

Background

The Healthcare Innovation Partnership offers a programme of collaborative research and education innovation funding and a programme dedicated to supporting a recognition scheme of clinical and academic excellence. This recognition leads to the awarding of the status of ‘**University Department of...**’

The HIP has established a framework of criteria against which excellence will be demonstrated, in our three core areas of Clinical/Operational Outcomes, Research/Innovation and Education/Staff Development. Each core area has been split into three domains and scoring will be made against the level of achievement in each domain.

The table below gives *examples* of the types of evidence expected to achieve excellence in each domain. The list of examples is **not** exhaustive, nor is it necessary or possible for each department to produce evidence of every example. Departments must reach the minimum standard to achieve certification, it is expected that award winners will achieve excellence in all three core areas.

Evidence should align with the Trust’s values – Compassionate, Aspirational, Resourceful and Excellent and demonstrate how the department delivers care in line with the Trust’s strategic priorities and the clinical service strategy.

Process

1. The initial step is to contact the HIP Facilitator to support your application, as well as the Library and Knowledge Services. You can find support information [here!](#)
2. Before the deadline, submit your application to the HIP: HIP@reading.ac.uk –including a portfolio of evidence (from the past 5 years) against each domain in the three core areas (you should work with the HIP Facilitator to submit this). A template document is provided below to help form your application.
 - The application is reviewed and scored by the HIP board, using the justifications below. If the application passes the threshold, you be notified and progress to the next stage. Each domain is scored out of 3, making a total of 9 points per core area and 27 points overall.

| Average Score: <21 | Average Score: 21-24 | Average Score: 24+ |
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| Application unsuccessful on this occasion. Support provided from HIP to reapply. | Application considered for site visit. | Application will have secured a site visit and progression to next stage. |

3. The next stage is a site visit to the department. The visit should be attended by a range of professions and should showcase the very best of your work. It is an opportunity for the department to bring the application to life and for the HIP board to meet staff, trainees, students and patients, and hear first-hand about the department. The visiting group then makes a recommendation whether or not to progress you to the final presentation stage.
4. The presentation stage is an interview with the HIP board and then Q&A time. The title of your presentation should be ‘<<dept. name>> plans and priorities for research and teaching if awarded university accreditation’. This is an opportunity for the department to focus on the forward vision and what University status could bring to the department.

The review process follows the HIP monthly board meeting. The lead applicants/department leads will be notified by letter with outcomes, at the earliest available opportunity.

This is not a competitive process and is an ongoing programme. Awards will be renewable at three years, and you will hear from our team 6-8’ months prior, to support you with reaccreditation.

Clinical and/or Operational Excellence

| | Level 1 – Satisfactory | Level 2 - Good | Level 3 – Excellent (an exemplar department) |
|---|--|---|---|
| Effectiveness, Value and Accreditation | You Should: Demonstrate how the department consistently delivers effective and exemplary care/services, providing value to patients and service users; demonstrated by professional accreditation, rated by external or peer reviewed bodies/awarding bodies. | | |
| | The department delivers effective and efficient care / services, in a way that is supported by benchmarking, peers reviews and applicable awarding bodies. | How the satisfactory evidence has led to improvements in the effectiveness, value and accreditation of services/care. The department should be able to demonstrate service delivery in the top quartile. | The department is widely recognised as an exemplar amongst peers, both internally and externally. This is evidenced through feedback, patient outcomes, accreditation, awards, top 10% outcomes in services/care. The department will regularly lead various programmes of work to support continuous development. |
| Evidence based practice supported by learning and risk mitigation & management | You Should: Share how the department has a culture of promoting evidence based practice, and a system of support for learning from evidence and mitigating risks | | |
| | The department will regularly review evidence and measures practice against it, whilst learning from errors. The department will be able to demonstrate these against the values of the Trust. | How the department has embedded new evidence based practice based on external and internal drivers applicable to the department, including incident review, learning from complaints and contributions to external reviews. The department can show development of risk mitigation. | How the department uses evidence based practice to drive innovation and change, both within the department, but also by influencing and supporting peers. The department will hold a reputation for transparency, consistency and leadership, around a proactive learning environment without needing direction. |
| Collaborations & partnership working | You Should: Exhibit partnership with patients, carers and staff to develop the service and work collaboratively with other departments in the trust, local community, ICS and beyond | | |
| | How does the department engage and communicate with staff, peers, patients and external collaborators, and utilise their contributions. | How the department has changed for the better as a result of engagement and collaboration with all relevant stakeholder groups. The department should have a plan of how collaborations and partnerships can support projects within the department. | This criteria will be a core principle of the department. Internal and external peers will provide outstanding feedback relating to the strong ethic of working together. The department uses this engagement to innovate and inform strategic and operational decisions, but also to support, promote and encourage the work of peers. |

