

**Agenda Item : 5ii**

<b>Report to:</b>	<b>Board of Directors</b>	<b>Date: 1 August 2019</b>
<b>Report from:</b>	<b>Deputy Medical Director (Education) and Assistant Director of Medical Education on behalf of the Chief Nurse and Medical Director</b>	
<b>Principal Objective/ Strategy and Title:</b>	<b>Update on Postgraduate Medical Education and GMC Survey 2019</b>	
<b>Board Assurance Framework Entries:</b>	<b>Recruitment and retention of staff, failure to be able to release staff for education activity and staff engagement BAF numbers: 1854, 684 and 1929</b>	
<b>Regulatory Requirement:</b>	<b>NMC, HCPC, GMC Trust's Education Strategy</b>	
<b>Equality Considerations:</b>	<b>None believed to apply</b>	
<b>Key Risks</b>	<b>Medical workforce retention Engagement HEE Trainee experience Delivery of safe patient care Financial risk if training posts removed</b>	
<b>For:</b>	<b>Information</b>	

**This paper is presented to provide an update against the Principle Objectives of the Education Strategy 2019-2022 which seek to:**

**Establish our Trust as a nationally and internationally recognised centre of excellence in the provision of high quality cardiothoracic healthcare education and training;**

The annual General Medical Council (GMC) survey demonstrates continued evidence of Royal Papworth as a provider of high quality medical training. Additionally, it evidences positive responsiveness to issues raised at previous GMC surveys. See adjoining paper from the Deputy Medical Director (Education) at Appendix 1.

Through student feedback, our recent Medical School quality assurance review and positive networking and collaborative working, Royal Papworth is consistently rated as one of the best hospital placements by Clinical Students from the University of Cambridge. This has resulted in large scale expansion in student numbers and program support. Medical student numbers will double from August/September onwards attracting a variety of educational opportunities for the organisation, including the appointment of new Education Fellows, administrative support and opportunity for Academic Fellows, whilst furthering our ability to provide multimodal training facilities, including virtual reality and high fidelity simulation.

Further to a masters level accredited Cardiothoracic Intensive Care module designed and delivered by our Critical Care team, we have MSc level recognition of prior learning modules with Open University, University of East Anglia and Anglia Ruskin University in Cardiology (30 credits); Transplant care (30 credits) and Surgical Care Practice (30 credits). The projected target entry into existing university programmes: Transplant module January 2020; Cardiology; March 2020; Surgical Care Practice September 2020. This will support the ongoing development needs of staff currently working within these specialities or wishing to migrate across. Accreditation confirms Quality Assurance Agency (QAA) level 7 benchmark

standards to accommodate recognition of prior learning into existing university higher degree pathways. Future developments include a Thoracic module and the accreditation of our Healthcare Support Worker (HCSW) programme.

Royal Papworth Professional Development continues to offer a suite of external programs; Professional development update is attached (appendix 2) and demonstrates income which is then partially reinvested in education and training opportunities as well as contributing to education overhead costs to the organisation.

### **Deliver education and training which directly benefits quality and safety;**

Induction and mandatory training for all staff has been reviewed and re-mapped to the national Core Skills Training Framework (CSTF), ensuring quality and standardisation of training delivery, approved by the Quality and Risk Committee, the Trust has set a KPI of 90% compliance. Additionally, the competency requirements of staff have been reassessed and embedded within our Electronic Staff Record (ESR) enabling the opportunity for accreditation of prior learning for new staff entering the trust, a greater degree of personal and managerial awareness of competence and the ability to tailor training requirements to individual roles. Mandatory training compliance has been on a downward trend over the last 12 months. This has been as a result of trainer capacity and the competing demands of the new hospital familiarisation programme. An improvement plan is being implemented to ensure that the Trust meets the national requirements in terms of type, frequency and standard of training and also the compliance KPI. We are on track to improve the reporting of data both at an individual and departmental level by July 2019. After this date individual staff will be able to access their training records on their ESR self-service record and we will be able to provide more granular reporting by directorate and competency.

At a local level, the introduction of new Internal Medicine Curriculum with an additional 4 posts placed in Critical Care from August 2019 ensures an enhanced training experience and patient safety assurance with HEE recruited trainee doctors resulting in no rota gaps. Whilst on the world wide stage, through continued recruitment and placement of Medical Training Initiative training fellows from a number of international countries enables Royal Papworth Hospital to support knowledge and development of our specialist services to take back and establish programmes in their home countries.

Aligned to the national agenda for growing Advanced Clinical Practitioners (ACP), Health Education England (HEE) recently released funds to support MSc level development of staff within an ACP function. In support Royal Papworths ACP Strategy we successfully bid against this fund amounting to 7 full masters programs and 13x100 masters top up credits; 20 candidates will commence their respective programs this academic year at Anglia Ruskin University (ARU).

We run a 6 day Preceptorship Programme that repeats every quarter. This is offered to all registered nurses, Healthcare Support Workers (HCSW) and allied health professionals (AHP) entering the organisation with a step on/ step off design. The purpose of the sessions is to ensure staff are equipped with the necessary skills and underpinning knowledge to function at a safe operating level within their role, whilst providing a safe training / experiential learning environment. Key foci for the sessions include: Leadership, acute kidney injury, sepsis, and safe medicines administration, supervision of staff, care of the cardiology /respiratory medicine /surgical patient, AHP roles, dementia, delirium and deterioration. Our multi-disciplinary preceptorship programme has been designed in accordance with Health Education England's 17 key indicators for gold standard provision. Awarded gold by HEE in 2017/18, the programme is designed to support staff adjust to their first posts. Preceptees are supported by a preceptor, attend designated workshops, and required to complete an accompanying learning log workbook. As a result of this achievement, have recently been approached by local organisations to explore collaborative

working and delivery and for peer review training, thus supporting shared learning and efficiencies in delivery across the system.

