

# Education & Training

## 6 November 2019

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Agenda Item No: 8.2

## Trust Board Report

<b>Meeting Date:</b>	6 November 2019
<b>Title:</b>	Education & Training
<b>Executive Summary:</b>	<p>This report is the bi-annual report to Trust Board describing the activity and achievements relating to the following education services, by faculty;</p> <ul style="list-style-type: none"> <li>• Faculty of Postgraduate Education</li> <li>• Faculty of Undergraduate Education</li> <li>• Faculty of Education Services</li> <li>• Faculty of Support Services</li> <li>• Faculty of Leadership &amp; Management</li> <li>• Faculty of Healthcare Science</li> <li>• Faculty of Nursing, Midwifery &amp; Allied Health Professionals</li> </ul>
<b>Action Requested:</b>	<b>Approve</b>
<b>For the attention of the Board</b>	
<b>Assure</b>	
<b>Advise</b>	<ul style="list-style-type: none"> <li>• Nursing, Midwifery and AHPs: Dietetics are continuing to experience difficulty recruiting to senior and junior posts exacerbated now students on placement are not necessarily local to the West Midlands.</li> </ul>
<b>Alert</b>	
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<b>Links to Trust Strategic Objectives</b>	<ol style="list-style-type: none"> <li>1. Create a culture of compassion, safety and quality</li> <li>2. Proactively seek opportunities to develop our services</li> <li>4. Attract, retain and develop our staff, and improve employee engagement</li> </ol>
<b>Resource Implications:</b>	
<b>Report Data Caveats</b>	This is a standard report using the previous month's data.

<b>CQC Domains</b>	<p><b>Safe:</b> patients, staff and the public are protected from abuse and avoidable harm.</p> <p><b>Effective:</b> care, treatment and support achieves good outcomes, helping people maintain quality of life and is based on the best available evidence.</p> <p><b>Caring:</b> staff involve and treat everyone with compassion, kindness, dignity and respect.</p> <p><b>Responsive:</b> services are organised so that they meet people's needs.</p> <p><b>Well-led:</b> the leadership, management and governance of the organisation make sure it's providing high-quality care that's based around individual needs, that it encourages learning and innovation, and that it promotes an open and fair culture.</p>
<b>Equality and Diversity Impact</b>	EIA completed
<b>Risks: BAF/ TRR</b>	2626 - Reduction in national and regional educational funding
<b>Risk: Appetite</b>	
<b>Public or Private:</b>	Public
<b>Other formal bodies involved:</b>	Academy Steering Group Workforce & Organisational Development Committee
<b>References</b>	<ul style="list-style-type: none"> <li>• <i>The NHS Long Term Plan</i> (NHS England and NHS Improvement, 2019)</li> <li>• Mental Health Act (1983)</li> </ul>
<b>NHS Constitution:</b>	<p>In determining this matter, the Board should have regard to the Core principles contained in the Constitution of:</p> <ul style="list-style-type: none"> <li>• Equality of treatment and access to services</li> <li>• High standards of excellence and professionalism</li> <li>• Service user preferences</li> <li>• Cross community working</li> <li>• Best Value</li> <li>• Accountability through local influence and scrutiny</li> </ul>

