

LESSONS HANDBOOK

WHAT WE DO **TOGETHER MATTERS**

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FOREWORD

Delivering high quality and safe care remains our top priority as a Trust. Identifying lessons that can be learnt from the experiences we have, either positive or otherwise, is extremely important in our goal of becoming the 'leading health and wellbeing service in the provision of mental health and community care'. Embedding learning into our practice, helps us in preventing unwanted reoccurrences of adverse incidents and in continuing to improve the services we provide.

We are committed to learning from our complaints, incidents, staff and patient feedback and will also take learning from the outcomes of national incident enquiries. We will learn from the best of what happens nationally and globally, whether from exemplar healthcare providers or other innovative and high-risk sectors. We will use this learning to continuously review our actions and improve our outcomes. To ensure delivery, we are working towards embedding continuous improvement within our culture of learning in the Trust.

We hope this procedural document demonstrates our commitment to place the safety of our staff and our patients as our top priority in line with our values of We Care, We Learn, We Empower.



Paul Scott
CHIEF EXECUTIVE OFFICER (CEO)

INTRODUCTION TO EPUT CULTURE OF LEARNING (ECOL)

The Learning Lessons Handbook provides a framework within which all lessons can be captured, analysed, resolved, and embedded within the Trust. Success in implementing ECOL will allow us to leverage the full potential of both our workforce and the organisation.

ECOL is wholly reliant on the adoption of appropriate behaviours across the entire workforce and the creation of a culture in which the drive for continuous improvement is automatically recognised as an integral part of everyday working. Every directorate lead and line manager has a leadership role to set an example and to actively encourage, support, and reward the application of ECOL at every level of the organisation, from every ward, team, department, staff member and contractor to the most senior leader.





| CULTURE OF LEARNING

 **SCOPE**

ECOL applies to all people employed in any capacity by Essex Partnership University NHS Foundation Trust in its entirety across all demographics in the organisation.

This procedural document aims to describe the constituent parts of ECOL and assign roles and responsibilities to all who contribute to and support the process. The procedural document endorses delivering the ambitions cited in the Quality of Care Strategy and National Patient Safety Strategy.

 **AIM** **TARGET AUDIENCE**

All staff working for Essex Partnership University NHS Foundation Trust.

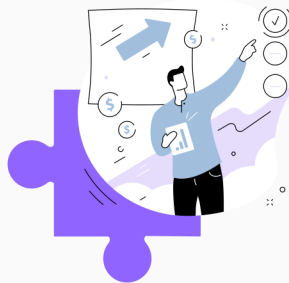


LEARNING BY ALL

ECOL is a directorate led activity which must be incorporated within all aspects of the Trust business. ECOL is not, however, an administrative process that only concerns a select number of individuals that have 'lessons' in their job title; neither is it a secondary duty that a care unit can give to one nominated individual. Taking the time to pause, reflect and consider whether we can improve the way things are currently done must become a fundamental driver for all members of staff, no matter their role or seniority, and must take place continuously at both an individual level and a team context.



LEADERSHIP



The role of directorate leads and line managers at all levels in cultivating and sustaining a learning culture is crucial. Genuine leadership is required to drive and stimulate lessons-focused activity and to acknowledge and reward the achievements made. Leaders must also allow staff to build time into their processes and ward / service activities to review and reflect on activity, stressing the longer-term benefits that will come from investing energy into learning and improving.

Leaders must recognise and embrace the learning opportunities that come from errors and mistakes, seeing them not as failures, but as opportunities. A guide to 'what good looks like' for leaders at all levels is available in [Appendix A](#).



STRATEGY

PRINCIPLES

THE FOLLOWING BROAD PRINCIPLES UNDERPIN THE IMPLEMENTATION OF ECOL:

- Participation in ECOL is the responsibility of everyone, irrespective of band or grade, and is operationally led.
- ECOL is part of business as usual for us as an organisation. The mechanisms for resolving issues identified through ECOL should be incorporated into existing reporting, governance, accountability framework and assurance mechanisms.
- ECOL is fundamentally a collaborative process; very rarely will a single individual spot a problem, devise the optimum solution and be able to implement the required change by themselves. By exchanging ideas and seeking out the contribution of those who can offer a different perspective, we are far more likely to identify genuine improvements that are sustainable in the longer term.
- At its heart, ECOL is also a bottom-up process; those at the frontline who deliver an effect on the ground are likely to be best placed to understand what works, what adds genuine value as well as what could be done better. Just as importantly, they are most likely to understand how the unintended consequences of a well-intentioned policy or procedural guideline may be hampering our effectiveness.
- The process of turning lessons into improvements must be agile and responsive, employing the minimum amount of staff effort to realise the benefits identified without unnecessary delay. This includes the processes required to escalate lessons to an appropriate level in leadership team; when lesson originators/owners are unable to progress the issue further by themselves.
- The context in which care is delivered is variable, and an overly prescriptive process is likely to prove counter-productive. In view of this, the administrative demands placed on lessons originators to process lessons identified should be kept to the absolute minimum.
- Feedback to the originators of lessons is crucial; faith in the process will be lost if lessons that cannot be resolved at the point of origin and require action from the senior leadership team are perceived to disappear into some 'black hole' with no discernible action having been taken.



THE BENEFITS THAT WILL BE REALISED FOR BOTH THE ORGANISATION AND OUR PEOPLE THROUGH EMBRACING ECOL INCLUDE:

- 1** Making activities safer, through better identification of risk and the active reporting and management of near misses.
- 2** Increasing the likelihood of success in the completion of tasks and activities our teams engage in.
- 3** Minimising the risk of reputational damage for the Trust by averting failure, in whatever form, before it happens.
- 4** Maximising positive engagement outcomes through the active promotion of EPUT's reputation as a learning organisation.
- 5** Saving time, resources and finances, which can be reinvested in both local and strategic priorities.
- 6** Improving morale by making processes less time-consuming and/or bureaucratic, thereby breaking the cycle of frustration and freeing time to be spent on more productive activities.
- 7** Providing opportunities for individuals to engage in a creative and stimulating aspect of their role that can improve job satisfaction and help with people development. This will enable us to attract and retain the best talent at EPUT and consistently deliver outstanding care.



STRATEGY

C.A.R.E MODEL PROCESS

ECOL is not a complicated process. The steps of Capture, Analysis, Resolution and Embed (C.A.R.E) are likely to apply in one form or another to every lesson but these should be interpreted as broad principles to be followed rather than a strictly sequential set of activities that must be followed in every instance.

This is undertaking a conscious period of reflection and/or local investigation to understand what issues arose during the execution of a task, and then recording the details of the issues identified and good practice, so the opportunity to make an improvement is not lost. Capturing the information within one central log, such as Datix, will help the local services and the wider organisation to be aware of incidents and events.



CAPTURE



ANALYSE

Utilising tools to establish the analysis will support with the introduction of effective actions related to the desired outcome and will empower staff to take ownership and use this intelligence within their role.

This involves taking the necessary action to implement the change required. Learning is locally managed and resolved for actions to be implemented. It is important for the resources (personnel or finance) are made available to the team to implement the change. Where lessons can not solely be managed locally, they are raised in appropriate forums and allocated to an action lead to drive the change forward.



RESOLVE OR RAISE



EMBED

A number of mechanisms have been developed for the cascade of lessons identified in the Trust and are stored on the Trust's Culture of Learning intranet page via the desktop icon. Embedding of learning provides empowerment for local services and the wider organisation to discuss the identified learning and consider how this can sustainably change practice. Furthermore, it ensures any changes are communicated to those who need to know, and are reflected within policy, protocol and procedural documents.

MORE GUIDANCE ON THE CARE STAGES IS PROVIDED IN APPENDIX B.

**Note:**

*The process described under mediation assumes that the lesson identified relates to a negative issue that requires resolution, but the same approach can be taken where the lesson has identified an example of good practice that needs to be shared and/or become incorporated into standard operating procedures.

**The Local Lessons Log (L3) template can be generated as a report on DATIX. Issues of a more serious nature will be captured in EPUT Safety and Lessons Management System (ESLMS) and made available on the Culture of Learning desktop icon, see [Appendix D](#).



OWNERSHIP

For the majority of lessons it is likely that the team that initially identifies the issue will also be best placed to carry out all of the capture, analysis, resolution and embedding steps. That team will therefore 'own' the lesson across all stages of the process. As noted above, however, there may be instances where escalation to the senior leadership team or the Executive Team is required and at this point, ownership of the lesson can be said to have been transferred to another team or a responsible person that will now take the next steps towards resolution.



