

**AGENDA ITEM**

3.2.8

**QUALITY & SAFETY COMMITTEE**
**CLINICAL EDUCATION ANNUAL REPORT 2020-21**
**Date of meeting**

22/11/2021

**FOI Status**

Open/Public

**If closed please indicate reason**

Not Applicable - Public Report

**Prepared by**

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**Presented by**

Greg Dix / Dom Hurford (Interim Medical Director.

**Approving Executive Sponsor**

Executive Director of Nursing

**Report purpose**

FOR NOTING

**Engagement (internal/external) undertaken to date (including receipt/consideration at Committee/group)**
**Committee/Group/Individuals**
**Date**
**Outcome**

Executive Leadership Group

11/10/2021

ENDORSED FOR APPROVAL

**ACRONYMS**

CTMUHB

Cwm Taf Morgannwg University Health Board

NMC

Nursing and Midwifery Council

**1. SITUATION/BACKGROUND**

- 1.1 The purpose of this report is to highlight the activities and performance of Clinical Education for the academic year 2020-21 and to share the Strategic Direction for Clinical Education.

1.2 The Clinical Education Annual Report is presented in Appendix 1 for noting

## **2. SPECIFIC MATTERS FOR CONSIDERATION BY THIS MEETING (ASSESSMENT)**

- 2.1 That investment in education and training of our workforce underpins the required transformation to the way we work, expanding existing roles, developing new roles, building skills and capability in areas we have not done so previously and embracing new technology in delivering our services.
- 2.2 The need for an effective culture of learning at every level that enables the workforce to re-frame their knowledge, and the importance of Continuing Professional Development for our existing healthcare workforce, to further develop that learning culture.
- 2.3 CTMUHB as an organisation contributes significantly to the education and training of healthcare professional students in Wales. In partnership with 6 universities each year we deliver undergraduate clinical placement training weeks including:
- > 6000 medical student training weeks
  - > 10,000 student nurse weeks
  - > 1600 AHP student weeks
- 2.4 The adaptive response of the Clinical Education function through the Covid pandemic
- to continue to support healthcare professional students and adapt teaching provision through various different modalities,
  - providing upskilling training to existing nursing staff and induction training to 814 newly recruited Healthcare support workers.
- 2.5 Contributions of the clinical education function to support the recruitment of overseas nurses project, delivering training that enabled the 100% success rate in gaining NMC registration.
- 2.6 The multi-disciplinary approach in the Clinical Education function recognizing the individual requirements of each profession whilst also supporting a multi-professional approach to education and healthcare delivery.

- 2.7 Recognition of the organisational contribution of this function through its many education and training activities to safe working practices and patient care.

### 3. KEY RISKS/MATTERS FOR ESCALATION TO BOARD/COMMITTEE

- 3.1 Clinical Education Governance. Although some progress has been made, a robust Strategic Clinical Education Governance infrastructure needs to become established across CTMUEB to provide confidence and assurance for individuals and the organisation of excellence in clinical education activity.
- 3.2 Multi-disciplinary Learning and Inter-professional development will be a key area of increasing focus and the education of our healthcare workforce needs to adapt. In addition to meeting the needs of each profession we also recognise the need for inter-professional learning and working that is required to transform our services, better utilise the knowledge and skills of all our workforce and provide the best health services to our patients and population.
- 3.3 The establishment of strong strategic workforce planning activity considering the workforce as a whole is needed to better inform education commissioning, in order to support multi-disciplinary service redesign to deliver our Clinical Strategy.

### 4. IMPACT ASSESSMENT

<b>Quality/Safety/Patient Experience implications</b>	Yes (Please see detail below)
	The quality and investment of education and training of our healthcare workforce is essential for patient safety and improving care.
<b>Related Health and Care standard(s)</b>	Governance, Leadership and Accountability
	Staff and Resources Safe Care Effective Care.

<b>Equality Impact Assessment (EIA) completed - Please note EIAs are required for <u>all</u> new, changed or withdrawn policies and services.</b>	No (Include further detail below)
	No policies or services are new or have been withdrawn.
<b>Legal implications / impact</b>	There are no specific legal implications related to the activity outlined in this report.
<b>Resource (Capital/Revenue £/Workforce) implications / Impact</b>	There is no direct impact on resources as a result of the activity outlined in this report.
<b>Link to Strategic Goals</b>	Sustaining Our Future

## 5. RECOMMENDATION

- 5.1 It is recommended that the Quality and Safety committee notes the Clinical Education Annual Report 2020-21 and the contribution quality education and training makes to our services and improving patient care.

# **Clinical Education**

**Cwm Taf Morgannwg  
University Health Board**



## **Annual Report 2020-2021 Academic Year**



## What will this Annual Report tell you?

Our Annual Report provides you with information about the Clinical Education function within Cwm Taf Morgannwg University Health Board (CTMUHB), the services we provide, how work in partnership with external organisations including Universities and Health Education and Improvement Wales and what we do to plan, deliver and improve healthcare education, in order to meet changing demands and future challenges.

It provides information about our performance, what we achieved in 2020/2021 and how we plan to improve to deliver our strategic ambition to create a CTM Learning Academy developing and embedding an organisational Learning Culture that;

- Encourages life-long learning
- Generates openness to collaboration and effective co-design
- Develops a greater understanding of human intelligence.
- Promotes multi-professional learning.
- Develops staff to work at the “top of their licence” both registrants and support staff.

It is well recognised that there is a strong causal relationship between targeted and well-designed education and training, service improvement and patient outcomes and that quality healthcare for patients is supported by maintenance and enhancement of clinical, management and personal skills.(1)

Our Annual Report for 2020-21 includes:

- Current health education context in Wales
- Who we are and what we do.
- Where we have come from including the impact of and our adaptive response to, the Covid pandemic
- Activity in 20-21
- Where we plan to go.

# Contents:

	<b>Page</b>
<b>1. Introduction and Current Health Education context in Wales and CTMUHB.....</b>	<b>3</b>
<b>2. About Us and what we do.....</b>	<b>7</b>
<b>3. Our Response to Covid.....</b>	<b>9</b>
<b>4. Clinical Professional Education.....</b>	<b>10</b>
4.1. Nursing Education	
4.2. Health Care Support Worker Education	
4.3. Resuscitation and Clinical Skills	
4.4. Medical Education	
4.5. Libraries and Knowledge Management	
<b>5. Strategic Direction for Clinical Education for CTMUHB.....</b>	<b>23</b>
5.1. Learning Environment and Culture	
5.2. Education Governance	
5.3. Multi-professional Approach and Inter-professional Learning.	
5.4. Partnership Working and	
5.5. Vision	





# Introduction

## Health Education Context in Wales.

The challenges facing Health Services in Wales and the direction for future provision have been clearly articulated in recent Welsh Government publications. The rising demand for services, increasing health and wellbeing inequalities, higher public expectations, as well as the possibilities that new and emerging medical and digital technologies offer, are set against a backdrop of changing demography, recruitment and resource challenges.

In order to meet these challenges the '*Parliamentary Review of Health and Social Care in Wales*' (1) - describes the quadruple aim (fig 1).

