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Bwrdd Iechyd Prifysgol
Cwm Taf Morgannwg
University Health Board



Clinical Learning Academy

Cwm Taf Morgannwg

University Health Board



Annual Report Academic Year 2024/2025

MAE EIN
GWERTHOEDD
YN EIN HELPU
NI I FOD AR
EIN GORAU

#CTMareingorau

RYDYN NI'N
GWRANDO,
YN DYSGU
AC YN GWELLA



WE LISTEN,
LEARN AND
IMPROVE

RYDYN NI'N
TRIN PAWB
A PHARCH



WE TREAT
EVERYONE
WITH RESPECT

RYDYN NI I GYD
YN CYDWEITHIO
FEL UN TIM



WE ALL WORK
TOGETHER
AS ONE TEAM

OUR VALUES
HELP US BE AT
OUR BEST

#CTMatourbest

What will this Annual Report tell you?

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

It provides information about our performance, achievements in 2024/2025 and how our Strategic ambition for Clinical Education will be realised over 25/26 with the launch the **CTM Clinical Learning Academy**, developing and embedding an organisational Learning Culture that enables staff to work flexibly and with agility to respond to the health needs of our population by;

- Encouraging life-long learning
- Generating openness to collaboration and effective co-design
- Developing a greater understanding of human intelligence.
- Promoting multi-professional learning.
- Developing 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 2024-25 includes:

- Current health education context in Wales
- Current Education context in CTMUHB
- Creating, Growing and Sustaining a Learning Culture in CTMUHB
 - Establishing Underpinning Processes for Education Quality, Governance and Sustainability
 - Developing our Future workforce
 - Developing and Transforming our Current Workforce
 - Developing a Culture of Interprofessional Learning

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Introduction

Health Education Context in Wales.

Health Services in Wales continue to deliver the vision, ambition and approaches that are needed to deliver 'A Healthier Wales' (1). The demand for services, increasing health and wellbeing inequalities, higher public expectations, the additional challenges due to the impact of COVID-19 on health and social care services, as well as the possibilities that new and emerging medical and digital technologies offer, are set against a backdrop of changing demography, recruitment, resource and severe financial challenges as healthcare services continue to try meet the current health care need whilst also trying to promote prevention and wellness.

Health Education and Improvement Wales (HEIW) is the strategic workforce and statutory education body for Wales. Now in its seventh year, it is committed to addressing strategic and specialist workforce issues, making Wales a great place to train and work for health and care staff and maximising the contribution of all professions and occupations through their statutory function. Its purpose is; as part of the NHS, to work with partners to develop a skilled and sustainable workforce that improves care and population health. (2)

Reshaping and development of the healthcare workforce is fundamental to the successful implementation of the Welsh Government's vision for the NHS in Wales.

HEIW has a statutory function to produce an annual Education and Training Plan in partnership with the system, which details recommendations for education and training commissions to shape the future healthcare workforce on behalf of NHS Wales.

CTMUHB continues to work closely with HEIW to support the delivery of health care professional education and training in NHS Wales, along with other health boards and universities. Our health board benefits from external funding from HEIW supporting education delivery at all stages of health care workforce career pathways and workforce modernisation.

Context in CTMUHB

The resident population of CTMUHB was estimated at 446,514 (Stats Wales Welsh Government, November 2023). The region has high levels of deprivation, with 56.5% of the population of the Health Board area living in the two most deprived fifths in Wales (WIMD 2019 with populations from ONS, 2020). The highest levels of deprivation lie mainly in the valleys to the north of the CTMUHB area. The Health Board continues to work towards the ambitions outlined in the CTM2030 strategy, of which improving the health of our population is a key tenet. (3)

As at 31st March 2025 CTMUHB employs 11,501.3 whole-time equivalent (WTE) staff, with a headcount of 13,192. A significant percentage of our workforce live within the CTMUHB's area, making our staff not only the core of our organisation but representatives of the diverse communities that we serve. Widening access activities to enable more of our communities to achieve successful careers in health care are a key focus of activity for Clinical Education.

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Figure 1



Underpinning the CTM2030 strategic goals is the development of staff including new clinical roles, career development programmes, staff wellbeing and leadership development.

An effective culture of learning at every level enables the workforce to re-frame their knowledge and includes developing a strong workplace learning infrastructure, cultivating a reputation for training and support and excellence in education.



Figure 2 Organisational Benefits of Excellence in Education

Creating, growing and sustaining a Learning Culture in CTMUHB

Strategic Direction Progress

This report reflects further significant progress made over academic year 24/25 including delivery of our strategic ambition to become Cwm Taf Morgannwg Clinical Learning Academy (CTMCLA), which was approved by Board and launched in April 2025.

Our Maturity Journey so Far

Since 2019 our Clinical Education Strategy maturity journey has been following a hierarchy of needs model, building capability at individual and the wider organisational system levels, supporting and nurturing the development of a Learning Culture in CTMUHB.

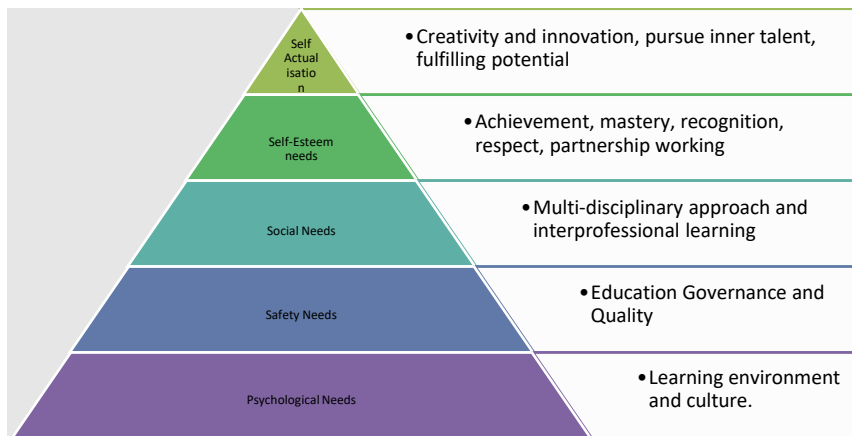


Figure 3 Hierarchy of Needs

Opportunity, Vision and Innovation.

Direction:

Cwm Taf Morgannwg Clinical 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.

Delivery:

In April 2025 we achieved our ambition to deliver the Clinical Learning Academy.



CTMCLA
 Cwm Taf Morgannwg
 Clinical Learning Academy

Figure 4

Vision:

- Develop an ambitious and capable integrated multi-professional clinical workforce, improving patient and population health outcomes and wellbeing.

Purpose:

- To develop and deliver an inter-professional and collaborative learning approach, meeting the individual educational needs of each profession whilst also enabling and benefitting from diversity of thought and skill set.

Strategic Aims:



Figure 5

Following the launch of CTMCLA, roadshows have been held at sites across CTMUHB to engage with clinical colleagues informing them what CTMCLA currently has on offer and to find out what more staff would find helpful to support their development. The Clinical Education intranet pages have been re-branded and refreshed and can be found as *Clinical Learning Academy*

CTMCLA Roadshows:



Figure 6



Figure 7

Learning Environment and Culture

Direction:

- *Quality and excellence in Education and Training is an established and valued part of organisational culture.*
- *CTMUHB is a Centre of Excellence for multi-professional learning.*
- *There are clearly defined, recognisable, flexible, accessible, up-to-date Clinical Education facilities that meet the learning needs of learners from all professional groups.*

Delivery:

The value of clinical education and training has been formally recognised in the health board with the establishment of the Clinical Learning Academy. Inclusive of all registered health care professions and their support staff, the CTMCLA has a clear direct reporting line structure through to Clinical Executives and Quality and Safety Committee.

The Executive Director of Nursing and Midwifery (EDoN) remains accountable to Executive Leadership Group for multi-professional Clinical Education activity. The Assistant Director Clinical Education has professional leadership and managerial accountability lines to the EDoN and additional professional accountability lines to the Medical Director and the Executive Director of Allied Health Professions and Health Science (EDAHPHS).

Progress continues to be made with defining our existing education and library facilities, at each of our acute hospital sites and Keir Hardie Academic Centre (Education). However

permanent training accommodation for all professions continues to be a challenge as the demand for increased clinical space becomes an issue across all sites and services.

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

Education Quality and Governance

Direction:

CTMUHB has established effective systems of educational governance and leadership

1. *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.*
2. *A clear and well-developed understanding of Clinical Education, Training and Learning activity and risk management across the organisation.*
3. *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.*

Delivery

The newly established Clinical Learning Academy has a refreshed governance structure to ensure visible and clear leadership for Clinical Education activity across CTMUHB, clear governance and assurance reporting lines to Executives, and Quality and Safety committee through to the Health Board. The Strategic Education Council will provide senior leadership and direction for CTMCLA. Chaired by the Deputy Director for Nursing, its membership includes senior Care Group leaders, creating effective systems of educational governance and leadership that ensure optimal investment and resource utilisation in education activity to support and underpin the capability, capacity and confidence of our clinical workforce.