ESCALATION

When lessons are escalated, the senior managers within the directorate must look to add value by building upon the analysis undertaken by the originator rather than simply taking the initial conclusions and recommendations at face value. The need for escalation is a good indicator that there may be other, wider factors that need to be considered that were not necessarily visible to the originators. The higher-level analysis might therefore arrive at a different conclusion regarding either the validity of the original issue or the best way of bringing about the desired change. The higher-level analysis might also conclude that the lesson being reported is a symptom of a much wider systemic issue that requires a radically different route to resolution. Further guidance on the analysis that may be required is contained within [Appendix B](#).



MEDIATION

The process of analysis should include all relevant stakeholders and aim to reach a consensus regarding both the appropriate way forward and the team that will lead on implementing the change and therefore take subsequent ownership of the lesson. There may, however, be some instances where consensus on the issue cannot be reached. Should subsequent dialogue between the parties be unable to resolve the impasse, this should be resolved by further escalation to the Learning Oversight Sub-Committee (LOSC) or other appropriate sub-committee who will convene a meeting inviting all relevant parties to resolve the issue. The steps involved in the escalation and mediation process are set out in [Appendix C](#).



LESSONS ANALYSIS

To support the directorate leads in executing ECOL as efficiently and effectively as possible, we have identified Learning Collaborative Partners (LCPs) who are Subject Matter Experts (SMEs) within existing specialist and support teams in the generation of lessons as they relate to certain specific activities. These activities are generally those issues of a more serious nature i.e. where either some form of formal investigation is required following an incident or there is a Serious Risk to Life (SRTL) or reputational aspect to the activity in question. The network of LCPs is described in [Table 1](#).



STRATEGY

EPUT LEARNING COLLABORATIVE PARTNERS

The precise role for each LCP member will vary in relation to their specialist area and the context in which lessons are identified. At a minimum each member has a remit to ensure emerging themes are identified and resolved in a timely and efficient manner. It is important to maintain consistency with how lessons that fall into their Area of Responsibility (AOR) are dealt with.

This may include direction on:

- Any specific thresholds or circumstances above which lessons must be reported to the Learning Collaborative Partnership, whether for action or information.
- Any specific format in which lessons are to be captured and/or any specific reporting or investigation tools that should be used.
- Any relevant timescales in relation to the original event or activity in which lessons are to be reported and to whom.

Allied Health Professionals	Digital (Information & Technology)	Medical Devices, Physical Health & Resuscitation
Care Group - Community Delivery & Partnerships Mid and South Essex	Equality and Inclusion	Medical Staffing
Care Group - Community Delivery & Partnerships North Essex	Estates and Facilities	Patient Experience Team & Compliments
Care Group - Community Delivery & Partnerships West Essex	Finance	Patient Safety Incident Management (PSIM)
Care Group - Inpatient & Urgent Care	Freedom to Speak Up	Patient Safety Partners
Care Group - Psychological Services	Human Resources and Staff Side Leadership	Performance Team
Care Group - Specialist Services	Infection Prevention & Control	Pharmacy & Medicines Management
Claims, Legal & Inquests	Information Governance	Safeguarding
Clinical Audit	Inquest Team	Transformation
Complaints / PALS	Learning and Development	Violence and Abuse Prevention Reduction
Compliance & Emergency Planning	Learning from Deaths	
Datix / Risk Management / Health and Safety	Medical	