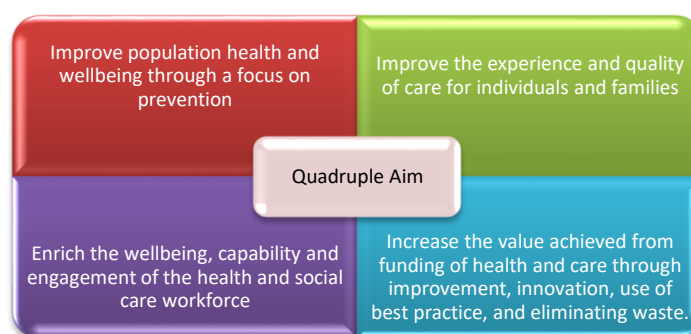


Fig 1

*The Workforce Strategy for Health and Social Care* (2) recently published by Health Education and Improvement Wales (HEIW), sets out the vision, ambition and approaches that are needed to deliver '*A Healthier Wales*' (3).

It acknowledges that what we spend on our workforce is not a cost, but an investment. This is critically important when it comes to education and training and establishing a truly learning organisation culture.

The required transformation to the way we work will need to be underpinned by education; expanding existing roles, developing new roles, building skills and capability in areas we have not done so previously and embracing new technology in delivering our services.

The strategy articulates 7 themes



Fig 2

In 2019, the ground breaking Topol Review (4) reported its recommendations in 'Preparing the healthcare workforce to deliver the digital future'.

*"The new medicine as envisioned will require extensive education and training of the clinician workforce and the public, with cultivation of a cross-disciplinary approach that includes data scientists, engineers, bio-informaticians, in addition to the traditional mix of pharmacists, nurses and doctors"*

Topol states that "NHS organisations will need to develop an expansive learning environment and flexible ways of working that encourage a culture of innovation and learning" including a strong workplace learning infrastructure and cultivating a reputation for training and support.

It describes the need for an effective culture of learning at every level that enables the workforce to re-frame their knowledge. There are well-known barriers to change that can be overcome by a motivated and enthused workforce.

### Context of CTMUHB

In our Integrated Medium Term Plan 20-23 CTMUHB acknowledges that the scale of the challenge the Health Board faces in achieving sustainable change and improvement remains considerable and also that the capacity of the organisation to develop, learn and grow at the pace will be tested.

In response the organisation rightly identifies a key strategic well-being objective of;

- co-creating with staff and partners a learning and growing culture

And a key principle of the operating model as:

- **Learning and Innovating for Continual Quality Improvement:** Support research and innovation in all areas to identify, promote and embed continual service improvement. Enhance team and individual performance through skills development, learning and teaching opportunities, attracting and retaining world class staff.

The values work more recently undertaken, #CTMatourbest, identifies our values as:

- We listen, learn and improve.
- We treat everyone with respect
- We all work together as one team
- 

The Health Board is also committed to maximising the use of technology to support and enable service change and has articulated a Digital Health Vision

*The Health Board will aim to become a digital exemplar within NHS Wales, as an innovator and early adopter of digital technologies and approaches, to enhance care quality, better engage with patients and deliver sustainable services*

#### University Health Board Status.

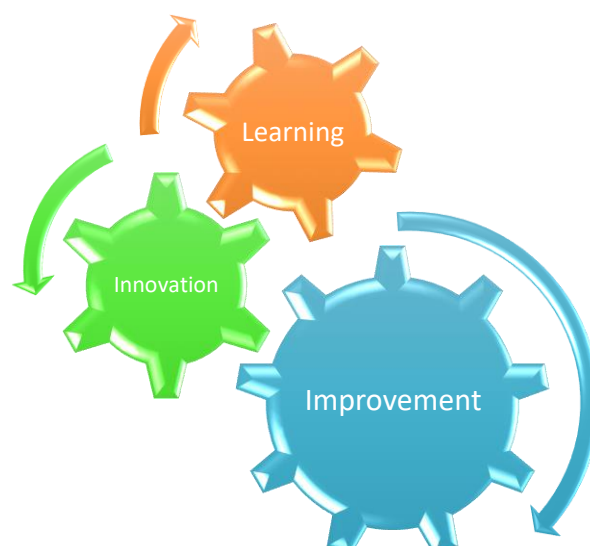
Cwm Taf Local Health Board (as was) achieved university health board status in December 2013 and successfully maintained it in the first Triennial review in 2016. The second Triennial Review, postponed in 2020 due to COVID, required submission and panel review by Welsh Government in March 2021.

The University Health Board status is shared across the portfolios of the Executive Directors for Public Health and Nursing & Midwifery. The Head of Clinical Education worked in partnership with the AMD for Research and Development and the Innovation Manager, to lead the Triennial Review submission work stream, running workshops with our university partners and collating evidence of our University Health Board activity. Following presentation to the Welsh Government Panel, CTMUHB was successful in retaining University Health Board Status.

The potential of University Health Board status, is in the manifestation of the symbiotic and synergistic relationship between three priority activities:



A Learning Culture energises all three elements of university health board activity resulting in Innovation and Improvement

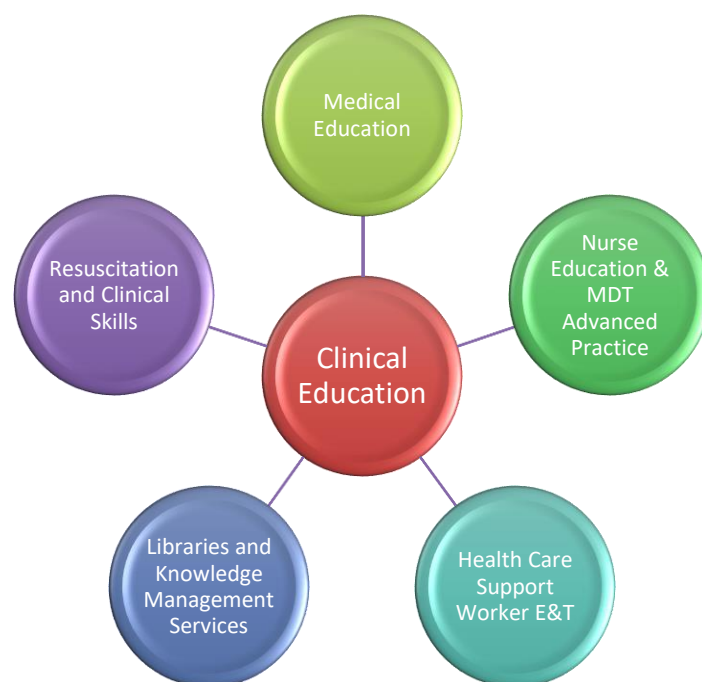


It is recognised that working in partnership with our Higher Education Institutions (HEI) colleagues in the fields of research, teaching, innovation and evidence based practice, is vital to drive up standards and build momentum for co-creative roles and a collective drive for a better future for our communities

## About Us:

The Clinical Education function sits within the portfolio of the Executive Director of Nursing and Midwifery. There are also strong professional leadership accountability lines with the Medical Director and Director of Therapies and Health Care Scientists.

The Clinical Education Function consists of 5 departments:



We are a highly-skilled education workforce of both clinical and specialist administration staff. A central management structure ensures overarching CTMUHB wide consistency of service whilst dedicated education teams are active within and across all 3 Integrated Locality Groups (ILGs).