Excellence in Education & Staff Development

| | Level 1 – Satisfactory | Level 2 - Good | Level 3 – Excellent (an exemplar department) |
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| Staff development, teaching delivery quality and innovation | You Should: Demonstrate the teaching and learning approaches used to engage and challenge students and staff to meet their full potential. Show evidence of innovation in development and delivery of teaching programmes. | | |
| | Teaching activities and learning opportunities are provided that are appropriate to learners’ needs; are accessible and inclusive; which fulfil the department’s requirements. | Commitment to teaching, learning and staff development is reflected in a broad range of activities and opportunities offered to a variety of different learners, which benefits the service and organisation. | A full commitment is reflected in an extensive portfolio of teaching activities/development offered to a wide range of different learners, including external teaching. Use of innovative approaches to education and learner experience is embedded formally in all programmes, and sharing of this learning throughout the organisation and beyond is standard practice. Interprofessional learning activities include all team members, are embedded, valued, with demonstrable impact. |
| Teaching and development governance and effectiveness | You Should: Show how teaching activities and learning opportunities are effectively organised and managed to ensure that learners are fully supported to develop and successfully meet learning outcomes and/or demonstrate relevant competencies. | | |
| | Learning activities are aligned with the Trust Education Strategy. Teaching activities are well organised and managed, evidenced by feedback/ meeting requirements of relevant educational/ professional regulators/national standards. | Evaluation of learning activities and learner experience are formally embedded and acted upon. Education/Training leads demonstrate an awareness of local, regional and national policy drivers with implementation. Good practice is actively shared across the department with appropriate quality assurance processes in place. | Teaching/Staff development evaluation is formally embedded to inform and support the development, progression and success of all learners as well as experience enhancement. The department shows leadership in identifying and addressing issues associated with differential attainment and can demonstrate the impact of this work. The department contributes to wider policy and practice change initiatives. Evidence that training has resulted in improved outcomes for staff, patients, community and other stakeholders. |
| Environment and culture which supports the development of both learners and educators | You Should: Demonstrate how the department embeds a widespread learning culture and supports learners and educators | | |
| | Educator and learner wellbeing is supported with time and resources made available for commitments. Adequate resources facilitate engagement in teaching activities and support educational training. All supervisors, trainers and assessors hold valid certification of relevant training. | Activity is highly valued, and engagement throughout the department, and externally, is positive. Resources support engagement in teaching activities, educational training and CPD. All learners, supervisors, trainers and assessors are provided with ongoing development opportunities reflected in annual review and appraisal. A transparent and inclusive process ensures equitable access to learning and development opportunities. | Actively supporting the Trust Education Strategy, the department is formally recognised for its commitment to providing, encouraging and actively supporting learners. A culture of interprofessional learning is valued and embedded in working practices and evidenced. The culture will demonstrate sharing of excellence in practice, continuous learning and engagement with partner departments/networks and external systems organisations. Stakeholder partnership and their voice forms a key part of the co-production of innovation and educational opportunities. Resources fully support engagement and dissemination of good practice in education, learner experience and CPD. |

Excellence in Research and/or Innovation

| | Level 1 – Satisfactory | Level 2 - Good | Level 3 – Excellent (an exemplar department) |
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| Level of Research/ Innovation Activity | You should: Describe the extent of research, innovation, and collaborations activity both within the department and beyond the department. | | |
| | Supporting other Trust departments with research/innovation activity or supporting small numbers of external projects. | The department will have a well balanced portfolio of projects, and may be supporting other departments with projects or work. This activity will be underpinned by internal/external funding. Research will involve interprofessional teams and evidence should be provided of research outcomes driving improved practice. | High level of research/innovation activity, supported by a well-balanced portfolio and high level income. The department will be recognised as forward-thinking, with multiple collaborators/ stakeholders and projects running, with an excellent track record of delivery. The department will have multiple multi-professional investigators, supporting peer activity. The department should have a clear research/innovation plan which outlines their ambitions and priorities, articulation of a planned programme of funding to achieve these goals, and a clear pathway to impact that could include new fundamental understanding of the key problems to improved patient outcomes or change in practice. |
| Research/ Innovation standing and dissemination | You should: Appraise the Department’s research/innovation standing and esteem through dissemination and engagement. | | |
| | The department is engaged, but is not routinely recognised for its research/ innovation standing. Dissemination happens, but infrequently and usually through supporting external research/innovation. | Dissemination is led by RBFT colleagues, occasionally at conference/peer review journals, however the department/personnel are not widely recognised for publicized works. Department has a good reputation and standing amongst competitors across the region for conducting innovation, improvement or clinical research. | The department is highly regarded throughout the organisation, and externally as a national/international leader in research and innovation techniques, initiatives and capabilities. This is evidenced by feedback and awards. Dissemination of research is shared within the Trust, and published in international peer reviewed journals, with evidence of citation levels above the field weighting of the journal. Staff present research as keynote or invited speakers at conferences. Reputation for excellence beyond the Trust is evidenced in awards, value and number of externally funded projects and adoption of practice arising from research led by the Trust at other organisations. |
| Research/ Innovation culture | You should: Demonstrate the degree to which a research/innovation culture is embedded throughout the department, where any team member is supported and encouraged to play a part in driving it forward. | | |
| | The department will support an improvement culture with research or innovation at the core. The department will support the delivery of the NHS Quality & Outcomes Framework through research and innovation. | A culture of change and improvement is championed by select members of staff. Research/Innovation should be a standing agenda item on the department governance meetings, where all colleagues are able to contribute to driving forward the culture. Evidence presented to demonstrate that staff from a range of professional backgrounds have a role in driving the research agenda. | There should be evidence that the research ambitions and plans for the department are co-created between staff of different professional backgrounds. There should be a clear strategy for mentoring and developing research leadership skills and translation of good practice for developing research culture beyond the submitting department. The department should be well renowned for a supportive and forward thinking research and innovation culture. This is evidenced through staff feedback, exposure to projects and patient and public involvement. |

We would also welcome examples of “excellence” during the pandemic, to be submitted as part of the evidence portfolio, along with details on the ambitions of the department upon gaining University status.