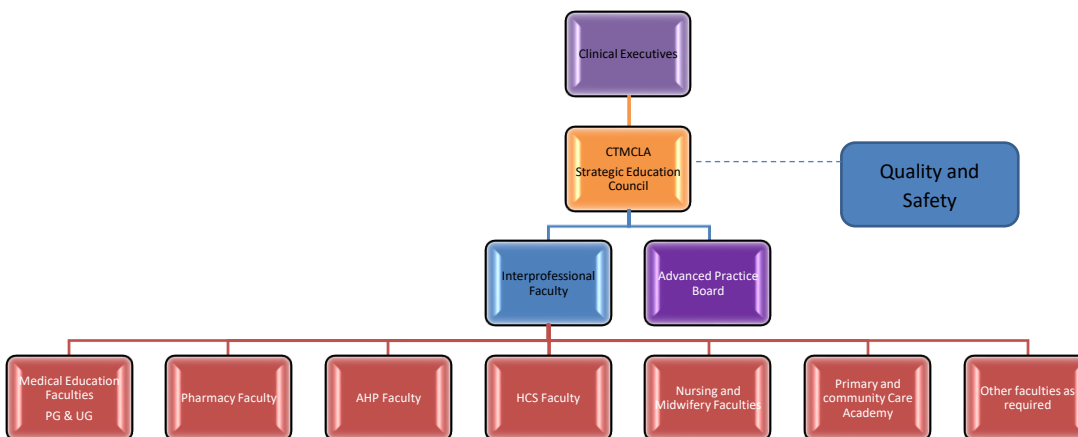


Fig 8 Clinical Education Governance Structure

Inter-professional Learning Approach

Direction:

*There is a high quality multi-professional education model that delivers equitably for **ALL** healthcare professionals and their support staff. Meaningful inter-professional learning and development is evident throughout the education model.*

Progress:

Significant progress has been made with interprofessional learning (see p 31)

Sessional time secured from Allied Health Professions and Pharmacy continues to embed our inter-professional approach.

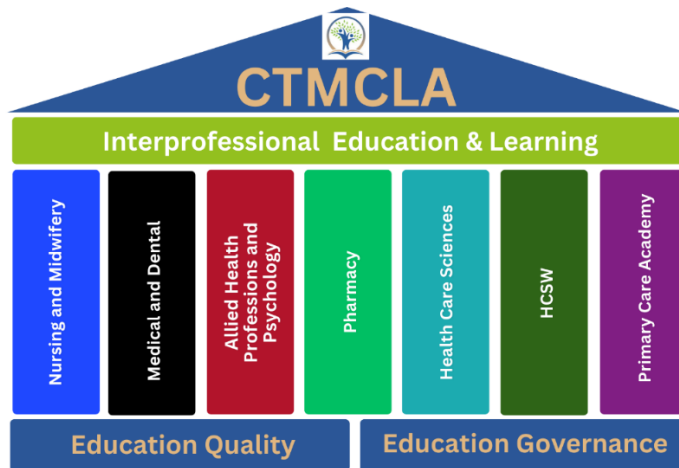


Figure 9

The Clinical Learning Academy has a remit across the whole of CTMUHB and includes the Primary Care Academy and the Advanced Practice Board continuing to ensure CTMUHB has a pan organisational view of education across primary, community and acute care settings.

The establishment of professional faculties feeding into an Interprofessional Faculty will enable the development and delivery of an inter-professional and collaborative learning approach, meeting the individual educational needs of each profession whilst also benefiting from the diversity of thought and skill set.

CTMUHB continues to lead the way in Wales developing interprofessional learning activity. Over 24-25 the Interprofessional and Simulation Education offer has grown, building on the success of the first multi-professional practice education facilitator post, with

additional multi-professional resource added to the team, which has enabled further progress with significant interprofessional learning activity.

Allied Health Professions and Pharmacy education are now linked into central clinical education support through sessional senior leadership roles and a senior support officer.

These roles have provided alignment and essential support to pharmacy and AHP workforce development, helping to streamline processes, collect and evaluate data, and enhance overall efficiency.

Achievement and Recognition.

Direction:

Our workforce are our most significant asset. There will be clear educational frameworks to support career development pathways in CTMUHB

Progress.

Development of the professional faculties will ensure direct alignment with the All Wales professional workforce strategies and career and advanced practice frameworks.

Developing our Future Workforce

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

- > 6000 medical student training weeks
- > 10,000 student nurse weeks
- > 1600 AHP student weeks
- > 340 Pharmacy student weeks across Primary and Acute care

Over 2024/25 we continue to work in partnership with 6 universities (HEIs) to deliver clinical placements for healthcare professional students:

- University of South Wales including
 - Nursing & Midwifery, Operating Department Practitioners and Part-time Occupational Therapy & Physiotherapy courses.
- Cardiff University including
 - Medical, Physiotherapy, Occupational Therapy, Health Care Sciences & Pharmacy
- Swansea University including
 - Nursing, Paramedics and Physicians Associates.
 - Pharmacy Students
- Cardiff Metropolitan University including
 - Speech and Language Therapy, Dietetics, Podiatry.
- Open University (Part time distance learning) & Bangor University (Distance Learning) Nursing.

Focus on Nursing and Midwifery

The following preregistration routes are supported:

- Adult, Child, Learning Disability or Mental Health nursing
 - Full-time 3-year programmes
 - Flexible routes
- Full time Midwifery programme

CTM UHB support Approved Education Institutes (AEIs) with pre-registration Nursing and Midwifery students from the University of South Wales, Swansea University, the Open University and Bangor University. The below table shows the number of nursing & midwifery students allocated annually to CTMUHB over the last 4 years. The Practice Education Facilitator Team work collaboratively with all clinical areas and University partners to ensure students are allocated to clinical areas and are supported effectively in the provision of a positive learning environment to become our potential future nursing workforce. Monthly meetings are ongoing with our partner AEIs to assist in the identification of areas of development for the PEF team and Practice Learning environments (PLE) which includes Educational Audit renewals which occurs two years. Through this partnership working, we can identify areas who require additional provision to effectively support students who are

13

not achieving on placement and those areas who are excelling in their support of students throughout their placement period.

Student training Activity

Commissioned student placement numbers for both nursing and midwifery have remained consistent for CTMUHB over the last few years.

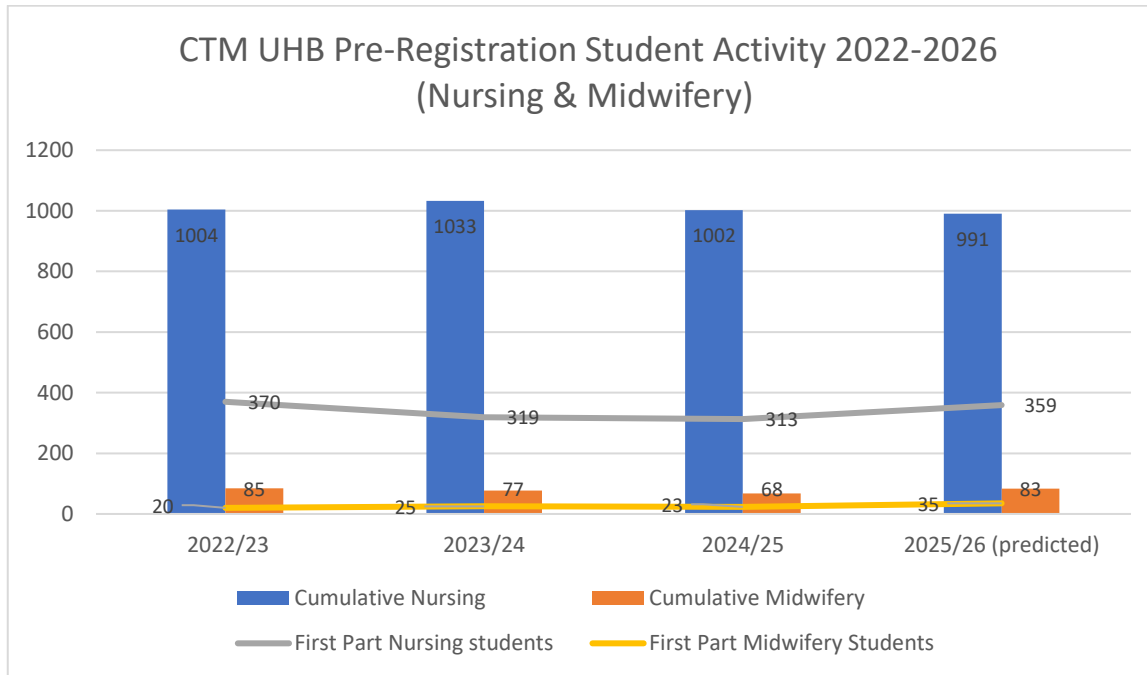


Figure 10

The Practice Education Facilitators (PEFs) actively support clinical placements within the health board and deliver clinical teaching at universities and also provide clinical skills sessions to deliver additional opportunities for our pre-registration students from all AEIs to gain skills outlined in the Once for Wales (2020) Nurse Inventory Annex B Framework. The PEF team support student matters both clinically and pastorally in collaboration with our clinical and AEI partners.