We manage and deliver education activity across all 3 acute hospital sites; Prince Charles, Royal Glamorgan and Princess of Wales and at Keir Hardie Academic Centre. We also have temporary training accommodation in Ysbyty George Thomas and Ysbyty'r Seren. Suitable permanent training accommodation to meet activity need will need to be identified in the medium and longer term.

#### Undergraduate/ Pre-registration Education and Training

CTMUHB as an organisation contributes significantly to the education and training of healthcare professional students in Wales. Each year we deliver undergraduate clinical placement training weeks including:

- > 6000 medical student training weeks
- > 10,000 student nurse weeks
- > 1600 AHP student weeks

We work in partnership with 6 universities to deliver education and training:

- University of South Wales
- Cardiff University
- Swansea University
- Cardiff Metropolitan University
- University of Wales Trinity St David
- Open University

### Post Graduate/ Post registration Education and Training.

Clinical Education supports the education, training and development of registered clinical healthcare professionals including:

- Design and delivery of bespoke in-house education programmes to meet training needs e.g. New Nurse Graduate development programme, Upskilling for Covid, Nasogastric training, Overseas Nurses training.
- Delivery, Management and co-ordination of Education pathways for 141 Foundation Medical Trainees.
- Management of Health Education Improvement Wales Advanced Practice & Non-Medical Prescribing funding streams.
- Management of HEIW (HEIW) Nursing CPD allocation via University of South Wales.
- Library services support.
- Resuscitation and Clinical Skills including advanced programmes accredited by the Resuscitation Council and Royal College of Surgeons.

### Health Care Support Workers (HCSW)

Clinical Education supports the skills and career development education pathways for health care support workers across CTMUHB as defined in the HCSW Framework, including clinical and non-clinical roles in primary and secondary care settings.

## Our Response to the Covid Pandemic

2020-21 has been an unprecedented time for all of us. Clinical Education staff have worked throughout the pandemic to support services and maintain education activity including:

- Organising, prioritising and supporting 423 preregistration 'extended' nursing placements into practice and 60 medical students to support clinical service delivery in the first wave of the pandemic.
- Providing 1270 nursing registrant updates on emergency standards.
- Upskilling training for current registrants and those returning to practice.
- Vaccine administration training for registrants (357 trained)
- E-resource training materials made available.
- Education and Training activity maintained for all medical and nursing & midwifery students on clinical placements and Foundation Trainees.
- Library services maintained 24/7 access on all sites.
- Resuscitation services and CPR training delivered supporting Covid response sites and mass testing & vaccination centres.
- Induction training delivered to 814 new Health Care Support Workers recruited in response to the pandemic.



# Clinical Professional Education.

## Nursing Education

In a time of continuous change, and the rapid pace of technological developments pre and post the Covid 19 Pandemic, the needs of our patients are becoming increasingly more complex and as a consequence, clinical services are being redefined and realigned. It is absolutely essential that continuing education for all staff is aligned to and centred on patient care and service developments. This includes for example; Health Care Support Worker (HCSW) Educational Pathways and opportunities to 'grow our own', Pre-registration Nursing & Midwifery and all aspects of Post registration Education.

### **Pre-registration Nursing**

Over 2020-21 CTMUHB have delivered and supported preregistration nursing & midwifery students in clinical practice placements in partnership with University of South Wales (UoSW), University of Swansea (USw) and the Open University and Health Education and Improvement Wales (HEIW) via a Service Level Agreement).

The following nursing routes are supported:

- Full-time 3 year programmes
- Flexible routes in either Adult or Mental Health (Adult and Child Fields)
- The Practice Education Facilitators (PEFs) within the Nurse Education Team actively support the clinical placements within the health board and also delivering clinical teaching within the university.

New Nursing Education Standards.

The new Nursing and Midwifery Council's (NMC) Standards of Proficiency and Education for Registered Nurses were launched in May 2018. The new standards make significant changes to proficiencies for registered nurses, standards for preregistration programmes, and student supervision and assessment. They also introduce a new education framework and standards for prescribing programmes. These reforms are designed to enable nurses to meet the changing health needs of patients, provide them with more clinical autonomy where appropriate, and prepare them for leadership roles in service.

All nursing students on clinical placements require Practice Assessors and Supervisors. The PEFs have planned and delivered a new programme of preparation for the supervisors and assessors addressing the need to upskill our current staff to support and assess students with aspects of the requirements as highlighted in *Annexe B of the Standards of Proficiency*.

As part of this, the PEFs hold the database as per NMC requirements. There are currently 1523 PA/PS that have received this training on the database for CTMUHB.

As the changes to preregistration nursing training become apparent there will also be the need to upskill our current workforce to similar levels if not already achieved. The Practice Development Nurses (PDN's) will be working closely with the PEF's to ensure existing staff will be upskilled and up-to-date.

## **Post Registration Nursing**

The Nurse Education Team have developed and implemented a sustainable New Registrant Nurse Induction Programme for all graduate nurses employed within the organisation across all fields of nursing. The aim and structure of the programme was to aid recruitment and retention of newly qualified nurses (or within 6 months of qualifying). The structure of the programme was based on research which recommended that, novice nurses are best supported by structuring their experiences in clinical practice while supporting and enabling them to achieve their goals through the learning continuum and their career progression. The staggered structure of the course allows the graduates to transition into their new role and acquire new skills gradually before they progress to the next level, preventing overwhelm in their new role. The impact of this programme is continually evaluated and amended to ensure clinical need is met.

A more recent development is a Professional Development and Innovation Programme, targeted in its first iteration for nurses in band 6 roles, focussing on developing their experience of management, leadership and innovation roles to consolidate preparation for the next phase of their careers. Leadership and communication themes are at the core of this programme including:

- Demonstrating the role & responsibility of Junior Sister.
- Demonstrating the ability to manage performance.
- Demonstrating their role in relation to managing people.
- Demonstrating their responsibility in relation to managing resources.
- Demonstrating their responsibility in relation to empowering others.

What is clear from the impact of this programme is the agency and self-authorisation shown by the participants to in offering their leadership through their roles and really making a difference, for colleagues, patients and their care.

