Quality, Patient Safety and Commissioning Manager



## Executive summary

The Trust presented an update on the work that had been underway since the quality visit in September 2020.

The review team heard that a programme of work had been underway since the first quality visit to Orthodontics in April 2019. The Trust reported that Trainees had been unwilling to put on record specific occurrences of bullying and undermining, noting that this added to the challenge of addressing concerns around the culture at the Eastman Dental Hospital (EDH). However, it was reported that a programme of work at site-level – across all of the EDH – had been put in place. This included:

- Increased trainee involvement and influence in governance meetings, developing these groups into forums for raising concerns around education and training;
- Making routes available to trainees for raising concerns in confidence;
- The implementation of personal development plans for the consultant body, with a focus on constructive feedback; and
- Active bystander training, with each department nominating a consultant to undertake training and cascade the outcomes to colleagues

The review team also heard that an external survey facilitator had been employed by the Trust to source feedback on the changes described above from trainees. It was agreed that the Trust would share the findings of this survey with HEE in lieu of HEE conducting its own further survey in addition to the June and November National Education and Training Surveys.

The group also discussed the governance of the EDH and where it sat within the Trust governance framework.

## Review findings

The findings detailed in the sections below should be referenced to the quality domains and standards set-out towards the end of this template. Specifically, mandatory requirements should be explicitly linked to quality standards. Not all of HEE's domains and standards have been included, only those that have a direct operational impact on the quality of the clinical learning environment, which a quality review will be most likely to identify (although this does not preclude other standards outlined in the Quality Framework being subject to review, comment and requirements where relevant).

### ***Mandatory requirements***

Mandatory requirements and Immediate Mandatory Requirements (IMRs) should be identified as set out below. IMRs are likely to require action prior to the draft Quality Review Report being created and forwarded to the placement provider. The report should identify how the IMR has been implemented in the short term and any longer termed plans. Any failure to meet these immediate requirements and the subsequent escalation of actions to be taken should also be recorded if there is a need to.

All mandatory requirements should be detailed in this section. The requirement reference should work chronologically throughout the report and link with the right-hand column in the 'Review Findings' section. Requirements identified should be succinct, SMART and not include the full narrative from the detailed report. Any Requirements should clearly relate to improved achievement of HEE Domain & Standards by the placement provider.

<b>Immediate Mandatory Requirements</b> Completion of immediate requirements will be recorded below. Subsequent action to embed and sustain any changes may be required and should also be entered below with relevant timescales		
Requirement Reference number	Review Findings	Required Action, timeline, evidence
	N/A	
Requirement Reference number	Progress on immediate actions	Required Action, timeline, evidence

<b>Mandatory Requirements</b> The Quality Review Panel will consider which individual or collective findings from the intervention will be added to the Quality Reporting Register, determining the relevant risk score, ISF rating and reflecting the accepted QRR narrative conventions.		
Requirement Reference number	Review Findings	Required Action, timeline, evidence
EDH1.2	The Trust has undertaken a programme of work to address cultural issues at a site-wide level. It has commissioned its own survey on the impact of the changes it has implemented. To avoid duplication, it was agreed that the Trust would share the findings of this survey with HEE.	Please share the raw, unedited data of the survey commissioned by the EDH with HEE at the earliest opportunity.

## Recommendations

Recommendations are not mandatory but intended to be helpful, and they would not be expected to be included within any requirements for the placement provider in terms of action plans or timeframe. It may however be useful to raise them at any future reviews or conversations with the placement provider in terms of evaluating whether they have resulted in any beneficial outcome.

<b>Recommendation</b>	
Related Domain(s) & Standard(s)	Recommendation
	N/A

## Good practice

Good practice is used as a phrase to incorporate educational or patient care initiatives that, in the view of the Quality Review Team, enable the standards within the Quality Framework to be more effectively delivered or help make a difference or improvement to the learning environment being reviewed. Examples of good practice may be worthy of wider dissemination

Learning environment / Prof. group / Dept. / Team	Good practice	Related Domain(s) & Standard(s)