Report Details	
	<p><b>Faculty of Postgraduate Education</b></p> <p><b>Quality Assurance:</b> Internal Visit Plan – Professor Steed (Clinical Tutor) has produced a schedule of visits agreed by the Medical Education Committee which will commence in November 2019. The visits will be over a 3 year period and will include panel members from other specialties, giving time for areas of good practice to be shared. The first visits will be held in November to the departments of General Surgery, ENT &amp; Care of Elderly.</p> <p><b>Foundation Doctors:</b> a new cohort of doctors arrived in August 2019. This brings numbers to 58 FY1 doctors and 58 FY2 doctors – the Trust's largest number of trainee's to-date.</p> <p><b>ENT-T&amp;O Cross Cover arrangements</b> – Foundation doctors have highlighted concerns about cross-cover arrangements around on call between ENT and orthopaedics over several years. Multiple attempts to address this with training and education packages have proved unsatisfactory and therefore the decision has been made to uncouple ENT and T&amp;O on-call. To support this, admissions will go to Dudley between Monday-Thursday and to New Cross Friday- Sunday, where ENT will provide on-call cover from within their existing team. Orthopaedic F2's will only cover orthopaedics admissions and wards.</p> <p><b>Dr Harjinder Kainth</b> commenced in post August as Chief Registrar for the Trust. Dr Kainth is working closely with the Postgraduate Medical Education team on a number of innovative projects to enhance trainee education and experience.</p> <p><b>Faculty of Undergraduate Education</b></p> <p><b>Successful Curriculum Delivery- University of Birmingham (UBMS)</b> The UBMS monitoring visit on 12.3.19 has provided the UG academy with positive assurances relating to: student feedback; leadership; input from Clinical Teaching Fellows (CTFs n=7); engagement with senior management and governance; and gave excellent feedback about our undergraduate management team. A number of placements were commended including traditionally pressured environments (Emergency Department and Paediatrics).</p>

The team aim to deliver >70% student satisfaction in all clinical areas, and note ongoing service pressures are being mitigated to the best of our ability. Job planning and monitoring departmental organisational issues will help support consultant teachers, and the Trust will continue to recruit the best Clinical Teaching Fellows.

### **Aston Medical School (AMS) Partnership**

With the support of the Trust board, RWT has committed to partnership with Aston Medical School in 2019, a new medical school, with the intention to have year three student placements beginning in September 2021. This is a large change to student numbers training at RWT, and will see us delivering two different curricula. A project management team is overseeing the educational, logistical, technical, and estates challenges associated with these changes. These students will be funded centrally similar to UBMS students. An undergraduate strategy document has been prepared to address these changes in the context of new GMC requirements and has been produced and distributed to stakeholders. The Dean of Education (Professor Helen Cameron) visited RWT in September 2019, and a dialogue is ongoing between RWT, AMS and its other partnership organisations. No additional funding will be received from AMS to support set up costs; however we have successfully applied for £100K from HEE (non-recurrent funding), awarded October 2019, to support our transition.

### **Ensuring Safe Newly Qualified Doctors**

Safe effective care is our focus, and all students are monitored during their attachments with oversight from Senior Academy Tutor meetings, and end of placement reviews. An apprenticeship programme for year 5 students is in place to ensure adequate experience for future foundation year doctors. Similar priorities for clinical experience apply throughout the 3<sup>rd</sup> and 4<sup>th</sup> years. Continuous close oversight for issues relating to resilience, mental health and burnout, and innovative teaching practices (e.g. simulated 'bleep days') to help prepare our trainees.

### **Educational Developments;**

- **New Neurology Students.** In July 2019 neurology students were welcomed to RWT for the first time, with associated rise in tariff payments. This is led by Dr Al-Moyeed who has designed an entirely new placement. This makes the University Hospital Birmingham and RWT sites the only sites delivering neurology education to UBMS.
- **Flexibility and innovation.** The team are utilising West Park and Cannock Chase sites for education in a number of areas. Dr Anshu Sharma has led a successful pilot of students working as support staff in paediatric ED, with the support of the University of Birmingham, which we hope to expand. The award of some dermatology services to another provider (September 19) highlights the need for us to remain flexible and adaptable to change.
- **Technology Enhanced Learning.** A web-based virtual learning environment and app provides the framework for signposting students to learning resources. Developments for interactive learning resources planned for by mid-2020 will address current challenges to timetabling, and educational delivery.
- **Simulation.** The popularity of the SimWard experience at New Cross has resulted in requests from students for more opportunities. As a result all three clinical years have now received double the number of sessions. The undergraduate simulation lead has also implemented the changing curriculum in this area.
- **Multi-professional Working.** The Trust is able to provide good experience of multi-professional working. The 3<sup>rd</sup> year students complete a nursing attachment, and a Teamwork and Leadership activity presentation. There are monthly Schwartz Rounds and Grand Rounds held in the education centre which students are encouraged to attend. The Undergraduate team encourage integration with the Physician Associate students, and peer to peer learning. Multi-professional simulation experience is used in paediatrics and obstetrics but is difficult to extend further as the SimWard is used to near full capacity.

