# Quality Interventions

##  What is expected of a Lay Representative?

**Role of the Lay Representative at a Quality Intervention**

Lay Representative attendance is required to ensure that the review of education and training:

* is transparent and robust
* is independent
* supports good medical practice
* has accountability in decision making
* promotes equality, fairness and values diversity

Your role as a lay representative at Quality Management Interventions (see Appendix 1) is a very important one. Please find below some of the duties we would expect you to undertake as a lay member of a panel.

**Prior to the Quality Intervention**

You will be sent a panel pack which will include details of the intervention, including agenda and papers. If you require copies of these on the day for reference, please print and bring them with you. Please note that these are confidential and for your eyes only.

You should familiarise yourself with the content of the panel pack and raise any concerns or queries with the panel either before the visit or during the visit itself.

The HEE Quality Strategy 2016-2020 and the HEE Quality Framework 2017-2018, set out how we will measure, identify and improve quality in the education and training environment. You should familiarise yourself with these documents which details the domains and standards that interventions will be using as the basis of the risk-based intervention and report. The documents can be found at the following [link](https://hee.nhs.uk/our-work/quality).

**During the Quality Intervention**

The attendance of the Lay Representative is in the interest of patients, the public and the learner. Part of your role is to ensure that the panel are covering all of the HEE Quality Framework domains during their interviews.

* **Panel Briefing**

Use the panel briefing to introduce yourself to the panel and clarify with them if there is any specific role they wish for you to adopt. This is also an opportunity for you to raise any specific issues you may have noted from the paperwork which you wish to explore further during the day.

* **Take Notes**

Take notes on the question templates and contribute to discussions with the panel, educators and learners. It can be difficult to remember which learner said what and to which question but having a prompt of your notes there will help to confirm the accuracy of the report that will be written.

* **Voice concerns or issues**

Raise any themes with the panel or the learners as they arise and consider what you think are issues which would need to be addressed as areas of concern and also those to highlight as best practice. If there is an area you feel that, as a lay representative, you think is particularly important, consider asking further questions which may more fully cover that area of concern.

* **Timing**

The panel chair will try to keep to time, but you can help with this, and perhaps ask the panel chair how they wish for you to help them keep time appropriately.

* **Parity**

Part of your role is to ensure that the panel are covering all of the appropriate HEE domains (see website link above for further details).

* **Complete feedback form**

As usual, complete the feedback form which will help to inform future interventions and further input into the process from a lay point of view.

If you have any queries, please contact Michele Hannon, Quality Administrator at michele.hannon@hee.nhs.uk or telephone 01482 421178.

**After the Quality Intervention**

The draft intervention report will be produced by the Quality Manager and Panel Chairs, and sent to all panellists for comments. Please respond promptly with suggestions.

The completed draft will then go to the Local Education Provider (LEP) for confirmation of accuracy. The final report is then checked by other members of the Quality Team for consistency of style and language. The finalised report is then sent to the LEP and placed on the HEE YH website.

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## Appendix 1

**HEE Quality Interventions**

The HEE Quality Framework sets out a range of possible **exploratory interventions** that allow quality teams to anticipate or to respond to quality concerns:



There are additional **supportive interventions** available:

