




The Metrics of Quality: A policy maker's view of the present and future

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The Revised Code of 1862 for schools


- ❖ Normalised standards set - the 3 Rs
- ❖ Payment by results
- ❖ Universal curriculum
- ❖ Quality measures of attendance and attainment



Edmond Holmes (1850-1936) and the Revised Code of 1862

"The idealisation of the average"

What we measure and how we measure is not just a matter of numbers: it must help deliver the outcomes people want and need




The policy need for quality metrics

- ❖ Provide a competitive edge for resources
- ❖ Stimulate eradication of inequality
- ❖ Promote and motivate improvement
- ❖ Be a policy development driver
- ❖ Accountability for outcomes




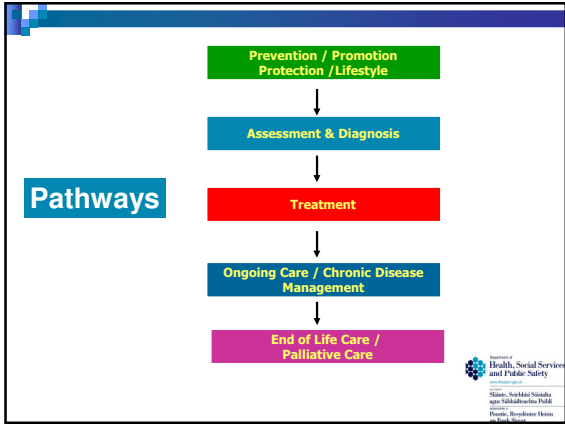
The types of quality metrics needed

- ❖ Absolute measures : Is it safe?
- ❖ Comparative measures : Is it safer?
- ❖ Indicators : for the non-measurable
- ❖ Quantitative and qualitative
- ❖ Simple and Compound




Metrics about what?

- ❖ Safety
- ❖ Timeliness
- ❖ Effectiveness
- ❖ Efficiency
- ❖ Equity
- ❖ Patients (and clients) experience
- ❖ **The whole is very much greater than the sum of the parts**

Quality metrics: future policy needs

- ❖ More compound than simple
- ❖ More Value Added and less 'Dashboard'
- ❖ Greater focus on cost-benefit
- ❖ Meaningful to both patient and clinician
- ❖ Adaptable to evolving evidence base
- ❖ Metrics that can test and motivate
- ❖ More outcome focused and less about targets




The problem with being target-focused and not outcome-focused!



The key challenges ahead

- ❖ Primary care – what to measure?
- ❖ Social care – how to measure?
- ❖ The real patient / client perspective
- ❖ Power statistics – what really matters?
- ❖ Promoting excellence, **not** the average



Thank You

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