## **Academy Structure and Management**

The structure is as follows;

- Dr James Bateman took over as Head of Academy in September 2019 from Professor Paul Rylance.
- Dr Nandini Cherukuri is Head of year 3, and is developing a specific interest in simulation.
- Dr Chris Harriman (Diabetes and Endocrinology) has joined as Head of year 4 (April 19). He has an interest in furthering technology enhanced learning, and overseeing a change in teaching styles to address changes in undergraduate delivery.
- Mr Ben Liu (Colorectal surgery) has joined as Head of year 5 (April 19), providing welcome surgical expertise. Specific educational interests are being developed.
- The Undergraduate team led by Vanessa Edge was recognised by the UBMS team in 2019 as providing a high quality and positively evaluated undergraduate programme
- The team is supported by a high calibre of current teaching fellows (n=7). These CTFs are post-FY2 and out-of-programme during ST training. These doctors have a real commitment to a future educational role rather than doctors taking time out from mainstream clinical training. The role of CTFs is still considered an addition to regular consultant teaching.

The Undergraduate team hold monthly team meetings with Head and Deputy Heads of Academies, Medical Education Manager representatives and Undergraduate Managers and Co-ordinator. Regular meetings with finance take place for budget management, and are continuing to review and manage fluctuating student numbers. The team are revising historical directorate funding allocations to reflect teaching delivery and Senior Academic Tutor time in each department.

## **Faculty of Education Services**

### **Mandatory Training**

Based on August 2019 compliance data, the Trust's mandatory generic compliance is at 95.7%, (above the target of 95%). Mandatory specific topic compliance is at 93% (below the target of 95%).

### **Mental Health**

The team are working closely with the Mental Health Oversight Group to scope the mental health training requirements of staff and developing a rollout plan. The key areas of training identified are as follows;

- De-escalation and break-away
- Mental Health Act (1983) understanding and accepting sections
- Suicide prevention
- Caring for our mental health patients and the supportive documentation

De-escalation and breakaway training is being delivered to priority areas between December to February. ED and AMU staff are in tranche 1 of the rollout, to support staff with incidents relating to violence and aggression.

### **ESR**

The Trust-wide rollout of the online e-learning module of ESR has now commenced. The full rollout across all directorates and trust sites will take a minimum of 18 months.

The system allows users to complete their e-learning through the system that produces the reports (ESR) which will have the benefit for the end-user of seeing their mandatory training profile update in real-time and will reduce the need for central manual input. The access to reports for managers will be rolled out spring 2020.

### **Trust Induction**

As part of the re-design of Trust Induction further to the Trust's Mandatory Training CQC action plan, all new starters are now offered to complete their mandatory training prior to arrival via e-learning. This has been running successfully since August 2019.

This initiative now facilitates delivery of Continuous Quality Improvement (CQI) Training, which most staff are now required to complete, in place of attending day 2 of Trust Induction.

### **Library Services**

#### **Statistics**

Usage of the UpToDate Clinical Decision Support tool remains constant. **18,109** reviews were accessed between April and September compared to 17,576 for the same period in 2018. Average weekly usage equates to 754 reviews used on a weekly basis. To support measurement of impact both a survey and case studies will be developed to identify how and where UpToDate is being used and has been used to improve patient care.

Book loans have declined sharply year on year and this is largely attributable to the fall in books loaned to students. Universities are now able to easily support students off site via access to hundreds of core resources (e-books, e-journals, discovery tools etc) which results in less demand for textbooks whilst on placement.

The Library Service maintains management of core knowledge tools for the organisation including access to core bibliographic databases, 3D Anatomy, BNF, e-journals and e-books. Access to the tools is via the Open Athens authentication system. As of August 2019 there were **1,594** registered account holders which equates to approximately 20% of the workforce, although anecdotal feedback suggests that there is a lack of awareness of available knowledge resources.