### **Support and develop leadership capability and capacity;**

A Culture and Leadership Programme has commenced to review and develop the culture of the organisation and support the refresh of Trust values and the development of a leadership strategy, this was agreed by the Board in November 2018. The implementation of the programme was delayed whilst the Trust focused on a safe and effective relocation, but has now commenced and a team has been established which is developing their work plans for Phase One of the programme. The focus of this training is to develop the behaviours, attitudes and questioning skills which will allow managers to coach colleagues and direct reports, and to crystallise what the real issues that require focus. Allocation within the successful LBR fud bid has enabled the utilisation of an external provider, 3D Coaching. They have experience of working with other NHS Trusts, and continuously evaluate their impact, meaning that their approach is crisp, fresh and relevant to the challenges we face at Royal Papworth.

Consultation with Band 6-7 Nursing staff at Royal Papworth Hospital (RPH) highlighted a need for a development programme to ensure staff are well prepared for promotion from Bands 5 to 6 and then to develop their talents and interests to further prepare them for progression on to Band 7. The current educational offering focuses on clinical skills to maintain safe provision of care with a lesser focus on people management and leadership. The senior nursing team recognise the need to provide more comprehensive development opportunities which can be delivered in a flexible manner to meet the diverse needs of this staff group whilst ensuring consistency of standards at each level. A successful bid to HEE against the Leadership & Development fund for Band 5-7 nursing workforce has enabled the development of a program series that ensures Royal Papworth has clear and consistent pathways for all B5-7 nurses to meet the requirements of their role and to progress their careers and that staff are enabled to engage with a development programme.

### **Promote and support the personal and career development aspirations of our staff;**

Royal Papworth were successful in an HEE derived fuds for Learning Beyond Registration (LBR). Funding allocations have been allocated by a new approach this year from the national level compared to previous years, which has seen an increase for individual organisations' continuing professional development (CPD) allocations - and for the first time, an allocation specifically for Primary Care - but no funding allocated for Local Workforce Action Boards (LWAB). As a result of this, each Cambridge & Peterborough organisation committed to contributing 25% of their allocation to LWAB transformational work. For Royal Papworth this meant an allocation of £48,648 for CPD activity. These funds have been mapped against the cases of need identified by departments in line with the clinical priority areas described by HEE, allowing us to support a further 24 clinical staff in their academic development and a wider range of staff through an out sourced leadership and development package.

Four candidates have successfully gained entrance to their Professional Doctorate Advanced Scholar program at ARU. This program, generally undertaken by those in a senior clinical or managerial role, prepares the candidate research and then supports a research project integral to daily work promoting true research in action alongside the gaining of a PrD.

Critical Care (CCA) have developed and delivers a masters level post graduate university accredited cardiothoracic ICU course. We are one of only a few hospitals able to offer such a work based program, bridging the learner from student to competent and confident

registered professional, from the point of employment. The course is also open to new nurses on CCA who have previous experience and for this staff group the course aims to develop expertise in cardiothoracic ICU care. The course was shortlisted for the post graduate Student Nursing Times Awards in 2018.

The CCA Education Team are co- designers, developers, deliverers and assessors in the new and innovative Critical Care Network regional ICU course which is accredited at degree and masters level. This course is co-operatively delivered across stakeholder hospital settings, achieving a responsive and job matched learning environment.

We organise a range of Cambridge Pathology Course lectures providing an innovative way to teach students and remain a recognised top Focused Intensive Care Echo (FICE) trainer in England.

### **Support improvements to staff recruitment and retention:**

Royal Papworth offers a range of clinical apprenticeships, including Assistant Practitioner, Nurse Associate and degree top up. These are currently accessed as either applicants from within the current workforce as part support of the Grow Your Own pathways, or as direct entry for external applicants. To date we have:

- Level 3 Senior Healthcare Support worker apprenticeship- one intake per year
  - 5 staff due to complete September 2019, 1 staff member on intermission due to personal reasons.
  - 6 staff due to begin October 2019. These staff will complete in January 2021.
- Level 5 Assistant Practitioner Higher Apprenticeship – two intakes per year
  - 6 staff due to complete September 2019.
  - 1 staff member due to complete January 2020.
  - 8 staff due to commence September 2019 (CCA direct entry pilot). These staff will complete in April 2021 meaning they could step on to the Top up in May 2021.
  - 25 direct entry staff due to commence January 2020 with further expressions of interest from internal staff. These staff would complete September 2021.
- Level 5 Nursing Associate Higher Apprenticeship- two intakes per year
  - 7 staff due to complete in September 2020.
  - 1 staff member due to complete in November 2020.
  - 4 staff due to start September 2019, completing in January 2022.
- Level 6 Registered Nurse Degree Apprenticeship Top up- two intakes per year
  - 1 staff member due to complete in December 2019.
  - 3 staff members due to complete in February 2021.
  - 4 staff members due to start the apprenticeship in October 2019, completing in July 2021.

Royal Papworth Hospital NHS Foundation Trust has been an early adopter of the new Nursing and Midwifery Council standards. Migration to the new professional requirements commenced at the onset of new standards publications in May 2018. A programme of change to support the adjustment to practice supervisor, practice assessor roles and non-medical nurse prescribers enables Royal Papworth Hospital NHS Foundation Trust to ensure current mentors and nurse registrants are prepared to support student nurses and trainee nurse prescribers in accordance with NMC requirements.

Going forward the Quality and Risk Committee will receive a quarterly report.

<b>Recommendation:</b>
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<b>The Board are asked to note the contents of the report.</b>
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