Collaborative Learning in Practice Placement (CLiPP) model is now embedded in 26 clinical areas across CTM UHB. Students have been aligned not only with the cohort above them but also within the same cohort. Feedback has overall been positive, however, there remains a requirement for additional CLiPP training for our Practice Supervisors and Practice Assessors to have a greater understanding of the CLiPP programme. This additional training has been implanted within PS and PA training to enable all registrants are aware of the programme. There is also a requirement for AEIs to allocate students appropriately in relation to CLiPP student peers. Work is ongoing with our partner university to maximise the CLiPP model in practice to optimise capacity throughout the placement timetable.

Midwifery

The Midwifery PEF role is now fully embedded into the PEF team. This role is pivotal in ensuring the quality of midwifery student clinical practice placements. Basing the role within the Clinical Education function alongside the nursing PEF roles has enabled sharing of experiences, learning and access to resources across the different professions and the opportunity to support with student concerns. The midwifery PEF continues to offer Practice Supervisor and Practice Assessor training in addition to allocating midwifery students to appropriate staff over several sites within CTM UHB. Collaboration between the nursing PEF and midwifery PEF has allowed for excellent learning opportunities between fields of practice. There are currently 62 midwifery students allocated across the Health Board.

International pre-registration student nurses

During 2023 and 2024, the health board supported two cohorts of 150 pre-registration student nurses from Kerala in India in undertaking their nurse education within Wales. This work remains ongoing but allocated numbers have reduced to approximately 42 within September 2025 cohort. There have been challenges with supporting the students in the Welsh culture and learning through English rather than their native language. Strong collaboration with our AEIs has allowed for collaborative and partnership working to provide effective support from the AEI and Health board when any concerns arise. As PEFs we are continuing to learn how we can have a better understanding of cultural differences by speaking with and being educated by the International students. This cohesiveness will allow us to continue to build strong relationships as our students become registrants in the future.

Fitness to Practice (FtP)/Cause for concern

The PEF team and Senior Nurse work alongside AEIs and health board policies to refer students to 'cause for concern' and 'fitness to practice' panels. The PEF team are invited to such panels to provide witness statements and act within an unbiased manner to inform a necessary decision for the students' future education.

Collaborative working between AEIs and the PEF teams is essential in managing the issues effectively and efficiently.

The PEF team ensure students are supported in practice through the development of bespoke action plans to achieve required proficiencies and ensure safe and knowledgeable practitioners upon registration.

During the period of pre-registration nursing education, students are provided with multiple practice placements across numerous locations throughout the health board. To effectively support each PEF with student concerns, two weekly and monthly meetings occur to ensure any movement of students and concerns are shared to promote continuity and reflective practice.

As there is a demand to grow nursing numbers even further, then there is a continuing need to widen access to the recruitment pool. Investment in Practice Education Facilitator roles will be a key enabler in achieving successful registration for more people into the nursing profession.

Practice Supervisors and Practice Assessors

Nursing students on Practice Learning Environments require Practice Assessors (PA) and Supervisors (PS). The PEF team continue to deliver an annual schedule of PA and PS training to registrants to ensure they have the appropriate skills and knowledge to support our students in clinical practice and effectively complete the Electronic Practice Assessment documentation (ePAD). There are currently 3116 trained PAs' and PSs' on the database (NMC requirement) for CTMUHB (see graph below). The ratio of supervisors to students is 2.3:1 and assessors to student 1.5:1 across all care groups. The PEF team are offering ward and clinical base training opportunities to alleviate some pressures of staffing levels on wards to update staff.

New placement opportunities across CTM UHB have been obtained and include;

- Research and Development
- Womens Health Unit
- Rotational Placements with CNS teams at PCH

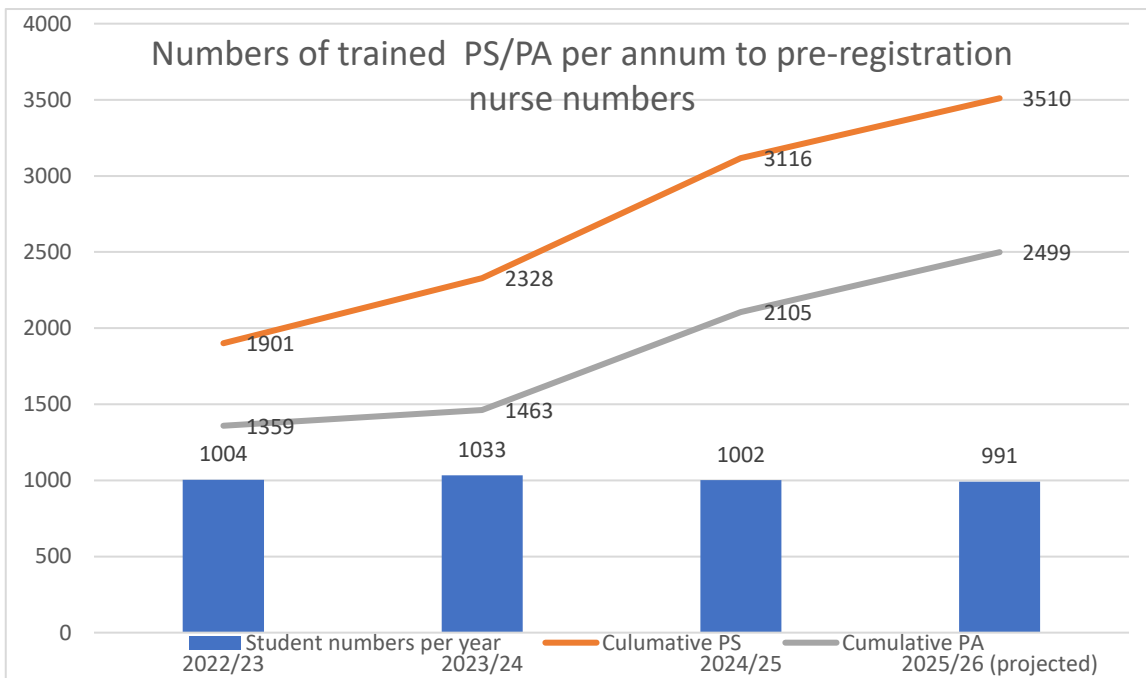


Figure 11

Focus on Allied Health Professions: Pre-registration education

Pre-registration education

AHPs continue to provide clinical placement capacity for an increasing number of pre-registration learners. We continue to explore innovative ways of increasing placement capacity to meet the growing demands for new graduates. A move away from predominantly hospital-based placements to community-based services is equipping our future workforce with the experience they will require, to deliver roles aligned to the strategic drivers of improving population health and community-based management of long-term conditions and rehabilitation.

Clinical Placements form a significant part of the pre-registration training for many of the AHP professions. However, there are minimal funded Practice Educator roles for each Profession (only 0.2 WTE for Speech and Language Therapy) and so placements currently must be managed within existing workforce capacity. Along with other professions, in recent years the need to grow the workforce has been reflected in our recent Education Commissioning returns. However, the increased pressure this will cause in delivery of clinical placements will need to be recognised. The graph below shows the number of pre-registration education places that have been commissioning per profession each year since 2020.

Annual Pre-registration education commissioning numbers for AHP professions, 2020-2025

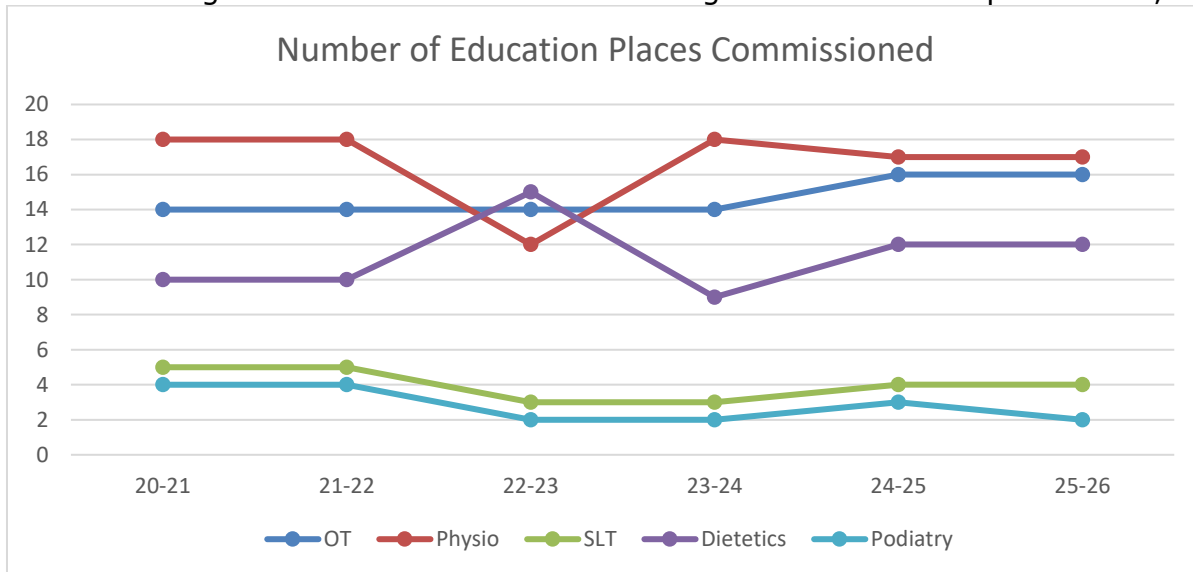


Figure 12

As expected, the larger professions commission the largest number of pre-registration training places and all professions maintained their commissioned places at the same level as 24-25, except podiatry who reduced by 1 place. Dietetics have implemented an innovative solution to increase placement capacity by offering placements with the Dietetic Public Health service. Students support in the delivery of the schools-based “food and fun” summer holiday enrichment programme which provides food and nutrition education and physical activity to promote healthy living. Learning outcomes can be assessed over the summer, reducing reliance on clinical settings and additionally showcasing the public health

speciality for attracting future workforce. Following successful evaluation last year this innovative model will continue to be offered across CTM.