## HEE Quality Standards and Domains for Quality Reviews

Domain 1 - Learning environment and culture		
<p>1.1. Learners are in an environment that delivers safe, effective, compassionate care that provides a positive experience for service users.</p> <p>1.2. The learning environment is one in which education and training is valued and learners are treated fairly, with dignity and respect, and are not subject to negative attitudes or behaviours.</p> <p>1.3. There are opportunities for learners to be involved in activities that facilitate quality improvement (QI), improving evidence-based practice (EBP) and research and innovation (R&amp;I).</p> <p>1.4. There are opportunities to learn constructively from the experience and outcomes of service users, whether positive or negative.</p> <p>1.5. The learning environment provides suitable educational facilities for both learners and educators, including space, IT facilities and access to quality assured library and knowledge.</p> <p>1.6. The learning environment promotes interprofessional learning opportunities.</p>		
HEE Standard	HEE Quality Domain 1 - Learning Environment & Culture	Requirement Reference Number
1.2	<p><b>Bullying and undermining</b></p> <p>The review team heard that the Trust had attempted to identify specific instances of bullying and undermining behaviour but that trainees had not been forthcoming to put on record any occurrences of bullying and undermining. It was reported that despite this, an 'open door' policy was in place in the event trainees did wish to report any specific episodes of bullying and undermining.</p> <p>However, the review team heard that a package of measures had been implemented to address concerns around the culture in Orthodontics at a site-wide level as part of a more holistic approach. The Trust updated the review team on the progress to date.</p> <p>It was reported that through a series of interviews with trainees and other professional groups within the clinical environment that the feedback went some way to corroborate what had been heard at previous HEE quality visits, particularly concerns around a hierarchical culture among some consultants, but that this was still non-specific and intangible.</p> <p>The review team heard that a number of initiatives had been put in place and made available to all across the EDH. These included the development of faculty meetings co-chaired by trainees to represent trainee voices and to be a forum for raising concerns around education and training. It was also reported that consultant representation from each department would undertake active bystander training and cascade their findings to their colleagues. At the time of this quality visit, it was noted that two departments so far had completed this. It was noted that this method encouraged and empowered individuals to have the confidence to call out poor behaviour in the workplace.</p> <p>It was also advised that the record of the visit in September 2020 had, in the Trust's view, incorrectly attributed the negative feedback for Orthodontics to Paediatric Dentistry also.</p>	Yes, please see EDH1.2

## Domain 2 – Educational governance and leadership

- 2.1. The educational governance arrangements measure performance against the quality standards and actively respond when standards are not being met.
- 2.2. The educational leadership uses the educational governance arrangements to continuously improve the quality of education and training.
- 2.3. The educational governance structures promote team-working and a multi-professional approach to education and training where appropriate, through multi-professional educational leadership.
- 2.4. Education and training opportunities are based on principles of equality and diversity.
- 2.5. There are processes in place to inform the appropriate stakeholders when performance issues with learners are identified or learners are involved in patient safety incidents.

HEE Standard	HEE Quality Domain 2 – Educational Governance and Leadership	Requirement Reference Number
2.1	<p><b>Effective, transparent and clearly understood educational governance systems and processes</b></p> <p>The review team enquired about how governance procedures at the EDH were aligned with the wider Trust.</p> <p>It was reported that the EDH was part of the Specialist Hospitals Board within the Trust governance structure, with the EDH Medical Director representing the EDH on the Trust Board. The review team heard that the Associate Director for Dental Education (ADDE) had worked with the Director of Dental Education and the Divisional Clinical Director to implement the changes, feeding the progress of these up to the EDH Medical Director. The ADDE also met regularly with Trust Education Director and Associate Director for Medical and Dental to discuss quality concerns.</p> <p>The review team heard that it could be perceived that the EDH in some regards was remote from the wider Trust. However, it was noted that this perception had begun to shift following the move to the Huntley Street site. This move had brought dental trainees alongside colleagues from medical specialties, most notably Otolaryngology, and other multi-professional groups, allowing exposure to other ways of working. It was noted also that dental trainees had valued their redeployment to Obstetrics and Gynaecology during the Covid-19 pandemic and the experience and insight to other clinical environments.</p> <p>The review team was also encouraged to hear that there was a culture of sharing good practice emerging cross the Huntly Street site.</p>	
2.2	<p><b>Appropriate systems for raising concerns about education and training</b></p> <p>The review team heard that the development of forums for trainees to raise concerns about their education and training had been a priority in addressing the cultural concerns. It was described to the review team that this approach empowered trainees with a 'bottom up' approach to raising concerns, with trainees in their position as co-chairs able to advance agenda items, set actions and track outcomes. It was noted that such an approach had increased engagement with governance meetings, and the review team was encouraged to hear that trainee in Orthodontics had begun to meet more frequently and formally than had been the case previously.</p>	