## **Overseas Nurses**

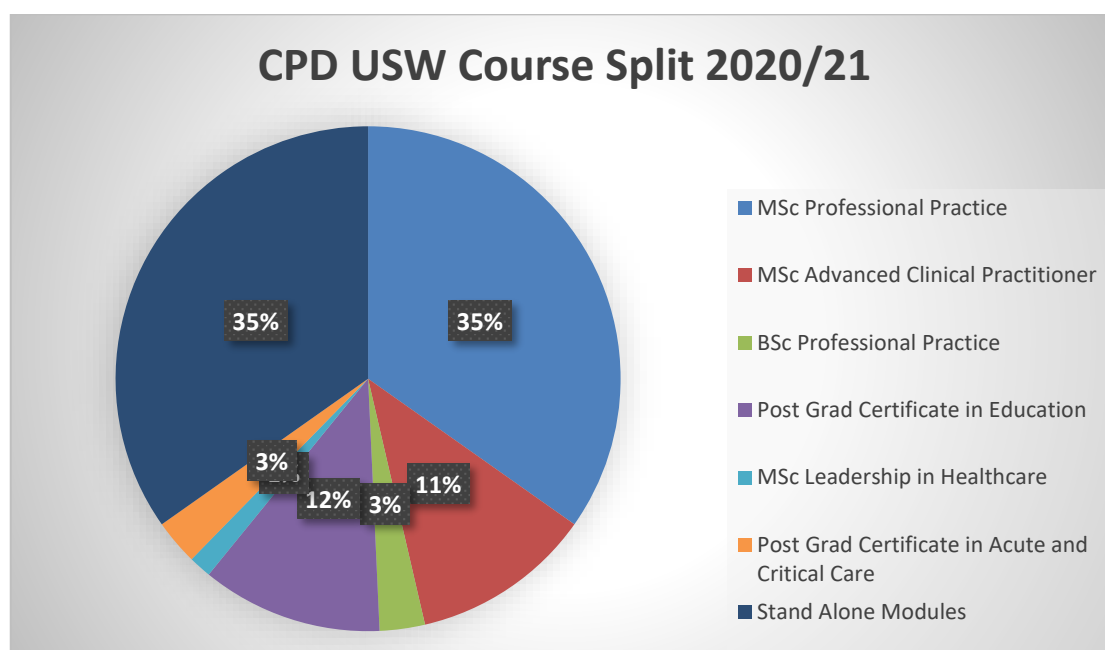
Prior to the restrictions of Covid and throughout 20-21 this team supported the health board in the Overseas Nursing initiative to recruit nurses at pace from India. These nurses needed to attain registration with the NMC in order to practice in the UK. Three additional PDNs joined our team to design and deliver a bespoke training programme to prepare the recruited nurses for the required NMC examinations. They also provided the significant pastoral care required for this overseas cohort to help them settle into their new lives and roles in Wales. A total of 221 overseas nurses successfully achieved registration with the NMC with a 100% pass rate achieved.

## **Continuing Professional Development Education**

CTMUHB and the University of South Wales (UoSW) continue to have an excellent partnership and team approach ensuring that the educational requirements of practice are met with the academic infrastructure of the University.

The Nurse Education team manages utilisation of the contract with UoSW for continuing post-registration education for nursing and midwifery. The equivalent of approx. 350

module places per annum are available via an internal application and allocation process. The Nurse Education Team continue to work with the UoSW to develop modules and educational courses which are tailored to support specific service change across the organisation.



In recognition of excellent partnership working over a number of years, the University of South Wales awarded an honorary Professorship to Greg McKenzie, the Lead Nurse for Professional Education, in 2020.

### Multi-Professional Advanced Practice

Welsh Government (HEIW) continue to invest in health professional education by providing annual funding for *Advanced Practice & Extended Clinical Skills*.

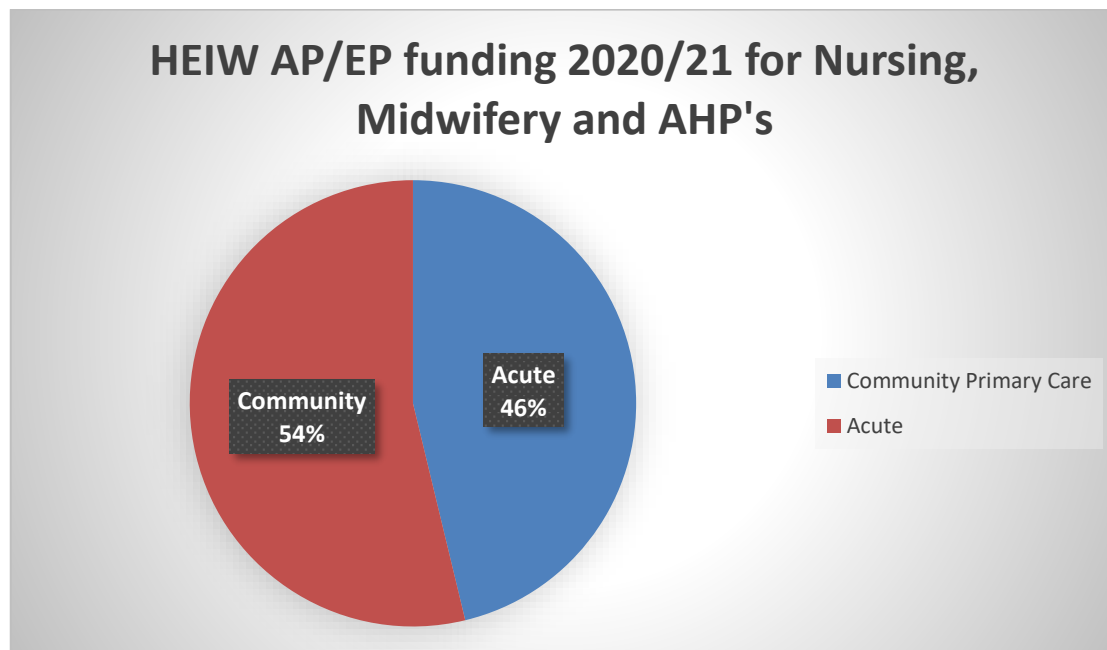
The funding provided above is to supplement our local investment to ensure that the appropriate staff can access the educational requirements as identified in our Integrated Medium Term Plan (IMTP), in terms of advanced practice/extended skills education requirements and Non-Medical Prescribing programmes. This funding is utilised across our organisation, inclusive of nursing, therapies & healthcare scientists and pharmacy accessing educational modules and MSc pathways. Following a reorganisation in HEIW from 2021, pharmacy will have a separate funding stream for advanced practice.

The allocation is informed by an annual CTMUHB Education Commissioning return including undergraduate and advanced practice education requests. HEIW notifies the UHB of its Advanced Practice and Non-Medical Prescribing allocation between April and May each year (delayed in 20-21 due to Covid). Historically this has been allocated separately between primary and acute care settings as was the case in 20-21. From 21-22 the allocation will follow a more integrated approach.

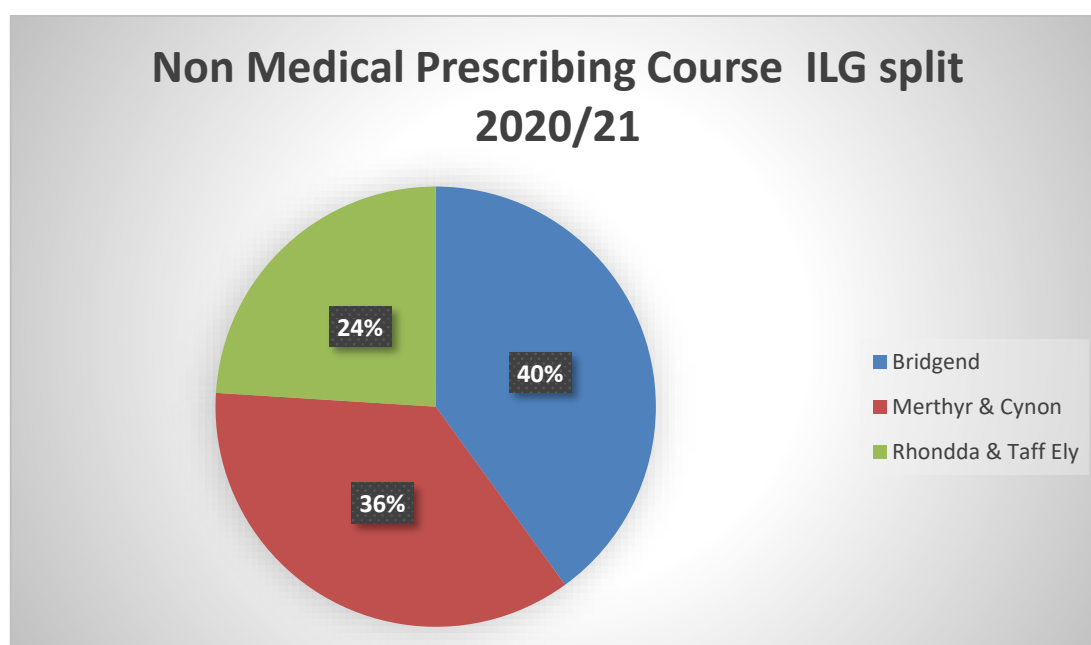
Access to this funding and the Nursing CPD funding is via an application system managed by the Nurse Education Team. Advanced Practice allocation is agreed via a Multi-professional Allocation Group. All applications must describe the intended service impact to be achieved

