# **Escalation and triangulation guidance of education quality concerns**

**Part of the**

**Multi Professional Quality Assurance of the Practice Learning Environment Toolkit**



## Escalation and triangulation guidance of education quality concerns

### Risk matrix

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Likelihood** |  | **5** | G | A | AR | R | R |
|  | **4** | G | A | AR | R | R |
|  | **3** | G | LG | A | AR | R |
|  | **2** | G | LG | A | A | AR |
|  | **1** | G | G | LG | LG | A |
|  |  |  | **1** | **2** | **3** | **4** | **5** |
|  |  |  | **Impact** | | | | |

### Likelihood vs impact descriptors

|  |  |  |
| --- | --- | --- |
| **Score** | **Likelihood** | **Impact on Learning** |
| 1 | Rare:   * Will probably never happen | Negligible   * Minimal / No disruption to Learning Environment * Minimal / No impact on learners, service users or staff |
| 2 | Unlikely   * Not expected to happen * It is a possibility that it could occur | Low   * Limited impact disruption to Learning Environment * Limited impact on learners, service users or staff |
| 3 | Possible   * Might occur. * It is possible that it could happen occasionally / or as a flurry of activity | Moderate   * Moderate impact disruption to Learning Environment * Moderate impact on learners, service users or staff |
| 4 | Likely   * Will probably happen in most circumstances. * May be seasonal / not continual – i.e. winter pressures | High   * Major impact disruption to Learning Environment * Major impact on learners, services users or staff |
| 5 | Almost certain   * Actually happened. * Likely to occur in most circumstances | Severe / Critical   * Critical / Severe impact disruption to Learning Environment * Critical / Severe impact on learners, service users, staff |

If a risk has happened, consider as part of the risk assessment process whether this situation may happen again and the frequency of this. This will result in 2 risk assessment scores, one for the ‘actually happened’ and one for probable risk if happens again in the future. A professional judgement may be required regarding the escalation process for both identified risks. Ongoing risks will need to be managed and revised, with a risk being escalated/ de-escalated as appropriate. Please refer to the action plan template if required.

#### Examples

| Risk level | Escalation routes +  Recommended Practice | Examples |
| --- | --- | --- |
| Green | **Educator or Assessor/ Learner Level**  This level relates to concern of a learner or educator (not exhaustive)  Recommend Practice:  Assessor/ educator / supervisor will document concern and address with learner i.e. in student assessment documentation.  Liaison with the local team i.e. Nurse in charge.  Consider liaison with placement support link from education provider. | * Learner arriving late (Likelihood 2 Impact 1) * Educator / supervisor off sick for short period (Likelihood 4 Impact 1) * Poor learner/ educator feedback in isolated areas (Likelihood 1 Impact 2) * Learner / educators accessing educational opportunity due to workload rarely (Likelihood 1, Impact 2) * A learner working beyond scope of practice rarely and with supervision (Likelihood 1, Impact 2) |
| Light Green | **Departmental lead /Practice/Ward Level**  This level relates to concern of a learner or educator (not exhaustive)  Recommended Practice:  Assessor / educator escalates to department / practice/ ward lead i.e. Matron charge / practice manager / team lead.  Liaison with placement support link from education provider and consider informal discussions with internal educational team or equivalent. | * Learner persistently arriving late with repeated warnings (Likelihood 3 Impact 1) * Repeated poor interaction between educator and learner (Likelihood 1 Impact 3) * Infrequent poor feedback from learners / educators regarding specific area (Likelihood 2 Impact 2) * A learner working beyond scope of practice with varying levels of supervision (Likelihood 2, Impact 2) * Students or educators are not accessing educational opportunities due to workload i.e. attending 75% of educational opportunities (Likelihood 3, Impact 2) * Potential re-design of service configuration / organisational change (Likelihood 1 Impact 4) |
| Amber | **Educational Team Level**  This level relates to the learning environment.  Recommended Practice\*:  Assessor / educator / team lead escalates to internal educational team to **discuss the learning environment and complete quality monitoring tool.** **Reapproval process could be considered following outcome from monitoring tool if there is a concern to the learner environment.**  Liaison with programme lead at education provider or equivalent (consider whether to notify other education providers using the same learning environment).  Liaison with clinical service lead. | * A group of learners persistently arriving late with repeated warnings plus additional professional conduct concerns (Likelihood 3 Impact 3) * Repeated poor interaction between educator and a variety of students from educational provider (Likelihood 3 Impact 3) * Persistent poor feedback from learners / educators regarding larger areas of clinical provision (Likelihood 2 Impact 4) * Group of learners working beyond scope of practice with varying levels of supervision (Likelihood 2, Impact 4) * Learner or educator’s not accessing educational opportunities due to workload on a repeated basis i.e. attending <50% of educational opportunities (Likelihood 3, Impact 3) * Re-design of service configuration / organisational change (Likelihood 2 Impact 4) |
| Amber / Red | **Senior Leadership Team and NHS England Workforce, Training, and Education directorate (previously HEE) level**  This level relates to the learning environment.  Recommended Practice:  **Complete reapproval of the learning environment.**  Ongoing liaison with internal educational team and senior engagement from education director, and involvement from senior leadership team.  Notification to NHS England Workforce, Training and Education directorate Quality team and Lead representative from the education provider. | * A wide range of learner’s persistently presenting with poor professional conduct even after repeated warnings and pre-existing action plans (Likelihood 4 Impact 3) * Repeated and deteriorating interactions between educators and across a variety of students from various educational providers (Likelihood 5 Impact 3) * Persistent poor feedback from learners / educators regarding larger areas of clinical provision even after implementing an action plan to help support (Likelihood 3 Impact 4) * Group of learners across multiple professions working beyond scope of practice with poor levels of supervision (Likelihood 4, Impact 3) * Learners or educators continue to not access educational opportunities due to workload on a repeated basis i.e. attending <25% of educational opportunities (Likelihood 4, Impact 3) * Large re-design of service configuration / organisational change (Likelihood 2 Impact 5) |
| Red | **Executive board /Senior Leadership Team and NHS England Workforce, Training, and Education directorate (previously HEE) level**  This level relates to the learning environment.  Recommended Practice:  **Complete reapproval of the learning environment**  Ongoing liaison with internal educational director, and director / senior leadership team or equivalent, and Executive level leadership. Notification to NHS England Workforce, Training and Education directorate Quality team and lead representative from the education provider. | * Repeated and deteriorating interactions between a wide variety of educators and learners from various educational provider/s (Likelihood 5 Impact 4) * Persistent poor feedback from student body from education provider/s regarding larger areas of clinical provision even after-action plan implemented to help support (Likelihood 4 Impact 4) * Persistently poor and deteriorating feedback from learners regarding larger areas of clinical provision even after implementing an action plan to help support (Likelihood 3 Impact 4) * Group of learners across multiple professions working beyond scope of practice with no supervision (Likelihood 4, Impact 5). * Students or educators do not access educational opportunities due to workload (Likelihood 4, Impact 5) * Large re-design of service configuration / organisational change (Likelihood 3 Impact 5) |