STRATEGY
EPUT LEARNING COLLABORATIVE PARTNERS

STRATEGY

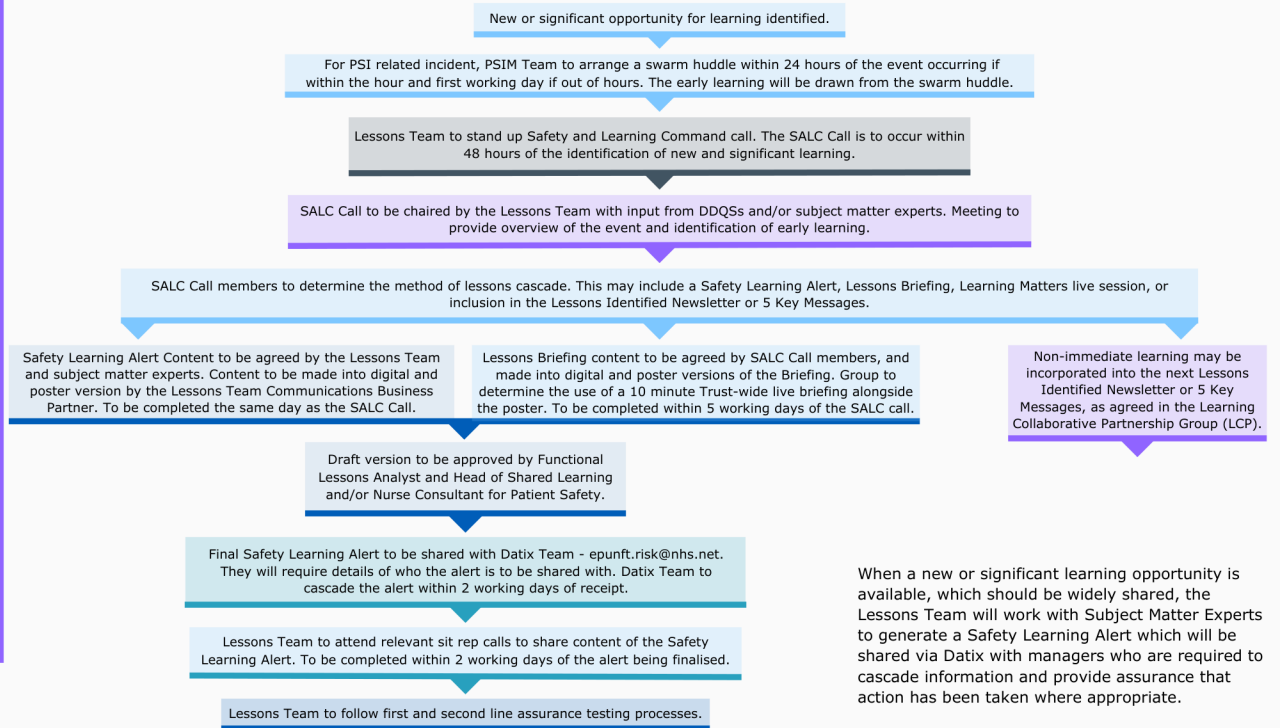




STRATEGY

**SAFETY AND LEARNING
COMMAND CALL (SALC CALL)**

This flow chart shows the process in which the Lessons Team will coordinate and follow, with support from operational colleagues.

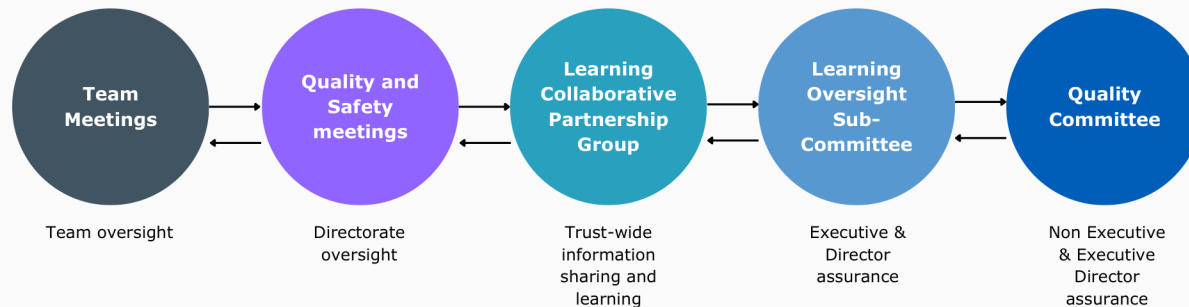


When a new or significant learning opportunity is available, which should be widely shared, the Lessons Team will work with Subject Matter Experts to generate a Safety Learning Alert which will be shared via Datix with managers who are required to cascade information and provide assurance that action has been taken where appropriate.



The Lessons Team recognises the value of collaborating and sharing information regarding incidents and prevention strategies. This facilitates the development of best practices and the implementation of consistent safety measures across different areas and settings within the trust. Some key governance meetings allow us to deliver on this including the Learning Collaborative Partnership (LCP). Essential to this, is how these meetings feed in to each other to ensure the continuous monitoring and evaluation of risk measures through inspections, audits, and assessments. These are necessary to identify any new or significant risks that may arise and to ensure that existing prevention strategies remain effective.

