

## **The Ten Key Principles for joint working between the Universities and the NHS**

Proposals from The Council of Heads of Medical Schools, Council of Deans of Dental Schools, The Council of Deans for Nursing and Health Professions, and the Association of UK University Hospitals on the principles that should underpin the relationship between Health and Education across Education, Research and Service delivery. The principles were endorsed by the Strategic Learning and Research Advisory Group (StLaR) at its meeting on 10 November 2004.

### **Preamble**

Higher education institutions and the NHS, seek to deliver high quality pre-registration professional education, high quality postgraduate education and training, and life long professional development. High quality laboratory and clinical research with translation of the resulting knowledge to the Health Service and/or industry for the benefit of patients is an equally important joint role.

Centres that combine the best of University academic endeavour are often also the focus of the delivery of specialist and general clinical services of the highest quality. Clinical service and leadership, whether provided by University or NHS employees, are critical to the future development of the NHS.

It is the responsibility of the Secretary of State for Health to make available, in premises provided by him by virtue of the National Health Service Act 1977, as amended by subsequent legislation, such facilities as he considers are reasonably required by any institution in connection with clinical education and research. The Secretary of State for Education and Skills has a similar responsibility to ensure that institutes of Higher Education are providing the resources required to deliver their core objectives and are doing so in the context of effective collaboration between the Health and Education sectors.

### **Strategic principles**

- i. A primary aim of undergraduate education for medicine, dentistry, nursing and the allied health professions is to produce practitioners who are ready for a career of service which meets the nation's present and future health and social care needs. To this end, professional staff should be educated in an atmosphere which combines high quality clinical service delivery and high professional standards (set by the statutory regulatory bodies) with a spirit of intellectual enquiry and innovation based on active research and development programmes;
- ii. The objectives of research in the field of health care are:
  - The advancement of the understanding of basic biomedical, clinical and relevant social sciences, knowledge of which is crucial to interpreting the nature of disease;
  - The development of the evidence base required to facilitate the provision of high quality, safe and effective patient focused health promotion and health care delivery.
- iii. Institutions of Higher Education and the NHS have a shared responsibility for ensuring that high standards are achieved and maintained in education and training as well as in research and in service delivery for the benefit of patients.

### **Operational principles**

- iv. The provision of education, research and associated clinical service, guided by defined and co-ordinated national policies, must be supported by joint planning and working at both the local and national level;
- v. Higher Education Institutions and NHS Bodies should work closely together, share relevant information, consult one another about their plans for education, research and clinical service and develop those plans

together. Policies and plans should be owned by stakeholders, implemented co-operatively and reviewed regularly;

- vi. NHS organisations and Higher Education Institutions should consult one another about workforce planning to ensure that the special interests, contribution to service, teaching and research of appointees to either organisation accord with the requirements of the two sectors working in partnership. They should develop job plans together along Follett principles. Clinical and research governance principles and accountabilities will be adhered to. Management accountability for compliance with policies and procedures will be to the organisation with lead accountability for that aspect of service, education or research regardless of which organisation is the employing authority.
- vii. Where agreement cannot be reached locally, the Chief Executive of the relevant NHS Body and the Vice Chancellor or Chief Executive of the Higher Education Institution should confer and agree a way forward.

### **Funding principles**

- viii. The NHS and Higher Education Institutions should collaborate to ensure that education and research for health care and service delivery are undertaken efficiently and cost-effectively and in line with available resources.
- ix. The Higher Education Institutions and NHS should work closely together in funding research and development within the NHS;
- x. NHS funding of education and research should be allocated on the basis of mutually agreed plans. Funding for improvements in service delivery and the provision of associated clinical facilities is primarily a matter for NHS bodies but the education sector should be consulted, especially where service changes that might impact on education or research are envisaged. Higher and Further Education Institutions and NHS bodies should be joint signatories to those contracts relevant to the functioning of both organisations.

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