The NHS 5 Year Plan and subsequent reviews and reports have underlined the requirement that decision making should be based upon the highest levels of evidence and that Library and Knowledge Services should be a fulcrum in facilitating this.

#### **Quality and Improvement Outcomes for Library & Knowledge Services**

Health Education England have published new Outcome Standards for Library & Knowledge Services. The focus of the 6 outcomes is on library improvement and has been designed and developed to;

- Drive progress in library and knowledge service improvement, and
- Provide a tool for NHS organisations to ensure that library and knowledge specialists are providing a quality, high performing service that is continually developing and improving to meet the changing evidence and knowledge needs of organisations and individuals.

Within each of the 6 outcomes there are 4 levels which are further sub-divided into "low", "medium" and "high", which measure compliance. A self-assessment exercise will be undertaken in June 2020 and must be accompanied by detailed evidence to support the assessment score.

The 6 outcomes are;

1	All NHS organisations enable their workforce to freely access proactive library and knowledge services that meet organisational priorities within the framework of Knowledge for Healthcare
2	All NHS decision making is underpinned by high quality evidence and knowledge mobilised by skilled library and knowledge specialists
3	Library and knowledge specialists identify the knowledge and evidence needs of the workforce in order to deliver effective and proactive services
4	All NHS organisations receive library and knowledge services provided by teams with the right skill mix to deliver on organisations and Knowledge for Healthcare priorities
5	Library and knowledge specialists improve the quality of library and knowledge services using evidence from research, innovation and good practice
6	Library and knowledge specialists demonstrate that their services make a positive impact on healthcare

An action plan is being drawn up following discussions with the HEE Knowledge Services team, and local colleagues to ensure that level 1 is achieved. This will require further discussion with senior management and stakeholders, as the support from and to the Library Service need to be re-enforced. This will be shared with key stakeholders upon completion for comment.

#### **Simulation Based Education (SBE)**

There are increasing demands for SBE. This is in part due the interactive and fun nature of the modality but also its inclusion in multiple curricula. At present the team are at full capacity and are being sympathetic towards other inclusive SBE options for expanding the programme such as insitu SBE.

Further work streams have been agreed with HEWM for Return to Work courses and for the new Internal Medicine Training Programme.

The new Foundation SBE curriculum has commenced and is receiving favourable feedback from HEWM and candidates.

#### **Curriculum**

The annual Clinical Skills and Resuscitation curriculum for 2020 will be advertised by November 2019.