EPUT Lessons Analysts are a small team of analysts (Functional and Lessons Analysts) who act as the conduit between the LCPs, corporate and support services, the care units and directorate leads. They contribute to the mediation process when lessons generated in one area require action in another and there is a lack of consensus on the way forward. A simple flowchart that shows the steps for escalation and mediation once a lesson has first been identified is attached in [Appendix C](#).



The learning opportunities from key discussions in LCP are reported into the Learning Oversight Sub-Committee, shared in the monthly Lessons Identified Newsletter and 5 Key Messages, which is shared within the Quality Committee. More information can be viewed in the LCP Terms of Reference.

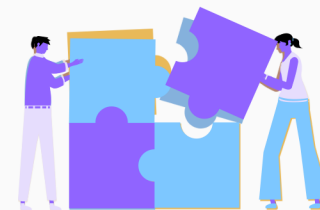


STRATEGY

ASSURANCE AND GOVERNANCE

As part of the governance arrangement, the Lessons Team will meet with the Executive Chief Nurse, Chief Operating Officer and Executive Medical Director on a quarterly basis, with input from the Learning Oversight Sub-Committee Chair. The primary purpose of this review is to:

- Consider the overall effectiveness of ECOL, sharing best practice and identifying areas for improvement.
- The Patient Safety Specialist and Patient Safety Partners will work collaboratively with the Learning Oversight Sub-Committee and hold the directorate leads to account for resolving those lessons of sufficient importance that have therefore warranted being added to ESLMS or the Trust-wide Safety Improvement Plan (see [Appendix D](#)).
- Give the Executive Directors sufficient insight into the operation of ECOL that can inform the briefing to the Quality Committee (QC) and the Trust Board.



Assurance of ECOL is provided as follows:

- a. The Care Unit leads will undertake the first line of assurance i.e. Directorate leads, Associate Directors and Operational/Service Managers at all levels will ensure Matrons, Ward and Team Managers are actively taking steps to identify lessons as part of normal business activities and ensure Local Lessons Log (L3) report is generated on DATIX and reviewed in the team meeting as a standing agenda item.
- b. Second line of Assurance of ECOL is to be undertaken by:
 - The relevant LCPs, from the production to the implementation of lessons in relation to activity that falls into their area of responsibility.
 - The EPUT Lessons Analysts will assure the lessons processes in place in each care unit through a range of mechanisms and be available to provide advice and assistance to front line teams (subject to capacity) as requested by the Directorate Leads or Director of Patient Safety & Patient Safety Specialist.

**LCP**

Learning Collaborative
Partnership

**LOSC**

Learning Oversight
Sub-Committee

**ELA**

EPUT Lessons Analysts

**SME**

Subject Matter Expert

**ECOL**

EPUT Culture of Learning

**ICS**

Integrated Care System

**C.A.R.E**

Capture, Analyse,
Resolve/Raise and Embed

**PSIM**

Patient Safety Incident
Management

**L3**

Local Lessons Log

**SRTL**

Serious Risk to Life

**ICB**

Integrated Care Board

**ESLMS**

EPUT Safety and
Lessons Management
System

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LEADERSHIP IN SUPPORT OF THE EPUP CULTURE OF LEARNING (ECOL)

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APPENDIX A LEADERSHIP IN SUPPORT OF THE EPUT CULTURE OF LEARNING (ECOL)

ECOL is a directorate led activity, where every director, line manager and staff are required to engage, and encourage their teams on a regular basis to review the way they are delivering their duties.

ECOL is less about process and more about culture and behaviours. Leadership is therefore crucial. All senior staff who have a management responsibility for our people irrespective of the level, are required to act as a role model and visibly champion the importance of ECOL by taking the following steps:

Induction - On arrival in a new role and location, leaders / managers must ensure that all new staff:

- Receive a briefing to stress the value and benefits of ECOL and Continuous Improvement as set out in this document.
- Understand how the CARE approach is adopted in their new environment and the role they play within it.
- Receive a handover pack that includes the top ten lessons identified which directly impacts the service area or relevant to their new role.
- New managers will be briefed on the specific responsibility they have for resolving a lesson that has been identified whether in a Local Lessons Log (L3) on DATIX or in EPUT Safety and Lessons Management System (ESLMS).
- To ask for feedback on how the induction process can be improved from inductees.
- Managers to set specific personal objectives for staff that describe the role they are expected to play in ECOL as part of the annual appraisal process.

