

Trust Board Report

Meeting Date:	27 January 2014
Title:	Undergraduate Education
Executive Summary:	
Action Requested:	
Report of:	Medical Director
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Resource Implications:	
Public or Private: (with reasons if private)	Public Session
References: (eg from/to other committees)	
Appendices/ References/	
NHS Constitution: (How it impacts on any decision-making)	In determining this matter, the Board should have regard to the Core principles contained in the Constitution of: Equality of treatment and access to services High standards of excellence and professionalism Service user preferences Cross community working Best Value Accountability through local influence and scrutiny

BACKGROUND DETAILS

UNDERGRADUATE TEACHING RESPONSIBILITIES AT THE RWT

The RWT is the second largest teaching hospital in the West Midlands, secondly only to UHB. Historically almost a thousand medical students have come through Wolverhampton each year. With the new curriculum students now are attached to New Cross in longer blocks allowing more continuity between students and teachers. There are around 130 students at any given time in the hospital. Students are taught in the 3rd year (1st clinical year) in general medicine and general surgery, in the 4th year covering specialist surgery and perioperative care and specialist medicine. In the 5th year students are attached for the Acutely Ill patient (covering Medicine, Surgery, A & E, Trauma and ICU), and also blocks in Obstetrics & Gynaecology and Paediatrics.

The overall objective of the Undergraduate Academy is to deliver high quality teaching which is also an enjoyable experience for both students and teachers.

RECENT UNDERGRADUATE EDUCATION DEVELOPMENTS

1. Development of the Senior Academy Tutor System where by students are attached to tutors who monitor their progress on their attachment, which is implemented in the 3rd, 4th & 5th years.
2. The opening of a Simulation Ward as part of Clinical Skills in the Wolverhampton Medical Institute to deliver experience of the management of acute medical emergencies. The SimWard also gives the opportunity for students to develop non-technical skills such as communication and team working, and to introduce them to working as part of a multi-disciplinary team. The success of SimWard Wolverhampton was acknowledged by the president of the Royal College of Physicians in his bulletin. The success of SimWard is reflected by it having already reached its capacity for Sim sessions within the first year.
3. The development of a Quality Assurance process for monitoring undergraduate education (see below)

QUALITY ASSURANCE OF TEACHING

Quality assurance comes from a number of sources.

1. From student feedback generated by an on-line process by the medical school. This not only provides comments about individual modules and teachers but also ranks hospitals against a variety of educational standards or parameters. New Cross is consistently better than average compared with other hospitals, and not uncommonly is ranked within the top three, particularly for medical teaching. There is consistent positive feedback about the approachability of teaching staff, and students all seem to enjoy the experience of being at New Cross despite the distance from their places of residence in central Birmingham.

2. We have initiated locally generated feedback, instituted and analysed by Mr David Churchill, Associate Head of Academy.
3. We have instituted an Undergraduate Forum in order that we can get rapid feedback from students and then implement whatever changes are required.
4. We have been pro-active in developing a format for quality assurance monitoring, against KPI's. These are similar to those which will be used for postgraduate education. At a recent monitoring visit conducted by the Medical School, the monitoring team were particularly interested in the developments of our quality assurance process and have asked to come and visit the Undergraduate Academy to learn from our methodology.
5. In order to ensure response of directorates to dashboarding of KPI's, there will be Internal Academy Visits where both head of the Undergraduate Academy and the Post graduate Clinical Tutor with Education managers from the WMI will visit directorates to monitor educational performance. This in turn will be linked to financial accountability.

UNDERGRADUATE CLINICAL EDUCATION MONITORING VISIT

The Medical School visited New Cross on the 2nd December 2013. The monitoring team included members of the Medical School together with an external Head of Academy. The monitoring team met the Head of Academy and the Associate Head of Academy, the Undergraduate co-ordinator and administrative staff, the trust executive directors, clinical teaching staff and students.

The notable points that came from the draft report of the monitoring visit are as follows:

1. The monitoring team were encouraged by how the Academy is working, particularly the engagement of both staff and students with the Academy.
2. There was a high level of engagement with undergraduate medical education demonstrated by the trust management team and their enthusiasm for supporting the academy was recognised.
3. The initiatives for establishing and maintaining quality standards were complimented. The medical school were interested in learning from the processes we have developed.
4. The monitoring team noted the development of an Undergraduate Forum. This forum has only just been instituted but they looked to more student engagement with this opportunity for feedback.

Two areas were identified where there needs to be further development are, firstly, in cascading feedback down to teachers, and secondly further development of the process of incorporating PA's within consultant job plans for undergraduate education. The development of the quality assurance standards linked to the Academy Internal Visits will help directorates focus on ensuring that education (both undergraduate & postgraduate) receives a high priority. This is particularly important as undergraduate education is separately funded through SIFT and is a ring fenced budget. This will be particularly important with the increase in SIFT as part of the new tariff based funding, and the Academy is asked to continue working with the RWT finance department in the management of the SIFT budget. (see below).

SIFT FUNDING FOR UNDERGRADUATE EDUCATION AND FINANCIAL ACCOUNTABILITY

The budget for Undergraduate Education (SIFT) two years ago was £1.8m. With a reduction in the number of students and re-organisation of the curriculum this fell in the last financial year to £1.6m and within the present financial year £1.4m.

National tariff-based SIFT was instituted in 2013-14, which eventually will almost double the SIFT allocation to the RWT. However uplift of SIFT has been deferred for two years as a result of national education finance planning. The SIFT uplift rises by £600,000 in 2015-16 followed by yearly incremental rises through to 2019-20 when the budget will rise to £3.2m. This will equate to a national tariff of £34,000/student/year.

Management of the SIFT budget is through the following processes:

1. Regular meetings with the RWT finance department.
2. A budget resetting exercise to accommodate change in teaching requirements under the new curriculum has been undertaken.
3. As part of the requirement for reviewing the tariff for Undergraduate education, a costing exercise is being undertaken regionally and nationally, which has just been completed by the finance department at the RWT.
4. Financial accountability will be monitored through the Internal Academy Visits.
5. It is proposed that specialties will be given the opportunity to bid for a share of the increment in subsequent years, starting from April 2015. This will require directorates to submit an educational and business plan of how a SIFT increase would facilitate them to increase and enhance education within their department. This gives a tremendous opportunity for developing undergraduate education methods in a dynamic and fully protected structure.

The Undergraduate Academy would like to recognise the support of the Trust Management Committee in the present and future developments of undergraduate education. The future objectives are to provide students with an academically fulfilling and enjoyable experience in order that they wish to return to Wolverhampton as qualified doctors.