#### **Faculty of Support Services**

#### **Apprenticeships**

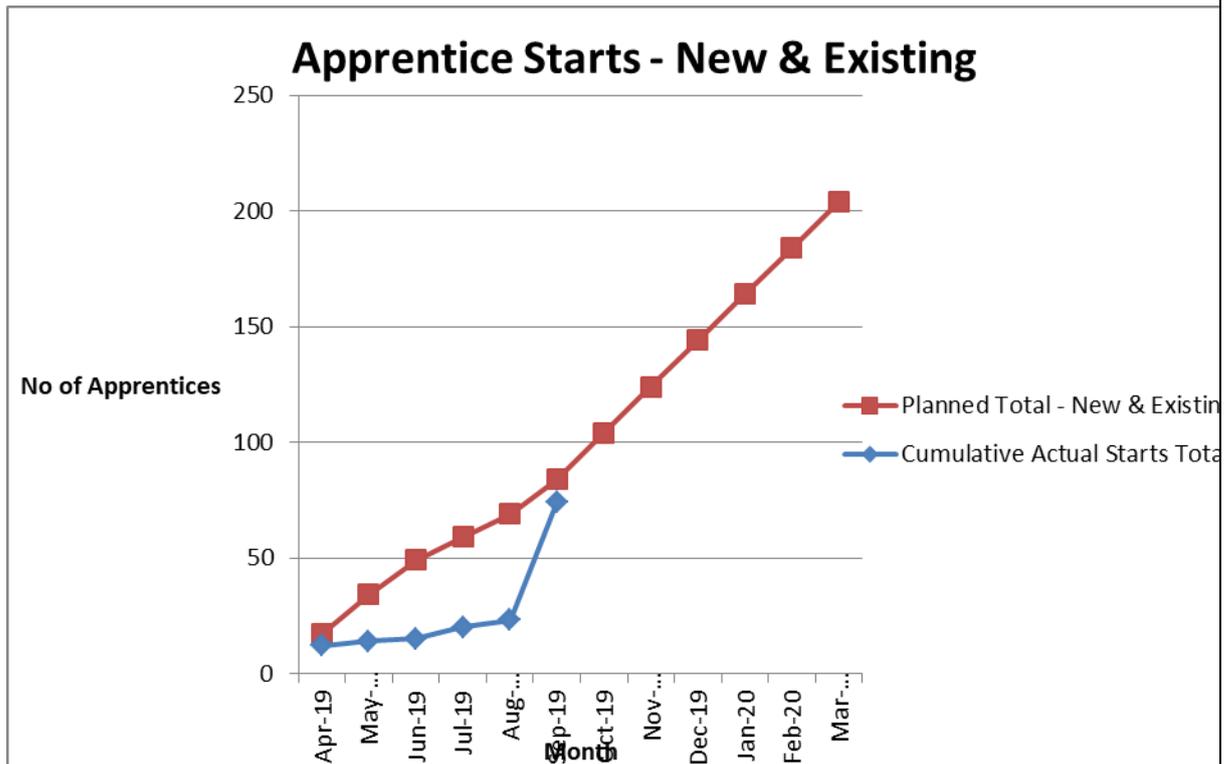
Following the 'Deep Dive Apprenticeship Review' a few areas to address were identified and actions required were planned/achieved as follows;

- A) Levy usage is monitored and reported monthly through the Faculty and Academy Steering Group (ASG) routes. Finance and Work Based Learning have developed a process to monitor the expiry of funds at a more granular level so that the organisation has more accurate and timely data to hand.
- B) Recruitment / Conversion of vacancies:  
Plan to raise the profile of apprenticeships with a communication drive, engage with divisions/departments/VCP panels, rolling programme of new things to keep the apprenticeships fresh, manned stands/drop in sessions in each of our hospitals.
- C) Working with more training providers to widen the portfolio of apprenticeships on offer and to make best use of our levy.
- D) Working with our neighbours in the region to develop apprenticeships cohorts to encourage more numbers/uptake and help the more specialist directorates with their recruitment issues e.g. Podiatry, Physiotherapy.

- E) Review of unsuccessful applicants for apprenticeships to identify any trends around ethnicity and utilise our apprentice champions and forums to better the uptake for Asian and Black Caribbean Ethnic groups.

### Public Sector Target

In 18/19 RWT achieved 124 new apprentice starts against a quota of 185. In 19/20 the public sector quota for 19/20 for RWT is 204 apprenticeship starts. As of end of September 74 new starts have been achieved with a projection to achieve 185 by the end of the financial year (19 below target). (This shortfall is due to the lower than expected apprentice vacancies being advertised and the actual recruitment of 5 Trainee Nurse Associates against a plan of 25).



### Work Experience

Work Experience activity during the period July to September 2019 is detailed below:

A successful planning morning was held to discuss where the service wanted to be in the next two years and how improvements can be made. A draft two year plan has been drawn up and new branding is being worked on.

- 4 x 1 week work experience placements have taken place for the under 16's involving 48 pupils from 7 different schools. (Thomas Telford, Madeley Academy, Highfields, Wolverhampton Girl's High, Ercall Wood Academy, Colton Hills, Heath Park)
- 1 x 2 day programme for 12 students from Sandwell Academy covering Emergency First Aid Course and Patient Journey
- 73 participants completed observational work experience on the 16+ programme ranging from 1 day to a full week
- A one day programme delivered to 16 children from the Freedom Fostering organisation
- 1 x Princes Trust programme covering Healthcare Assistant roles for 10 participants, 8 of which have since joined the Temporary Staffing Bank after completion.
- 2 x Enable (Learning Disabilities) students commenced work experience on a 2 week programme
- A one day Emergency First Aid session was delivered to 17 students at Heath Park and Coppice Schools

## Faculty of Leadership & Management

The leadership training delivery for April to September 19 is detailed in the table below all training continues to be evaluated excellently.