Internal Process - As part of the established routine or internal process for their team, leaders are to set an example by:

- Adding a review of lessons to the agenda for all team and business meetings, covering both new improvements that have recently been added to the Local Lessons Log (L3) on DATIX by the team and asking for updates on local improvements that are in the process of being implemented.
- Where previous lessons have been identified by the team and escalated up to the directorate senior leadership team for action, the team should be updated on any progress made.
- Reflections on the effectiveness of the meeting should be a standing agenda item for all team and business meetings and attendees should be actively encouraged to suggest improvements for next time.
- Ensure protected time is allocated to the Quality and Safety Champions to support their teams and the support required is taken into account in their personal and professional development plan.

APPENDIX A LEADERSHIP IN SUPPORT OF THE EPUT CULTURE OF LEARNING (ECOL)



Tasking - when setting new tasks and challenges, leaders / line managers are to:

- Encourage the team members to seek out lessons from colleagues in services outside of their immediate team within the organisation and to report back both what they have found and how this could be reflected in their day to day practice.
- Set the requirement to reflect and capture lessons identified at key points in the delivery of a task or activity, this discussion can take place during handover, Safety Huddle or multidisciplinary team meeting and taken to the team business or operational meeting for a wider discussion.

Inspire and Encourage - leaders / line managers are to actively:

- Challenge staff to question the assumptions that drive the way they do their work, particularly when it comes to perceived constraints and barriers.
- Take an interest in both the improvements staff are identifying and the processes that they are using to identify lessons.
- Promote the personal development opportunities associated with continuous improvement activities e.g. using quality improvement methodology to address a problem, encouraging staff to step outside of their comfort zone to identify both issues and solutions.
- Set aside time for team reflection and team building exercise, highlighting the importance of learning when set against other perceived priorities.
- Make reflection and learning events fun and engaging, so that team members look forward to the process and have the opportunity to be creative.
- Provide an environment in which staff can be open and honest about where they have struggled and/or been unsuccessful to ensure that relevant lessons can be identified. Ensure the principles of a Just, Caring and Learning Culture is followed when things go wrong.
- Recognise that failure is a normal and important part of training, development and learning and ensure that it is viewed positively as an opportunity.

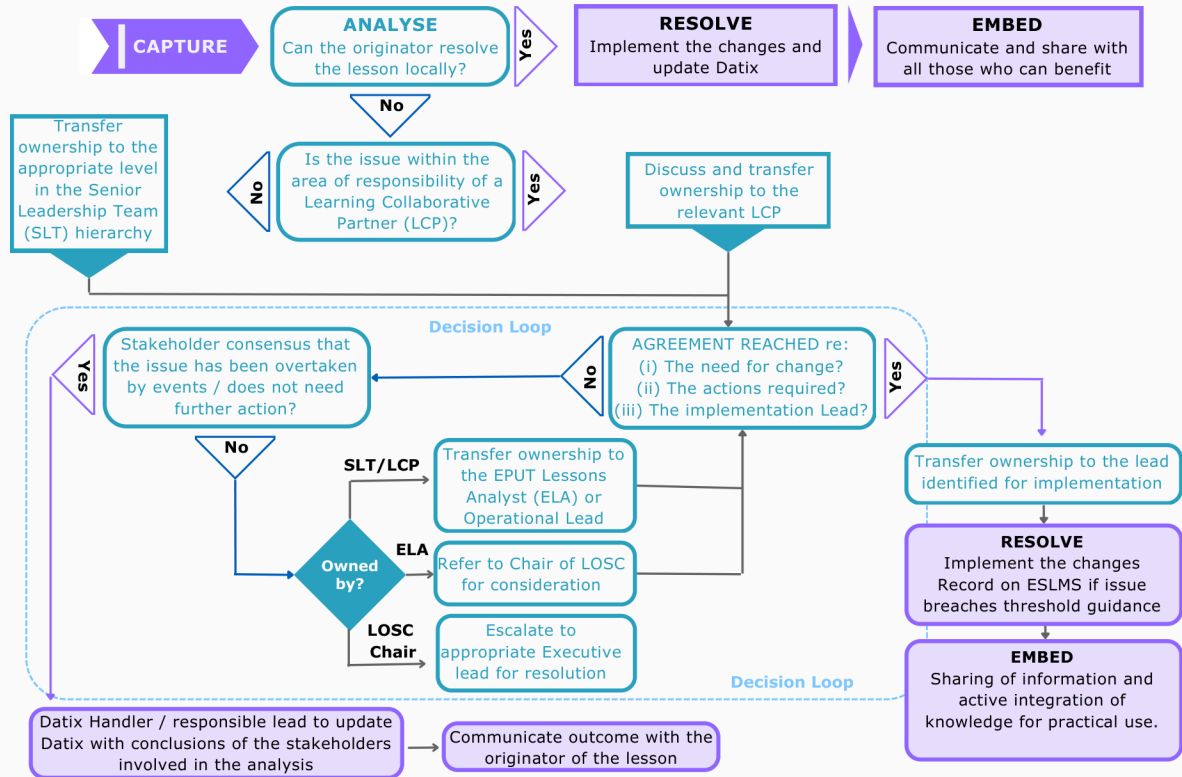
Reward and Recognition - leaders and line managers should:

- Publicly celebrate success in the improvements identified, nominating the team for awards internally, locally, regionally, and nationally.
- Use the Staff Recognition Scheme to reward those that have made valuable contributions to continuous improvement and ECOL.



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APPENDIX C ECOL ESCALATION AND MEDIATION PROCESS





Acknowledgement

We would like to express our gratitude to the Deputy Chief of the General Staff at the Ministry of Defence (MOD) and Brigadier Guy Boxall MBE, Assistance Chief of Staff, Strategic Command Infrastructure. He has been instrumental in supporting us and granting us permission to adopt the Army Learning Lessons principles in creating the EPUT Culture of Learning (ECOL).

A special acknowledgement to our partners at MASS, a Cohort PLC company, for their unwavering contribution, co-operation and co-production in the development of EPUT's Culture of Learning strategy. Their experience and insight gained and shared, having established their own lessons identified-to-learned processes, have been invaluable.

We are thankful to the EPUT Executive Management Team for their constant support, as well as to all of our colleagues, Patient Safety Partners and stakeholders who have played an active role in the development of ECOL.



APPENDICES

APPENDIX L KEY RESOURCES

Desktop Icon

A Culture of Learning desktop icon is available on all Trust computers and laptops. The icon will take staff directly to the EPUT Culture of Learning InPut page where key resources are stored.



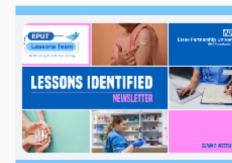
Safety Learning Alert

Distributed via Datix to teams where the identified learning is aligned with for immediate notification and action.



Lessons Identified Newsletter

Produced monthly in the Learning Collaborative Partnership (LCP) Group by subject matter experts. The newsletter includes a collection of key learning which has been identified within clinical and corporate support services.



5 Key Messages

Produced monthly in the Learning Collaborative Partnership (LCP) Group by subject matter experts. Short, concise learning details are contained within.



APPENDICES

APPENDIX L KEY RESOURCES

Learning Matters

A Trustwide monthly 45 minute live session delivered by the Lessons Team and subject matter experts. Sessions focus on identified learning themes and is an interactive forum on Microsoft Teams.



Lessons Briefing

A poster detailing a key learning message for a wide audience across the organisation.



Policy At A Glance

These are generated when there is a requirement to have relevant policy details within a concise format. They should be read and followed alongside the full policy document.



Standard Operating Procedure At A Glance

These are generated when there is a requirement to have relevant procedure details within a concise format. They should be read and followed alongside the full policy and procedure document.



APPENDICES





APPENDICES

APPENDIX L KEY RESOURCES

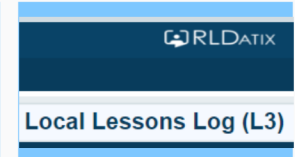
Patient Safety Dashboard

The Patient Safety Dashboard provides a visual overview of key safety metrics and indicators within the Trust. It consolidates information in an easily-understandable format, allowing colleagues to effectively analyse safety-related performance. You can request access to the Dashboard [via the IT Service Desk](#). Anyone in the organisation can request access to this report.



Local Lessons Log (L3)

The Local Lessons Log (L3) is the investigation section of the Managers Datix form which asks if any new lessons have been identified from the reported incident.



**VIEW THE
DIGITAL
LESSONS
HANDBOOK**



SCAN THE QR CODE



Essex Partnership University
NHS Foundation Trust

For further information please contact
the lessons teams at:
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