as a result of the educational request. We meet requests flexibly across both funding streams to maximise access to funding for all health care professions and to enable optimal use of resources.

The allocation in total for our organisation in 2020 was utilised in the following way:



HEIW also funded 34 places for Independent Prescribing Programmes (19 UoSW and 15 Cardiff). All funded places are available to a range of professions across the organisation.



New for 2021-22 are Practice Specific Funded places, these include Child and Adolescent Mental Health, Medical Ultrasound and Reporting Radiology.

## Health Care Support Worker Education

Early in 20-21 the HCSW Team moved within CTMUHB from Learning and Development into the Clinical Education function. Since then there has been associated line management changes, a significant change in HCSW leadership roles and expansion of the Team to include 2 new Band 4 Clinical Trainers.

In addition to this, 2020 has been a particularly challenging time for all involved in healthcare due to the on-going Covid 19 pandemic. In response to the pandemic and in order to support clinical areas across the organisation, there was an increased drive to recruit clinical HCSW's via bank / fixed term contracts.

In order to support the entry of new HCSW recruits into the organisation at pace The HCSW team reviewed induction training practices and increased activity, employing additional training capacity, to ensure essential induction training remained in place. During the first Covid wave weekly Induction programme were run and over this period there were 1024 new starter HCSW, 78% of these received an amended induction programme.

Those HCSW's that are still actively working with CTMUHB are now being followed up to ensure they receive 'consolidation' education to be able to achieve the full Induction programme accreditation in compliance with the All Wales HCSW Framework.

HEIW continues to allocate funding to CTMUHB for HCSW Education and Development in line with compliance with the All Wales HCSW Framework, with £207, 910 being allocated 2020/2021 and this was match funded by the organisation.

The numbers of HCSW's currently progressing through the framework via Credit and Qualifications Framework Wales (CQF) Level 2&3 Apprenticeships has also been affected this year due to clinical service pressures, resulting a lower than normal uptake and completion of these vocational qualifications. Over 2021 the HCSW team will work more closely with the senior nurses and area managers in the ILG's, to identify HCSW's that are out of compliance with the framework and aim to enrol them onto health related apprenticeships, with support from the Apprenticeship's Lead from the Learning & Development team.

There has been a healthy interest in the Certificate of Higher Education delivered at UoSW for September 2021 intake and 16 HCSW's have been interviewed and offered places. Of the current cohort 7 HCSW's are nearing the end of year 2 and all have applied to progress to registration via the flexible route to preregistration nursing and 15 HCSW's are finishing Year 1.

Reports for compliance with the All Wales HCSW framework are submitted for scrutiny along with an annual detailed bid for ongoing funding to HEIW.

## Resuscitation and Clinical Skills

The Resuscitation and Clinical Skills Department is responsible for delivering mandatory life support training from Level 1 – 3. The department is also a leading provider in the delivery of Level 4 advanced courses and is an accredited training centre with both the Resuscitation Council and The Royal College of Surgeons. These courses are delivered on an external income generation basis, with external faculty engaged to deliver. This activity has been severely impacted by COVID over 20-21 and it is hoped to re-establish delivery over the latter part of 2021-22, dependant on the continued lifting of COVID restrictions.

In response to the findings of an External Review of Services in late 2019, the Resuscitation and Clinical skills (R&CS) function has undergone significant change. The team has gone through a structural review, there are now dedicated R&CS teams present on all locality acute sites. Key appointments include, a new Resuscitation and Clinical Skills Manager, and 3 ILG Resuscitation Practitioner Leads (RPs) and 3 ILG Resuscitation Officers (ROs).

Organisational governance around resuscitation and acute deterioration has been further developed and aligned. There is now an overarching CTMUHB RADAR Committee (Recognition of Acute Deterioration and Resuscitation) with a local RADAR group in each of the 3 localities. The CTMUHB RADAR committee is chaired by the AMD for Quality and Effectiveness on behalf of the Medical Director with and Richard Jones appointed as the Clinical Lead. The work of this governance structure is directly supported by the Head of Clinical Education, the Lead Nurse for Education and the R&CS team.

Despite the obvious challenges related to the past year, the resuscitation department have been instrumental in providing training and 'up skilling' to all mass vaccination and testing centre staff. The department also developed and maintained emergency equipment bags for all 16 vaccination centres across the organisation. Departmental staff were also redeployed at the 'peak' of the pandemic and supported clinical areas during this unprecedented time, including; Field Hospitals and ITUs

The COVID-19 pandemic had a significant impact on the delivery of and attendance at level 2&3 life support training courses across the organisation. There was an increase in Level 2 training in support of the vaccination programme, however due to social distancing requirements the number of places per session reduced from 12 to 6. The availability of level 3 courses was reduced in the first wave however the sustained reduction is also due to a lack of availability of dedicated training accommodation in the RTE and Bridgend localities.

The impact of courses booked but not attended / not booked has also had a significant impact, e.g. 36% of training places for level 2 courses in 20/21 not filled, partly due to the impact of Covid.

Traditionally courses have been booked via ESR, however the R&CS dept. is exploring alternative offerings e.g. targeted areas over specific time period, to maximise training place take up.



Mandatory Resus face 2 face training activity 19/20 & 20/21				
	Level 2		Level 3	
	19/20 (1:12)	20/21 (1:6)	19/20 (1:6)	20/21 (1:6)
Courses delivered	207	463	216	123
Training places available	2484	2598	1296	738
Staff trained	1792	1667	1091	567
DNA/ unfilled places	692	931	205	171

R&CS also operate a resuscitation trolley/ box replenishment service across Royal Glamorgan Hospital and Prince Charles Hospital acute sites, with 570 adult boxes and 161 paediatric boxes replenished over 20/21. The R&CS service invested in resus trollies for Princess of Wales Hospital towards the end of 20/21 and this service is currently being rolled out across the site, ensuring consistency across the health board.

## Acute Deterioration Lead Role

The Acute Deterioration Lead post commenced in January 2021 with a plan to have a structured and unified approach across Cwm Taf Morgannwg University Health board (CTUHB) in the areas set out in the Welsh Government (WG) Task and Finish group report on provision of critical care in Wales, with a focus on providing support to services already in place. The report focused on ensuring the best use of existing critical care capacity and ensure the expansion of 24 hour Critical Care Outreach Teams (CCOT) to aid early identification and early intervention in deteriorating patients and education of ward staff.

A peer review of acute deterioration services within CTMUHB was undertaken in 2019, which recommended the identification of an individual dedicated to acute deterioration to ensure a consistent approach to acute deterioration across the organisation.

The acute deterioration post was initially for a 3 month seconded period however, due to the identified need for the continuation of the post, funding was secured from the three Integrated Locality Groups (ILG) for a one year extension. Work is underway to ensure continued support for this vital role. The post is hosted within Clinical Education to ensure alignment and joint supportive working with Resuscitation and Education departments.

The acute deterioration lead post is structured around Welsh Government recommendations which include the assurance of the use of the National Early Warning Score (NEWS) in all clinical areas to allow rapid objective detection of deterioration. Significant progress has already been made with priority focus on the standardisation of NEWS charts, now complete across the acute hospital sites of Prince Charles Hospital (PCH) Royal Glamorgan Hospital (RGH) and Princess of Wales Hospital (POW) to include updated NEWS 2 principles and align with Welsh guidelines and be identified as NEWS Cymru. The NEWS charts were also introduced to the community hospital sites from June 2021.

Staff training on the NEWS charts is provided by the critical care outreach teams on each site with the guidance of the acute deterioration lead. To measure compliance with the NEWS, an audit has been developed and standardised for use within the secondary sites. The audit was conducted through the Audit Management and Tracking (AMaT) System which enabled instant data. The compliance data is circulated to each ward manager and seniors with actions to improve poor compliance. This process aligns with ensuring governance and quality in acute deterioration.

To support the deteriorating patient a rapid response emergency call has been standardised throughout CTMUHB. To comply with Welsh Government recommendations the critical care outreach workforce has been increased to 7 WTE on each site so that the response to acute deterioration is a 24/7 process. The increased workforce also allows educational time for the CCOT on each site to educate, student nurses, graduate nurses and existing members of staff both medical and nursing in areas of acute deterioration such as NEWS, sepsis and Acute Kidney Injury (AKI). This also supports WG recommendations.

To ensure that the rapid response team staff are appropriately trained work is ongoing to have regular competency assessments in line the forthcoming National Critical Care Outreach Credential and Career Framework from the National Outreach Forum (NOrF). The acute deterioration lead has standardised competencies for each team while awaiting the forthcoming update.

In order to define the role of the critical care outreach team, a standard operational procedure (SOP) has been drafted. In addition to the SOP an audit has been developed to analyse the rapid response emergency and cardiac arrest calls and provide information that will monitor effectiveness of identification, escalation and response to acute deterioration within CTMUHB

Moving forwards and to progress the work outlined in the Peer review of Acute deterioration services within CTUHB, standardisation of the sepsis pathway and introduction of the HB wide AKI management is planned.



## Medical Education Provision 2020/21

As a foundation, early during the 2020/2021 Academic year the Medical Education function changed the governance structure in the Health Board, with Mr Shakir Mustafa being appointed as AMD (Education) and Dr Gary Constable being the Deputy AMD (with particular responsibility for UG). Likewise we moved to develop a more reactive and responsive administrative framework which created some additional opportunities and clarified a number of the roles within the Medical Education function. We continue to strive to embed and reflect an integrated and cohesive, cross-HB Team.

As a Medical Education function, much of our successes and challenges are reflected in the feedback that is provided, formally and informally, from our students and trainees. Unsurprisingly, the 2020-21 academic year was dominated by the COVID crisis, and much of the feedback received, centred on issues that arose as a result of, or exacerbated by that crisis. The Medical Education team worked tirelessly and determinedly to continue to support staff and the organisation itself, to ensure the limitation of the detrimental effect that this crisis has had on the learners experience, while still fulfilling our obligations as a University Health Board.

Cwm Taf Medical Education Centres remained open on all sites (PCH, RGH, Keir Hardie and POW) and operated the “normal” opening hours. Part of each facility in the hospitals was completely assigned for COVID-19 meetings (our lecture theatres) and there was call on our teaching spaces spasmodically for other COVID related activity. In addition, some office space was utilised for displaced HR staff (e.g. in PCH).

During the first wave, as well as disseminating a comprehensive e-source training pack throughout our medical workforce, we devised a limited face-2-face training programme for essential refresher activity. This took place within our teaching space in our medical education centres. The Years 5s that arrived with us during that time, were inducted, directed from within our Medical Education Centres as normal. This resulted in the centres becoming very busy during this time.

During the second wave, medical students were recognised as essential workers and as such were present on site as normal, and teaching continued in the traditional volume, albeit mostly virtually, with 1677 teaching sessions co-ordinated.

A number of foundation doctors were redeployed which clearly affected their expected rotations but this done in collaboration with HEIW and was monitored weekly. Those doctors were returned to their “normal” duties as soon as practicable.

Activity also took around some other more general issues, such as IT equipment and access, and the key points of note (good and bad) and our management response and engagement in those issues are listed below. The list provides a useful summary and synopsis of our key areas of activity in 20/21:

- We have had numerous staffing challenges over the 2020-21 AY, from staff having to self-isolate and/or shield, to having new administrators who have had to prove themselves effective and productive, very quickly, with little direction. Recognising that this has resulted in some initial issues in the quality of student support, we are

delighted that we have been able to maintain a constant physical presence on each hospital site to ensure that face-to-face support is always available. In addition, the new team members have, in the main, embedded really successfully and are producing admirable results.

- In terms of IT issues, Eduroam is now available on each hospital site, and following the feedback we have received, we have asked IT to work on making the system as robust and accessible as possible. To ensure complete accessibility, we now also have a stock of laptops that can be borrowed from the Medical Education offices.
- There have been significant changes put in place to support virtual learning, as a result of limited accommodation, because of social distancing, and to ensure safety of our students and staff. In the initial phases, it was clear that our technological infrastructure (as well as our experience and training) did not adequately support the technological virtual advances that were needed. We instigated a number of initiatives to mitigate this, from holding Teams-training events and circulating quick Teams guides, to have an audit done on every teaching space across the three hospitals, with a view to upgrading the AV equipment to guarantee, compatibility, 'fit for purpose' and future proofing. That audit produced a priority list, totalling around £70k, which was approved as a capital spend, and the work is underway to upgrade that teaching resource.
- We have invested in significant simulation equipment and devices, from specialist manikins to VR systems, in an attempt to mitigate for the lack of interaction with real patients. Relating to our VR ambitions, we also participated in a VR trial to ensure that we are taking full advantage of all the benefits that such technology can offer, and continue to explore this avenue.
- COVID resulted in limiting the learning opportunities available to students and trainees (limitations to footfall, ward work, space etc.) and in an attempt to address this we undertook an exercise to establish the totality of teaching across the UHB, and offered it to everyone as a "drop-in" resource, should they wish to participate. We also asked HSLs and HLs to identify any supplementary learning events that they could provide, as additional opportunities.
- At a Faculty level, we have re- designed our faculty structure, with a view to imminent implementation, to provide a clear UHB-wide framework to support our UG teaching. This new structure has been designed to provide a robust and consistent level of support for HLs, HSLs and the students themselves, and will include dedicated support for the simulation agenda (3 new simulation leads) the widening access agenda (a new UHB-wide WA lead) and additional clinical fellows (increased to 2 on each site).
- During the 2020/2021 academic year, we crystallised our vision for the allocation and distribution of SIFT funding and as a result are currently in discussion with relevant parts of the HB to realise those ambitions.
- A key achievement of AY 20/21 was our success with the employed medical student workforce during the summer of 2020. We employed 60, Year 3 & 4 Cardiff University medical students across the UHB, initially for a 6 week period, but many contracts

were significantly extended and much of that workforce have now enrolled on our bank. This experience was incredibly, mutually rewarding, with the students being invaluable to the wards and departments, including making a significant contribution the antibody testing programme, and the opportunities being afforded to those students being unique and unrepeatable.

## Libraries and Knowledge Management.

There are dedicated Libraries on each of the acute sites operating 24/7 access for our staff and students, to our literature collections; journals and books, both electronic and physical, quite study space with IT access & printing. Our specialist librarians are also available for help and support including literature searching, reference sourcing and critical analysis skills. Even through the last year of the Covid pandemic our libraries remained an important part of our health board activity with over 84,450 visits, 7900 book loans and 270 literature searches.

A joint CTM Libraries intranet site has been developed and is now live and has a wide range of information available on our services. There is also an 'Ask the Librarian' function where users can request information and literature searches via an online form.

### **New Current Awareness Service**

Across the three Library sites we have launched a new current awareness service. Knowledgeshare provides targeted evidence updates that can be e-mailed out weekly, fortnightly or monthly.

### **COVID**

CTM Libraries have remained open throughout the pandemic and have adapted both our physical spaces and the support available. Screens have been installed around study desks and reception areas, and chairs have been removed to support social distancing. Hand sanitiser and wipes are available and books are quarantined before being re-shelved. Training is available to users via Teams.

CTM Libraries have also been promoting the range of wellbeing titles available and a wellbeing newsletter highlighting the support provided by the Library was produced.

Literatures searches to support the Covid response have also been regularly provided to Health Board staff. Examples include: ward management of Covid-19, PPE skin problems in medical staff, community physiotherapy and long Covid, and anxiety in young people during Covid-19.

### **Online Inductions via YouTube and Podcasting**

To support social distancing during COVID a bank of online inductions have been created with links on the Library Intranet site. These were created in partnership with the NHS Wales e-Library who assisted with the recording, editing and Welsh translations.

These videos also provide better support for staff who work off the main hospital site and those who cannot have inductions during normal opening hours.

In October 2020, the POW Librarian participated in a podcast with the NHS Wales E-Library for Health on use of Healthcare Library Databases.

## Wi-Fi

Eduroam was implemented at RGH/PCH August/ September 2020 and will hopefully have a positive impact of the student feedback received. POW has had Eduroam for several years.

## Facilities

The Library at PCH will be decanted into a modular building for five years from December/ January 2021/22. The planning process has resumed and the layout of the reception desk review and agreed. After this period it has been proposed that the Library will move into what is currently the Pathology Department.

## New Resources

A number of new online resources have been purchased by CTM Libraries. These include BMJ OnExamination which is an online examination package to support training grade doctors and covers a variety of specialities. A new collection of e-books has also been purchased and includes a collection of leadership titles.



Display for Health Information Week – RGH Library.



Wellbeing Promotion



## Where we are going

Historically the departments in Clinical Education have functioned separately. This annual report reflects 20-21 performance on a function by department basis.

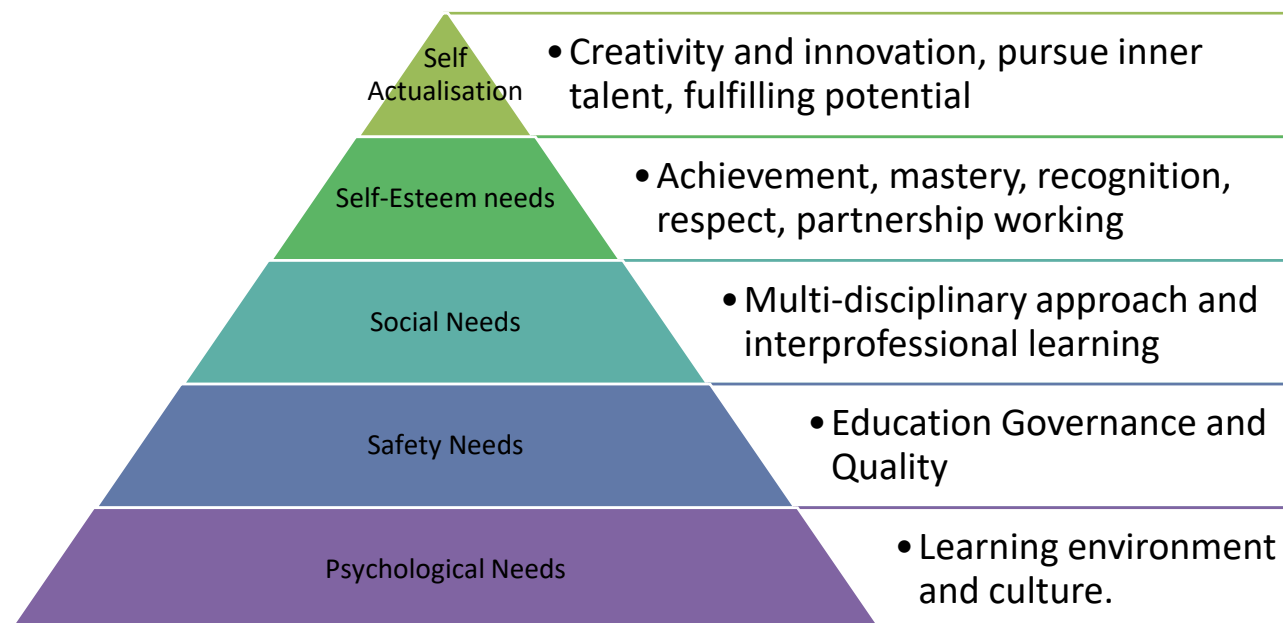
However the strategic direction for Clinical Education in CTMUHB is to become a Learning Academy serving the individual education needs of each profession whilst also taking a multi-disciplinary education and inter-professional learning approach, encompassing and enabling benefits from diversity of thought and skill set, contributing to improving patient care and population health and wellbeing.

A Strategic Direction for Clinical Education paper was approved by Management Board in April 2021 supporting and underpinning the UHB ambition and mission for:

*Building Healthier Communities Together.*

### Creating, sustaining and growing a Learning Culture in Clinical Education

Following a hierarchy of needs model to build our Clinical Education Strategy will ensure motivation of the individual and therefore supporting and nurturing the development of a Learning Culture in CTMUHB.



## **Learning Environment and Culture: Resource investment and utilisation**

*Education and Training should be a valued part of organisational culture. High quality organisations will promote excellence in education. The clinical learning environment is multi-professional, so an effective learning culture will value and support learners from all professional groups.*

### Medical Education

Much work has been done to align and standardise Service Increment for Teaching (SIFT), funding that the organisation receives to deliver medical student education and training as per Cardiff University C21 curriculum requirements, following the establishment of Cwm Taf Morgannwg University Health Board. The next phase of this work is to consult on and take forward a new proposal for allocation and utilisation of SIFT.

### Education and Training equipment investment.

Over 2020-21 Clinical Education successfully secured organisational funding (non-recurrent) to invest in education and training equipment. This investment was made available across all professions including simulation equipment for teaching clinical & resuscitation skills e.g. lumbar puncture, and IT equipment to support virtual learning in response to Covid including virtual reality head-sets. We are currently working with Cardiff Metropolitan University to explore the opportunities for virtual reality headsets in education.

### Refresh of our existing facilities.

We have had a Clinical Education Logo designed and it has been the basis for our redecoration programme. The education facilities & library at Royal Glamorgan Hospital have been redecorated and a kitchen installed to ensure availability of these facilities for staff and visitors to the area.

The Nurse Education and Resuscitation teams moved into the main RGH building as a result of an accommodation swap with the Research and Development Department. This has enabled the creation of a Clinical Research Facility at the RGH site as well as co-location of our education teams. Temporary education accommodation has been sourced at Ysbyty George Thomas, however with the additional stress on training accommodation due to Covid, there has been an impact on availability of courses.

Our education facilities at Prince Charles Hospital are part of phase 2 work and so expect to be temporarily re-located over 2022.

There continues to be pressures on training accommodation at Princess of Wales with a temporary arrangement secured with Ysbyty'r Seren for resuscitation training and nurse education.

### Multi-professional education model.

We are working towards a robust and transparent resource utilisation framework for Clinical Education provision, which establishes a quality multi-professional education model that delivers equitably for **ALL** healthcare professionals and their support staff:

- Parity of access to dedicated educational facilities and support services and sustainable provision across all sites, also respecting wellbeing with rest breaks, recharge facilities, and recognised study time.
- A clear understanding of organisational demand and capacity for teaching and learning and supporting infrastructure required to deliver.
- Flexibility to respond to any teaching and student experience concerns
- Is responsive to current innovation and emergent agendas e.g. investment in simulation in alignment with HEIW work stream.
- Clarity and transparency of access to and utilisation of external funding streams both internally for our board and HCP education providers and externally to Welsh Government, HEIW and university partners.

It has been recommended that the creation of a dedicated multi-professional Education and Learning facility should be included as part of the strategic site development plan.

### Strong workplace infrastructure - Education Governance and quality infrastructure.

*Organisations should have effective systems of educational governance and leadership to manage, control and improve the quality of clinical education and training.*

A paper **Clinical Education Governance** (appendix 3) was submitted in Nov 2019 to management board regarding a more robust establishment of clinical education governance across the UHB. Due to COVID there have been some delays in progress, however the first stage is now complete with the Clinical Education function, as of 5<sup>th</sup> October 2020, moving into the portfolio of the Executive Director of Nursing & Midwifery. Over this time period the new operational model for CTMUHB has become more established and the original plan for a committee structure has been reviewed.



Fig 3: Benefits of robust Education Governance.



Over 2020-21 progress has been made with the establishment of a Medical Director Education Forum which brings together, medical, dental, physicians associates and pharmacy professions.

Over 2021-22 further engagement will take place to establish robust organisational wide education governance to assure high quality education and training meeting the requirements and standards determined for the NHS in Wales, with oversight of undergraduate and postgraduate education and continuing professional development for all registered health care professions including Physicians Associates and clinical healthcare support workers.

We aim, over the next 3 years, to ensure that CTMUHB has;

- A robust and established Clinical Education Governance infrastructure providing confidence and assurance for individuals and the organisation of excellence in Clinical Education and Learning activity.
- A clear and well developed understanding of Clinical Education, Training and Learning activity and risk management across the organisation.
- Maturing organisational processes around clinical education commissioning, informed and aligned with service delivery priorities and training needs analysis, supporting the development of new models of care, innovative service redesign and workforce modernisation.

### **Multi-disciplinary Learning and Inter-professional Development.**

As part of a Review of Health Care Professional Education in Wales, HEIW has given a clear direction to education providers that, in addition to meeting professional regulatory standards there must be delivery of meaningful inter-professional learning opportunities through placement activity.

All of these changes will require strong partnership working between HEI's and UHBs. Training at an undergraduate level for most health care professions requires a significant portion of learning time spent within practice settings.

There is a huge opportunity to establish more meaningful multi-disciplinary learning within the health board, e.g. clinical skills / simulation training as well as learning together how to interact between the different professions recognising the unique skills and contribution of each to patient care and where they overlap and how to work together to provide synergistic holistic care experiences for our communities.

Over 2020-21 Clinical Education, working in partnership with Swansea university colleagues, secured HEIW funding to undertake a 9 month project 'Working in Partnership to develop a Learning Outcomes approach to Clinical Placements for Paramedics and Nurses'. The learning has transferability across all professions and been presented to HEIW together with recommendations for further work required to progress multi-professional education and inter-professional learning across Wales.

Another early exciting example is the MSc for Digital Skills for Health and Care professions. Clinical Education have supported a multi-disciplinary application process for this qualification run by University of Wales Trinity St David & funded by Welsh Government. CTMUHB successfully bid for 5 places that have been taken up by Nursing, Pharmacy, AHP and IT professional staff. These staff will be supported through their programme with regular Action Learning Sets to enable application of their learning directly back into the organisation at pace.

### **Partnership, Achievement, Recognition and Mastery**

Our workforce are our most significant asset. Career development pathways must be supported through multi-professional development frameworks defining our educational offer for:

- Early / foundation years
- Extended/ Specialist/Advanced Practice – including Clinical fellowships; practice, education, research, leadership, clinical informatics – (see Appendix 3 for Fellowship Programme Proposal)
- Consultant.

Pathways for medical staff are relatively well developed however the rest of the health care professional workforce needs further work.

Over 2021-22 work has commenced to create a CTMUHB Nurse Education Strategy. This work will also be carried out with other professions including AHPs and Pharmacy. This will develop education strategies recognising individual professional requirements built around a common Clinical Education quality infrastructure framework.

These frameworks will also enable timely, agile service redesign and responsive workforce modernisation with more robustly informed Education Commissioning.

### **Opportunity, Vision and Innovation.**

As stated earlier in this paper the potential of University health board status, is in the symbiotic and synergistic relationship between Education, Research, Innovation and Improvement.

The UHB now has 6 university partners:

- University of South Wales (USW)
- Cardiff Metropolitan University (CM)
- Cardiff University (CU)
- Swansea University
- Open University
- University of Wales Trinity St David (UWTSD)

Central to the delivery of this Clinical Education strategy is the requirement for true collaboration and partnership at all levels.

### Vision: CTM Learning Academy

A space where people could feel inspired to think, create and dream, build relationships and collaborate and learn together to improve practice and health.

A living manifestation of University Health Board Status, networked with multiple HEI partners, and HEIW creating a virtuous cycle of learning, innovation and improvement.

- Innovation ideas supported e.g. Bevan fellowship/ exemplars, Environmental Impact.
- Challenge exchange
- Systems Design Thinking
- Collaborative work eg Product Designers 3D personalised healthcare innovation

We continue to work with our Innovation, Research and Improvement colleagues and our external partners, HEI's and HEIW towards this vision.

Refs:

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2. *Workforce Strategy for Health and Social Care*. <https://heiw.nhs.wales/files/workforce-strategy-for-health-and-social-care1/>
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