Programme 19/20	Number of Courses for the year	Courses undertaken to Sept 19
Advanced PCM	4	1
Applied Emotional Intelligence	9	7
Process Communication Model	15	9
How to be Happy	7	5
Management and Leadership Development	5	2
Introduction to Management & Leadership	2	1
Leading out of Drama	7	3
Introduction to Coaching	6	1
PCM Refreshers	6	0

The Leadership Training Team were shortlisted for an National HR Excellence Award for their flagship PCM programme which saw them attend a prestigious ceremony in London.

### Future Developments

Development of the Aspiring Directorate Manager Talent Pool has been stalled during recent months due to the demands of the CQC inspection, however planning of this programme is still a priority and work will recommence in October. An update will be provided at the next meeting.

### Medical Leadership Education

A dedicated area on the Multi-Disciplinary Leadership Programme webpage has been created which illustrates learning opportunities for

- FY1/2 Leadership
- Senior Medical Staff Induction
- Consultant Development Programme
- Clinical Director Bootcamp

### Faculty of Healthcare Science

- 4 new Scientist Training Programme (STP) students taken on in 19/20 cohort (1 Reconstructive science, 2 Cardiac science, 1 Respiratory and sleep science)
- 1 Higher Specialist Scientist Training student taken on in 19/20 cohort (Clinical Biochemistry)
- Several healthcare science staff are undergoing apprenticeships, including level 4 Healthcare Science Associates (neurophysiology), level 6 Healthcare Science Practitioners (clinical engineering) and Level 7 Senior Leader MBA's.
- HEE have not committed to funding the whole band 6 wage of an STP since the agenda for change uplift occurred. This may result in a reduction of applications for STP posts and subsequently reduced healthcare science trainees, as trusts need to meet the shortfall currently.
- Black Country Pathology Service development is ongoing. Due to this, some posts are not being advertised /refilled. Concerns raised regarding short staffing - resulting in some staff not having appropriate time for training (i.e. leadership and management courses, specialist portfolios etc). There are approximately 70 biomedical scientists across the BCPS who are in the process of completing their specialist portfolio. Short staffing is also resulting in staff not rotating as much which may result in subsequent loss of competence.

- The Healthcare Science Faculty members are currently considering ways to raise the profile of healthcare science.

### Faculty of Nursing, Midwifery & Allied Health Professionals

#### Student capacity

The following places have been offered to universities for first year home based students within the trust for Sept 19, these represent a significant increase in our student capacity.

	Wolverhampton	Staffordshire	Keele	Totals
Adult	112 (100 BNurs and 12 Masters)	38	6	156
Child	8	6	2	16
Midwifery	17	8		25
<b>Totals</b>	<b>137</b>	<b>52</b>	<b>8</b>	<b>197</b>

Current student feedback remains very good/excellent with the majority of students continuing to have positive learning experiences in the Trust.

#### Clinical Nursing Fellowship

119 offers have been made for the fellowship, 73 have or are awaiting their NMC decision letters and 40 are now in post.

There are c60 internal nurse fellows who will commence their pathway the first week of October and have requested for the university to put a module for semester 3 of the BSc top-up so that students don't have to complete 2 modules in one semester. Once we have confirmation of this each student will be emailed with their individual module pathway for both the MSc and BSc routes.

#### International Recruitment

The next Philippines overseas cohort are planned to arrive week commencing 7<sup>th</sup> October and OSCE bootcamp will commence on week beginning 14<sup>th</sup> October. To-date 48 offers have been made to staff nurse posts, 29 are in post.

#### Dietetics

##### Staffing:

Difficulty recruiting to senior and junior posts, exacerbated now students on placement are not necessarily local to the West Midlands.