<b>Domain 3 – Supporting and empowering learners</b>		
<p>3.1. Learners receive educational and pastoral support to be able to demonstrate what is expected in their curriculum or professional standards to achieve the learning outcomes required.</p> <p>3.2. Learners are supported to complete appropriate summative and formative assessments to evidence that they are meeting their curriculum, professional standards or learning outcomes.</p> <p>3.3. Learners feel they are valued members of the healthcare team within which they are placed.</p> <p>3.4. Learners receive an appropriate and timely induction into the learning environment.</p> <p>3.5. Learners understand their role and the context of their placement in relation to care pathways and patient journeys.</p>		
<b>HEE Standard</b>	<b>HEE Quality Domain 3 – Supporting and empowering learners</b>	<b>Requirement Reference Number</b>
	Not covered at this review	

<b>Domain 4 – Supporting and empowering educators</b>		
<p>4.1. Those undertaking formal education and training roles are appropriately trained as defined by the relevant regulator or professional body.</p> <p>4.2. Educators are familiar with the curricula of the learners they are educating.</p> <p>4.3. Educator performance is assessed through appraisals or other appropriate mechanisms, with constructive feedback and support provided for role development and progression.</p> <p>4.4. Formally recognised educators are appropriately supported to undertake their roles.</p>		
<b>HEE Standard</b>	<b>HEE Quality Domain 4 – Supporting and empowering educators</b>	<b>Requirement Reference Number</b>
<b>4.3</b>	<p><b>Educational appraisal and continued professional development</b></p> <p>The review team heard that there were differences in approach to educational and clinical supervision among the consultant body. It was reported that trainer personal development plans now included an element focussed on openness and constructive feedback.</p>	

<b>Domain 5 – Delivering curricula and assessments</b>		
<p>5.1. The planning and delivery of curricula, assessments and programmes enable learners to meet the learning outcomes required by their curriculum or required professional standards.</p> <p>5.2. Placement providers shape the delivery of curricula, assessments and programmes to ensure the content is responsive to changes in treatments, technologies and care delivery models.</p> <p>5.3. Providers proactively engage patients, service users and learners in the development and delivery of education and training to embed the ethos of patient partnership within the learning environment.</p>		
<b>HEE Standard</b>	<b>HEE Quality Domain 5 – Developing and implementing curricula and assessments</b>	<b>Requirement Reference Number</b>
	Not covered at this review	

Domain 6 – Developing a sustainable workforce		
<p>6.1. Placement providers work with other organisations to mitigate avoidable learner attrition from programmes.</p> <p>6.2. There are opportunities for learners to receive appropriate careers advice from colleagues within the learning environment, including understanding other roles and career pathway opportunities.</p> <p>6.3. The organisation engages in local workforce planning to ensure it supports the development of learners who have the skills, knowledge and behaviours to meet the changing needs of patients and service.</p> <p>6.4. Transition from a healthcare education programme to employment is underpinned by a clear process of support developed and delivered in partnership with the learner.</p>		
HEE Standard	HEE Quality Domain 6 – Developing a sustainable workforce	Requirement Reference Number
	Not covered at this review	

## Report sign off

<b>Quality Review Report completed by (name(s) / role(s)):</b>	John Marshall, Deputy Quality, Patient Safety and Commissioning Manager
<b>Review Lead name and signature:</b>	Peter Briggs, Postgraduate Dental Dean
<b>Date signed:</b>	13.09.2021

<b>HEE authorised signature:</b>	Peter Briggs, Postgraduate Dental Dean
<b>Date signed:</b>	13.09.2021

<b>Date final report submitted to organisation:</b>	13.09.2021
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## What happens next:

Any requirements generated during this review will be recorded and monitored following the usual HEE Quality Assurance processes.

As part of our intention to develop a consistent approach to the management of quality across England, Quality Reports will increasingly be published and, where that is the case, these can be found on HEE's national website. Information from quality reports will usually be shared with other System Partners such as Regulators and Quality Surveillance Groups