Annual Pre-registration placement allocation for AHP professions, 2020-2025

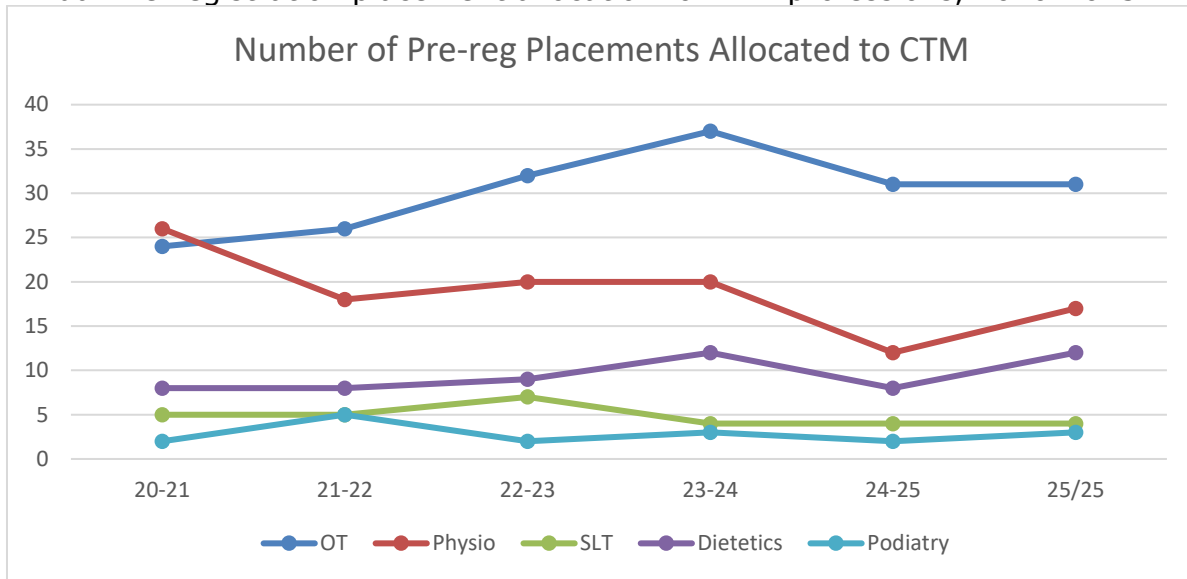


Figure 13

Physiotherapy have supported students from Cardiff university (BSc and MSc) and University of South Wales. We deliver a wide variety of placement opportunities and welcome a mixture of BSc and pre-reg MSc students. In the 24/25 academic year we were commissioned for 18 placements, in the 25/26 year we have been commissioned for 17 placements. This still allows for a mixture of BSc and MSc students, something we encourage as it enables diversity. This year we have developed placement opportunities in line with the AHP framework, we have completed two leadership placements and offered specialist placements such as First Contact Physiotherapy (FCP) and major trauma rehabilitation.”

The South Wales Doctoral Clinical Psychology Training Programme, Cardiff University, has an intake of between 28-35 trainees each year. These training places are funded by WG and are hosted in a single health board; Cardiff & Vale UHB. A health psychology placement would be considered a third-year elective placement and is decided by trainee preference. Typically, trainees apply for their electives in their host health board. CTM Psychology representatives meet regularly with the university to address the consistent lack of third year trainees choosing CTM for their options. The university is looking into ways they can positively promote application other health boards, to address onward recruitment difficulties including offering teaching sessions to CTM Psychologists on the training course to promote visibility and awareness of services.

The 2025/26 intake has increased to 36 places this year and as such health psychology has been asked if they can accommodate 1st and 2nd year trainees on core placements (adult/older adult/ child). However, challenges remain due to the competencies these

trainees need to attain, decreasing the amount of time they are within the health psychology placements and increasing the level of supervision required of the health psychologist for the trainee.

In the last year there have been only 2 trainees on placement within CTM and these have been undertaking core placements. Such experience within CTM is vital in promoting the CTM Health Psychology Service with a view to future recruitment.

Orthotics and Prosthetics education is delivered in 2 Education Establishments in the UK and there are no places commissioned by Welsh Government. Orthotics is a shortage profession and historically employment was mainly in the private sector however in the latter years employment in the NHS is becoming more common. CTM Orthotics supports post graduate education by enabling shadow placements for externally employed graduate orthotists. We are also moving to an inhouse model and providing the shadowing has proved beneficial to the organisation as we have secured the appointment of one of these Orthotist.

Focus on Health Care Sciences: Undergraduate

Health Care Science (HCS) represents over 50 different professions. Training pathways follow Modernising Scientific Careers.

Within CTMUHB we have the following HCS professions:

- Audiologists
- Biomedical Scientists
- Cardiac Physiologists
- Clinical Engineers
- Clinical Scientists
- Medical Illustrators
- Neurophysiologists
- Operating Department Practitioners
- Radiographers
- Respiratory Physiologists

HCS in CTM contribute greatly to the delivery of high quality, patient focussed services and as such recognise the importance of developing our future workforce.

Regularly collaborating with HEIW and academia, the following are an example of future developments:

Audiology

- In house HE CERT training for B3 staff – one completed this year, and another will start next year
- Annex 21, part time PTP training under-way, BSc year 1 complete.
- Our first STP trainee started in post September 2024.
- A B5 audiologist was successful in gaining South Wales STP training place for 2025.

Radiology

Planned learning for 2025/26 include:

- MSc Leadership and Management
- MSc research module
- QCF Level 3 Clinical Healthcare
- QCF Level 2 in Clinical Healthcare Support
- Eden Learning introduction to CT
- Eden Learning intermediate CT
- MSc Radiography

Focus on Pharmacy - Pharmacy Undergraduates

Building on the success of the 2023-24 collaborative project between the Clinical Education and Pharmacy departments at CTMUHB to enhance undergraduate training capacity and promote interprofessional education (IPE), the focus for 2024-25 was shifted to expanding placements into primary care and increasing secondary care capacity.

Key changes included adaptation of the programme for primary care, increased placement numbers in secondary care using an allocation model with a maximum of 6 students per site and full rollout of placement workbook.

340 placement weeks were delivered in secondary care across 4 sites and 20 placement weeks in primary care. This was an increase from 313 placement weeks in 2023/24.

Results showed that

- 95% of students felt better prepared for future practice
- 79% expressed interest in returning to work at CTMUHB (others cited geography as a potential limiting factor)
- 75% of students found the workbook beneficial, particularly for guiding self-directed learning and documenting experiences.

Undergraduate placements: Student results - Preparedness for future practice 23/24 vs 24/25

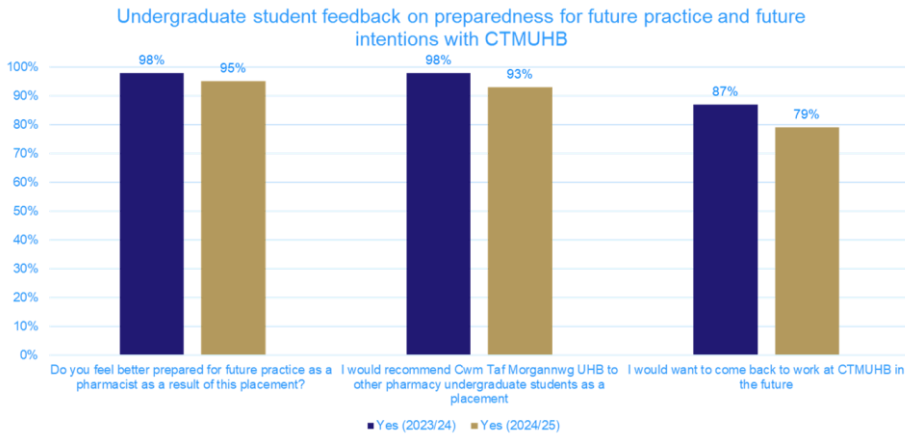


Figure 14

Undergraduate placements: Student results - Skills scores

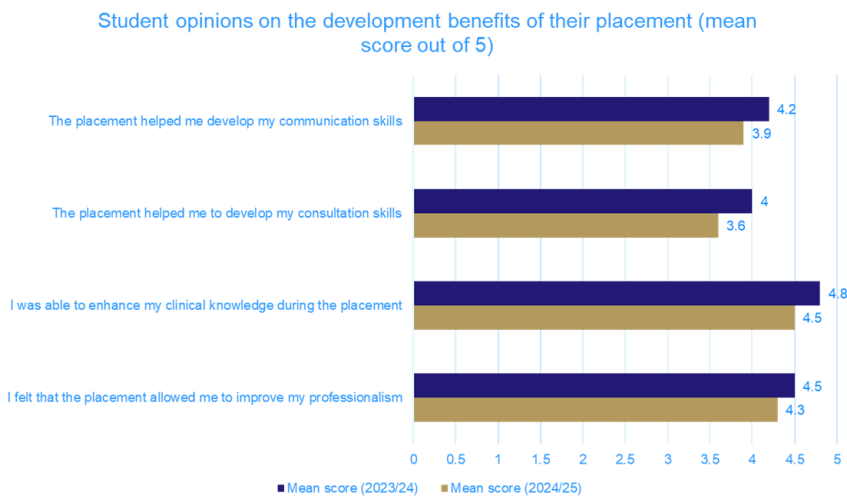


Figure 15

Undergraduate placements: Staff results – Student supervision

How many students did you have with you, at any one time?

How many students do you think is optimal to supervise at any one time?

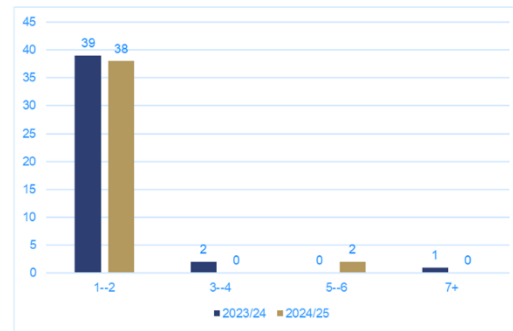
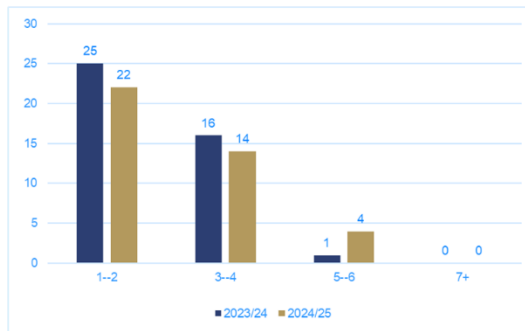


Figure 16

Undergraduate placements: Staff results – Perception and Culture

Mean score (out of 5) of staff's perception of the importance of the pharmacy placements to the training of the pharmacy profession



Figure 17

Outcome/ Impact of the changes made

The project is transforming the culture around pharmacy education and training, highlighting the significant shift needed to support high-quality clinical placements. Staff surveys show education is increasingly seen as a core responsibility. The average agreement score for the statement "I understand how pharmacy undergraduate placements are essential" rose from 4.2/5 to 4.5/5 in one year.

Organisational Impact

CTMUHB has become a more attractive employer. In a recent Band 6 recruitment round, 40% of applicants had completed placements with us, and 79% of students said they would like to return in the future. A structured delivery framework supports sustainability and continuity.

Stakeholders

The framework has influenced national policy, promoting standardisation through

agreements on EPAs and governance. This enables wider placement capacity and supports pharmacy workforce growth across Wales.

"CTMUHB has been incredibly enthusiastic regarding the FPUPP project from the outset, recognising the potential to advance both undergraduate provision and the profession of pharmacy itself. CTMUHB's can-do attitude from the start of the project has delivered a real shift in what can be achieved with placements. The collaborative approach...has made the delivery of the placement program far more straightforward than a complex project such as this had the potential to be. Students commend the placement experience...commenting on the excellent organisation of placement tasks and the training and experience of placement supervisors."

— Simon Wilkins, Clinical Placement Lead, Swansea University

"The sustained support of CTMUHB for undergraduate pharmacy placements has been central to our ability to expand experiential learning over recent years. Their early engagement, consistent collaboration, and practical, solution-focused approach have allowed us to deliver placements at a scale that would not otherwise have been feasible. Their commitment to student development and contribution to the future pharmacy workforce are recognised and greatly appreciated."

— Dr Robert James, Academic Placement Lead, Cardiff University

Future of the Pharmacy Workforce

Students are better prepared for practice due to earlier, consistent exposure, supporting the Royal Pharmaceutical Society's *Prescribing Progress* review.

"Managed to see a broad variety of specialties and roles... and were helpful in giving us guidance. We have nothing but positive, glowing feedback for the team." Student voice

Benefits to CTMUHB

- 79% of undergraduates would want to come back to work at CTM – promoting the HB as a great place to work.
- New collaborative links established in HB between pharmacy and clinical education, promoting interprofessional learning at all levels.
- Strong collaborative partnership working established between health boards, HEIs and HEIW.
- Work has been shared to develop further placement capacity.
- Culture shift promoting education and training in pharmacy.

National Recognition

The project has gained national recognition through several prestigious platforms, including winning an award at the Clinical Pharmacy Congress Awards for Excellence in Hospital Pharmacy Practice. It was also showcased at the Welsh Royal Pharmaceutical Society (RPS) annual conference, with a poster presented at the UK RPS conference. Additionally, a blog detailing the initiative was published on the RPS website. The framework developed is now informing pharmacy education strategy across NHS Wales. Furthermore, the project, *Transforming Pharmacy Undergraduate Clinical Placements into*

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Future Workforce Solutions, has been shortlisted for the NHS Wales Workforce Sustainability Award at the NHS Wales Awards 2025.

Pharmacy technician workforce development

17 pre-registration pharmacy technicians have or are undertaking the 2-year level 4 University of East Anglia qualification across the 3 acute sites, RGH, PCH and POW, plus HMP Parc, Bridgend in 2024/25.

Further development opportunities for pharmacy technicians to upskill clinically include the Pharmacy Workforce Development South (PWDS) Clinical Prioritisation qualification. Once qualified pharmacy technicians can review patients before the pharmacist or other health professional and prioritise the patient according to a clinical prioritisation tool which is designed for specific clinical areas. As the first health board in Wales to send staff on this training course, we have had much interest from other health boards and HEIW have now agreed to fund the training for the Welsh cohort starting 2024.

Currently six pharmacy technicians have completed the qualification. They are working in areas such as the Emergency Department, Maternity, Frailty and Surgery and having a great impact. Five staff from all sites across the health board are currently undertaking the course and the plan is for all Band 5 pharmacy technicians to undertake the course over the next couple of years. One PCH Pharmacy technician presented on extended role at Clinical Pharmacy Congress, North, in November 2024 and has presented at APTUK.

IMPACT INTENTION: This will release pharmacist and other health care professionals time to prioritise patients by risk according to a designated clinical prioritisation tool. It will release time for prescribing, MDT working and benefit patient care.

Other qualifications that pharmacy technicians have undertaken in 2024/25 are the level 4 diploma at Bradford college, Antimicrobial Stewardship training, Intensive Care training, Education and Training, Leadership, Analgesic Stewardship and 3 members of senior pharmacy technicians are currently undertaking the master's in leadership and management with USW.

Two members of staff are currently enrolled on the PWDS prescription validation qualification specifically for Homecare services. This will allow them to validate prescriptions and release pharmacist time.

IMPACT INTENTION: For pharmacy technicians to lead and take on more clinical roles by increasing their scope of practice, releasing time for the pharmacist to use the IP qualification, run clinics, deprescribe and influence e.g. polypharmacy, and work with care groups to identify prescribing initiatives, and improve patient care and safety.

Career frameworks/ pathways for pharmacy technicians are being developed on a UK wide basis. Next steps would be for pharmacy technicians to provide basic clinical checks of prescriptions and to work within a designated scope of practice. Various courses are available and are currently being scoped.

Foundation Trainee Pharmacists

18 foundation trainee pharmacists on 3 acute sites across the health board undertook the HEIW multi-sector foundation training programme in 2024/25. The GPhC introduced changes to the Initial Education and Training of Pharmacists in 2021 with pharmacists on the 2025/26 cohort qualifying as independent prescribers. Over 2024, CTMUHB contributed to national work to update the curriculum for the multi-sector training programme. The new curriculum was piloted for 2024/25 in readiness for 2025/26. Currently there is one Training Programme Director employed by the health board and funded on a weekly sessional basis by HEIW who is responsible for the running of the multi-sector programme and the quality management of it.

Planning for the impact of independent prescribing at point of registration for pharmacists is underway including identification of a scope of practice for newly registered pharmacist prescribers.

Currently within the health board, a register of all Independent Prescribers is maintained and each prescriber on an annual basis completes a declaration that they have completed CPD and are up to date with their scope of practice as well as declarations to any expansions of scope of practice. It would be up to their manager to ensure the CPD they undertake is commensurate with their role as an IP. Any information submitted is annotated on the register annually.

Focus on Undergraduate Medical Education

Medical Student Placements

During the academic year 24/25 we hosted 1,231 medical students for a total of 6,234 placement weeks. Most students are from Cardiff University, with students from Swansea University's Graduate Entry programme final placement (SSA) plus their GEM Y3 Primary Care Academy students also joining us for secondary care opportunities. These student numbers are broken into year groups as follows:

Medical Student Numbers								
Year of Study	No. of Students				No. of Student Weeks			
	2021/22	2022/23	2023/4	2024/5	2021/22	2022/23	2023/4	2024/5
1	113	108	120	128	180	238	288	205
2	222	227	219	263	266	250	308	316
3	289	371	355	356	2312	2968	2836	2867
4	262	320	245	217	1952	2284	1960	1736
5	140	154	159	148	1120	1164	1200	1111

Figure 18

Medical student placement weeks have remained steady over recent years:

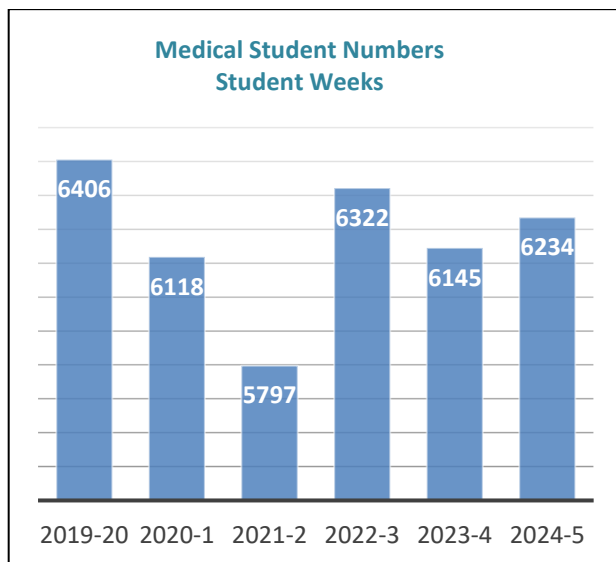


Figure 19

Cardiff University Feedback

The critical incident at Princess of Wales Hospital has impacted on the student evaluations this year, but due to the hard work of our Princess of Wales faculty, the clinical teaching fellows and the administrative team at MPEC, this impact was significantly minimised.

The overall positive score for the Health Board for the year is 95% positive, equal to the All Wales average.

The placement affected the most by the disruption to services in POWH was the Reproductive Medicine placement, resulting in most of these year 4 students being hosted at Prince Charles Hospital. The clinical team overhauled the placement opportunities to accommodate students equally, however, with the many different types of students on these wards, e.g. physician associate, midwifery, nursing, this is a challenging task. The minimal impact on feedback score is testament to how well the clinical team responded to this challenge.

One other area of concern highlighted in the evaluations is the Psychological Medicine placements offered to year students at RGH. Engagement with the clinical team has been difficult over the last few years, partially due to changes in staff, both in Psychiatry and Medical Education. In order to remedy this, Medical Education has made a change to the faculty structure, to have one Honorary Senior Lecturer overseeing the Psychological Medicine placement across all of CTM, to maximise all placement opportunities and enrich the students experience when placed with this clinical team.

A similar Honorary Senior Lecturer appointment has been made to oversee the year 3 Oncology and Surgery placement pan-CTM.

Similar to last year, Phase 1 placements continue to evaluate well, largely under the tutelage of the clinical teaching fellows who, as well as continuity, bring their near-peer knowledge and experience to the organisation and delivery of these placements. Year 1 received 96% positive feedback and Year 2, 99%.

We are, as always, grateful to our colleagues in Midwifery, Health Visitors, Mental Health, Physiotherapy, Cardio and Respiratory Physiologists and Palliative Care for their on-going support.

Out of 55 evaluation reports received this year from Cardiff and Swansea University 44 (80%) reports gave 100% positive feedback a rise from 66% last year. Prince Charles Hospital, received 100% positive feedback from all, bar 2, a fantastic achievement as they deliver placements for over 500 students.

All year 5 placements received 100% positive feedback, which is reassuring as an indicator that the experience and opportunities we provide to these students is useful and valued preparation for their imminent Foundation Year 1 roles.

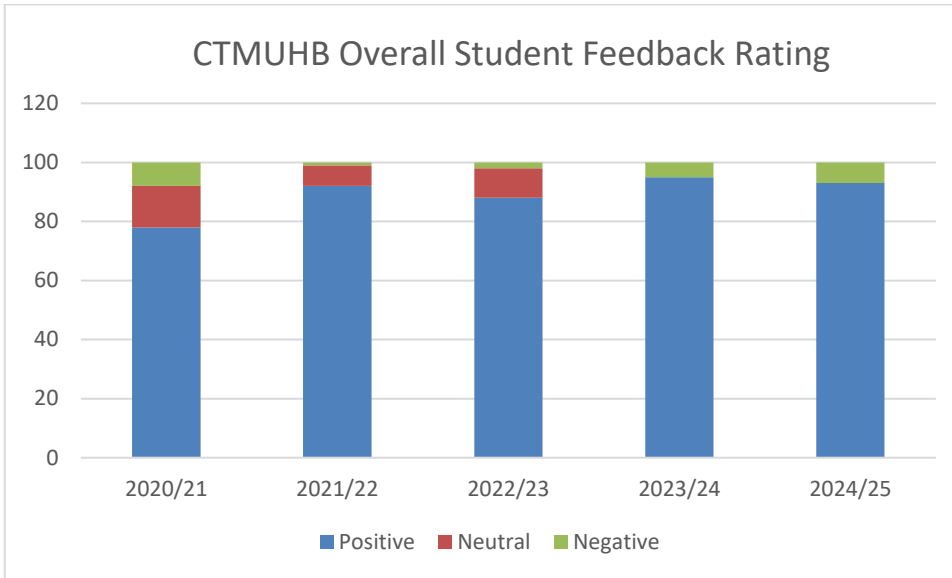


Figure 20

Overall Placement Rating by Hospital Site

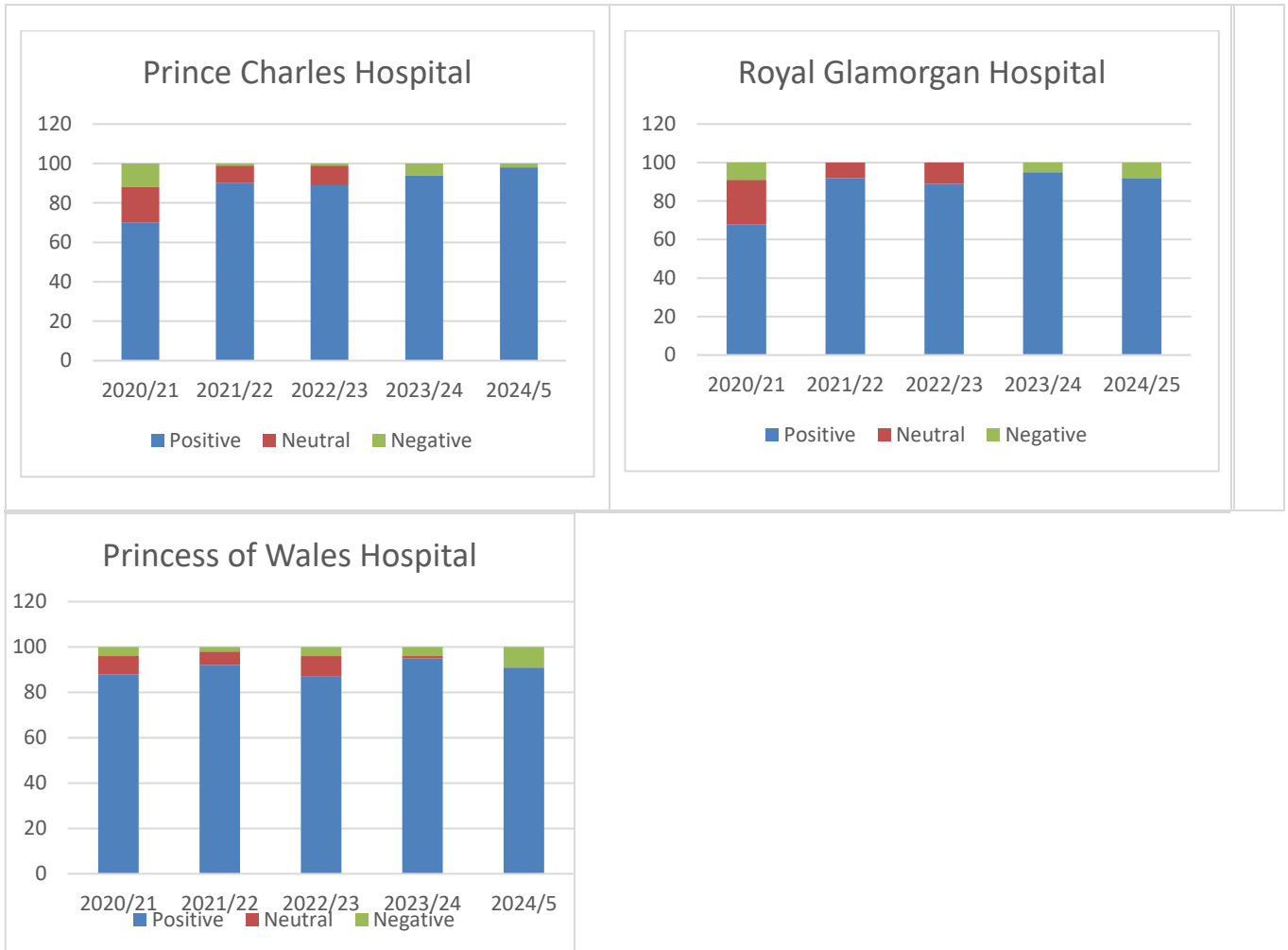


Figure 21

Clinical Fellows

Continuing the success of previous appointments, during the 2024/25 Academic year there were 6 new Clinical Fellows in Medical Education across CTMUHB, one-year tenures with an expectation to engage in a level 7 medical education qualification.

The Clinical Fellows continue to provide a solid and robust teaching resource, which again the feedback shows has been a significant success. In addition, the Clinical Fellows have produced significant quality improvement projects including a 'Year 3 SIM, introducing SIM to year 3 students outside of Hospital Front Door'. They presented this project to the University of Southern California and won the prize of 'Best cool idea.'

SIFT Reallocation

The work underpinning the review of allocation of Service Increment for Teaching (SIFT) continues.

As indicated in previous annual reports, the SIFT review work is to better identify the flow of SIFT funds to services, care group and directorate budgets, enabling the robust resource support of UG medical education activity, alongside enabling the organisation to have further clarity and assurance on utilisation of medical undergraduate SIFT funding (approx. £3.2m per annum).

The Clinical Education function continue to engage with Finance colleagues to further progress this work to establish a clear funding methodology that allows for flexibility to meet curriculum changes.

The following diagram illustrates the current UG Faculty structure.

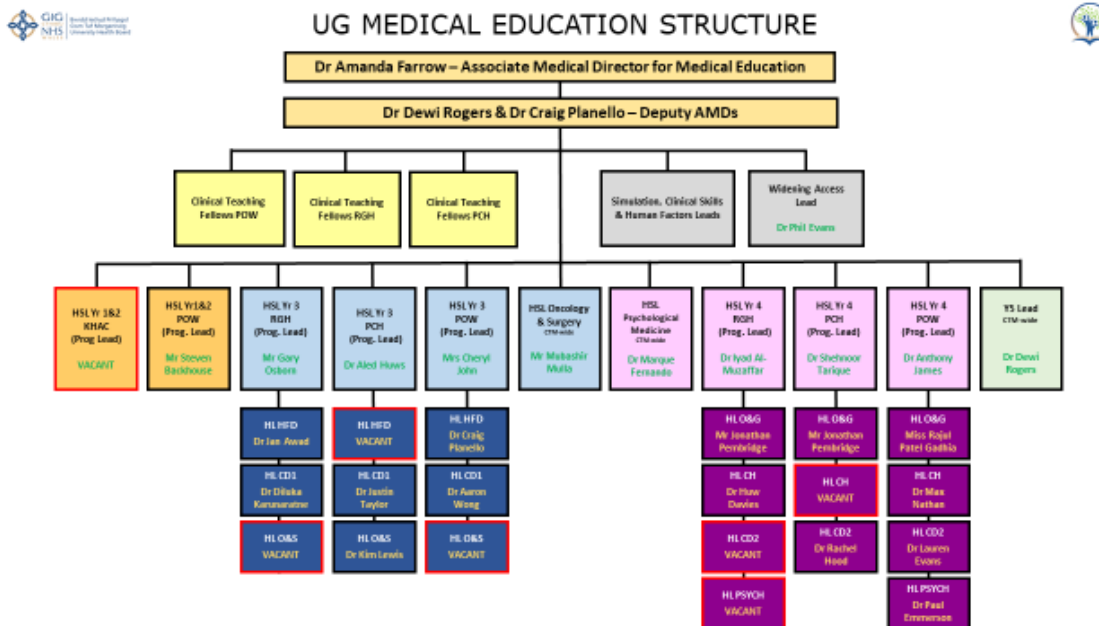


Figure 22

Physician Associate Students

The health board continues to provide clinical placements for Physician Associate (PA) students from Swansea University. Currently we take students on each of the health boards three main sites from year one and year two of the MPAS course, for both clinical placements and specialty placements, including Women's Health, Child Health and Emergency Medicine.

The feedback consistently highlights that students particularly value being placed within teams that already include practicing PAs. This arrangement provides them with invaluable mentorship, a clear understanding of the PA role in a real-world setting, and a supportive environment where they can see their future career path in action. While the feedback has been very good, some perennial issues remain, notably the challenge of managing the number of different students placed on a single ward. This can lead to competition for learning opportunities with the patients, potentially diluting the quality of their clinical experience. We continue to work closely with the university to address these logistical challenges, aiming to optimize the learning environment for every student.

Developing a Culture of Interprofessional Learning

Interprofessional Placement Activity

As a result of the HEIW re-commissioning of pre-registration for HCPs there is a requirement for each student to undertake at least 150 hours of interprofessional learning whilst on placement. The IPE team has grown this year due to secondment opportunities, allowing further opportunities for IPE experiences.

This structure has enabled us to design and deliver impactful, learner-focused programmes that are both evidence-based and operationally grounded. It has enabled the team to focus on undergraduate education, and has enabled exploratory work around IPE for postgraduates, and re-establishing the CTMUHB Interprofessional Simulation Education Group, which is progressing at pace.

The team is pivotal in collaborative working across professional groups, and is an anchor for advice, guidance, resource, and Interprofessional Education (IPE) development within the health board and for affiliated higher education institutions. CTMUHB are a driving force across Wales with regard to Interprofessional Education (IPE), with many health boards linking in for advice, support, and developed resources. We are proud to be a transformational conduit in the development of IPE opportunities across Wales.

Structured IPE placement opportunities

The focus of the structured placement opportunities is to ensure that the IPE placement is a valuable learning opportunity. Whilst many students will meet some IPE hours with "ad hoc" experiences, placements that have been facilitated for different professions by the IPE team, which are arranged in collaboration with university leads to ensure valuable learning occurs.

From September 24 – August 25, 2000 IPE placement days have been arranged across professions.

365 Clinics have been available to students across professions to attend and learn from other professions.

23 IPE connection sessions have taken place. These are bite sized learning sessions looking at case studies where MDT working could be improved to enhance patient experience and outcomes for all professions. The evaluations have been very positive.

28 Student learning sessions have been available for staff and students to attend. These are lecture theatre style training, with guest speakers who are experts in their scope of practice. Students reflect together at the end of the sessions, to learn how certain aspects

affect their work and improve their work across professions. It helps for students to gain a larger network and decrease placement anxieties.

Students as Educators

Involving students as educators in IPE offers a unique and valuable dimension to learning. By taking on teaching or facilitation roles, students develop leadership, communication, and reflective practice skills while reinforcing their own understanding of professional roles and collaborative care. This peer-led approach also fosters a supportive learning environment, where students can learn with, from, and about each other in a more relatable and engaging way. It's an empowering experience that contributes to their growth as future healthcare professionals.

Cardiac Physiology Student Teaching

As part of an interprofessional Learning initiative, we introduced Cardiology physiology students leading teaching sessions to support student nurses in developing their understanding and confidence in Electrocardiograms (ECG). The sessions focused on lead placement and waveform interpretations, to recognise key cardiac rhythms.

This collaborative approach has helped to enhance student nurses' confidence in patient assessments and monitoring, allowing mutual respect between professions, highlighting the value of shared learning within clinical practice. The sessions yielded positive results with student's confidence surrounding ECGs showing a positive impact when comparing pre and post session evaluations. The initial sessions allowed us to scope the level of knowledge of the students, adapting the session to suit the students' needs and understanding of the student.

Medical / Nursing Skills Sessions

Following the success of our other student led education sessions, we further expanded this initiative whilst working alongside the medical clinical fellows. From our planning we created clinical skills sessions aimed at bringing together student nurses and student doctors together for peer led skills sharing. During the session the student doctors were able to share their skills and understanding in cannulation. We then reversed the roles and had the student nurses educating the student doctors on female catheterisation a skill that they are highlight familiar with from their clinical placements.

This style of learning environment allowed open discussion within a psychologically safe setting. The session allowed for improvement in clinical skills whilst also enhancing appreciation of different professions' roles.

Physio/ OT Teaching Sessions

A new initiative trialled this year was a Physiotherapy and Occupational Therapy clinician led learning session for Adult Nursing Students.

The aim of this session was to support student nurses to develop their skills in preventing deconditioning and encouraging independence for patients in hospital wards. The clinician's provided education on deconditioning, combined with clinical based case studies, to improve students' understanding of the impact this can have. The session was held in a simulation suite to allow students to practice techniques and enhance student confidence in supporting their patients. The session was facilitated by a member of the MPPEF team to reinforce the importance of collaborative team working throughout. Evaluations have been positive with ideas for improvement. Further sessions are planned for the next academic year.

Interprofessional Education Simulation

Different simulation opportunities to allow for IPE time in practice, have been introduced, providing valuable training opportunities in a safe learning environment.

In addition to our established projects, this year we worked with Cardiff Metropolitan University, and the University of South Wales to develop and facilitate an afternoon of simulation activities for student nurses, and biomedical science students, following the *Journey of a Blood Sample*.

Cross-university simulation is a valuable approach that brings together students and educators from different institutions to collaborate in realistic, multidisciplinary scenarios. This shared learning environment fosters a broader understanding of diverse professional roles, enhances communication skills, and promotes consistency in educational standards. Working across universities, also encourages innovation, shared resources, and builds stronger academic and clinical partnerships that ultimately benefit learners and patient care alike.

The event was a huge success, with positive evaluations from both sets of students. As a team we felt that collaboration with universities brought significant benefits, enriching both educational and clinical environments. These partnerships enable the sharing of expertise, research, and innovative teaching methods, ensuring that learning remains evidence-based and forward-thinking. Working closely with academic institutions also supported the alignment of theory and practice, aiming to enhance placement experiences, and foster a pipeline of well-prepared, confident healthcare professionals.

We collaboratively presented this project at the HEIW Simulation Conference, June 2025.

The CTMUHB Simulation Education Group work has progressed at pace since January 2025, when the group was re-established, with the first initial 6 months focussing on:

- Establishing a solid membership with representation from across professional groups.
- Focus on simulation training within the group membership.
- Scoping simulation resources, and national frameworks.
- Initiating Phase One of the strategy.
- Developing a CTMUHB Simulation Education Strategy for the next 3 years. This is in its final draft stages.

Interprofessional Education Training

This year we have liaised with the PDN team, to provide “How to Facilitate IPE in clinical practice” on the newly registered nurse programme. This will allow clinicians to feel more confident supporting students with their mandated IPE requirements, and themselves as practitioners, promoting mutual respect. It is a good stepping-stone in terms of embedded IPE as part of everyday practice in the health board.

Over the next academic year, the IPE team will be facilitating bite sized educator sessions for clinicians across professions, in relation to IPE facilitation.

- **Pharmacy & Medical Undergraduate interprofessional Learning**

To improve prescribing amongst junior doctors, improve patient safety and communicate key prescribing initiatives Pharmacy have provided 10 sessions for year 5 Medical undergraduates to help support their prescribing training. Junior doctor F1 and F2 induction and clinical sessions have also been delivered in 2024/25.

A pilot IPE session held on 22nd May 2025 at Princess of Wales brought together Year 5 medical students and trainee pharmacists to work through clinical prescribing scenarios in pairs. The session aimed to build and enhance prescribing competence and confidence, foster interprofessional collaboration, and support the development of a more integrated, patient-centred healthcare workforce. Feedback from trainees and facilitators highlighted increased confidence, improved understanding of prescribing processes, and the value of hands-on, practical teaching. Pharmacy input was noted to challenge ingrained prescribing habits and improve safety. Future sessions will consider earlier delivery in placements, digital adaptation for e-prescribing, and ongoing involvement of experienced pharmacy educators.

Trainee Pharmacist POW

“I felt that the prescribing session was a nice opportunity to work alongside the Year 5 medical students and learn from each other. I found it helpful to see how medics think when it comes to prescribing, especially what they prioritise when filling out the drug chart and their rationale behind certain decisions. I was able to support my partner with things like filling the antimicrobial section I picked up a lot about warfarin management and INR monitoring that I hadn't understood before. It was a great opportunity for interprofessional learning and it helped me feel more prepared to work collaboratively in a clinical setting”.

- **Allied Health Professions**

The AHP services play a pivotal role in fostering a culture of IPE by promoting collaboration and mutual respect amongst the different professions. An annual Band 5/ new graduate induction package was created in 2021 to provide IPE opportunities on a rolling 12-month programme for all therapy staff joining the health board. In CTM, multi professional education, development and communication is well-established in our day-to-day practise.

Therapy service participates in and contribute to the wider IPE programme across the organisation. For example, OT led Student learning sessions on sensory processing, sleep hygiene, reablement, falls & frailty, palliative care, prehabilitation and discharge planning. In addition, there are IPE shadowing and structured placement opportunities for students' therapies and Nursing, Pharmacy, Neurophysiology. Simulation session to nursing students on increasing independence in a hospital ward have also been undertaken.

Examples of feedback from led IPE sessions

- The session was really helpful, and all the activities and case studies made us think out of the box.
- Really engaging session
- Loved the session, lovely members of the team. Learnt a lot in today's session and will use this knowledge for the future
- Today's IPE was extremely valuable as I was not fully aware of exactly how the prehabilitation team ran. It was interesting to see how OT and the MDT works and consider what role a nurse may be able to play in the future of the incentive.

Future work

IPE Team Goals for Aug 25- July 26

Through the next academic year, the IPE team will look to expand the current portfolio by:

- Complete CTMUHB IPE Framework – and work towards delivering it.
- Host Student and Educator Celebration Event – October 2025
- IPE team to undertake Simulation Training.
- Introduce further student led IPE opportunities.
- Expansion on Cross University Simulation Experience.
- Work towards the Simulation Strategy- Phase 1.
- Pilot a Cross University, and Health Board placement experience within the palliative care setting – currently in early development stages
- Continue to provide, improve, and monitor the current IPE opportunities available.
- Present our work at the HEIW IPE conference, June 2026.
- Plan, develop, and deliver bite sized training sessions for CTM clinicians around "How to Facilitate IPE."
- Introduce IPE drop-in sessions for clinicians, and students across CTMUHB.
- Integrate the team within the CTMCLA structures

Widening access and promoting the professions

Several initiatives have been undertaken to widen access and promote the professions.

Access to Medicine

CTMUHB represents communities with significant areas of deprivation. The Medical Education Faculty and "Widening Access" team are committed to provide support for students from these under-represented areas, with the aim of:

- raising awareness of opportunities within the local and wider healthcare service
- encouraging talented students to believe in their ability
- removing barriers, perceived or real, to enable students, to gain fairer access to higher education, particularly from backgrounds where pupils do not generally go to university
- prioritising pupils from state schools in deprived areas or from a 'widening access targeted background' within CTMUHB

As a faculty we are trying to develop a programme extending from school years 6 to 13, which will help local children develop an interest in medicine, maintain that interest and finally support the route to medicine.

The current annual timetable is seen (Appendix 2), but the elements are as follows:

Information for pupils, parents and teachers

The Medical Education Faculty provide information on studying medicine, including routes to medicine, entry requirements and cost. This is held in the late afternoon and facilitated via schools/colleges for Year 11, and 12 pupils followed by an early evening event for parents. The faculty also holds a similar information event for school careers officers and 6th form leads.

In addition, over the last 12 months, two of the Medical Education clinical fellows have developed an online resource, which hosts all of the relevant information required when considering an application to medicine, from medical school information including entry requirements, UCAS application procedure, entrance examinations, to funding questions. This is available bilingually in Welsh and English.

Primary schools

Each year a group of Year 3 and Year 4 medical students provide an interactive session to Year 6 primary school pupils on topics related to health and the body. This is undertaken as part of the "Widening Access" Special Study Component (SSC)

Secondary schools

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Clinical Learning Academy Cwm Taf Morgannwg University Health Board

Annual Report 2024/25

Author: Janet Gilbertson, Assistant Director of Clinical Education

As part of trying to maintain and encourage an interest in studying medicine the faculty aims to continue to support the delivery of a Year 10 clinical skills simulation event annually. This was run for the first time in February 2024 and repeated this year, again with very positive feedback, with participating secondary schools already in contact with the medical education faculty to request further sessions this academic year.

Medical Work Based Observation Scheme

The Medical Work Observation Scheme for pupils of Year 12+ ran for the first three weeks of July, following a full day's induction held in June. The content is mainly site-based, with time spent in theatres, the emergency department, clinics as well as clinical skill teaching, CPR and a reflection section to support including this experience into their personal UCAS statements. For some, the week is a crucial tool in helping to decide whether to pursue a career in Medicine or Dentistry.

In 2025 we had 108 learners attend, an increase of 10 from last year.

Mock interviews

Provision of mock medical school interviews for pupils from CTMUHB catchment area, including Multiple Mini Interviews (MMI) and 1:1 feedback takes place annually, and has been well received. Attendees are also encouraged to inform the faculty on their success at interview, and to date, this has been very encouraging.

Future:

The "Widening Access" faculty is now able to expand the opportunities available to pupils from CTMUHB catchment schools by closer collaboration with Cardiff medical school "Widening Access to Medicine Mentoring Scheme" (WAMMS). Talks are in progress with the University to see how we can best work together to maximise support for future medics.

New for 2026 is our year 8 opportunity, similar to the experience we provide for year 10 learners, but importantly connecting with this year group before they make their G.C.S.E. choices.

Pathology

Recognising the importance of attracting the future Pathology workforce, the department has committed to promoting the profession of Biomedical Science and the various, excellent career pathways available.

External Events:

Since the commencement of 2025 the Pathology Department has attended the following external events:

- Merthyr College Careers Fair
- Swansea University Careers Fair
- Cardiff Metropolitan University Careers Fair
- Bryn Celynnog School Sixth Form Careers Talk

- Maesteg Comprehensive School Sixth Form Careers Talk
- Bryntirion Comprehensive School Year 7 Science Event

Work Experience:

CTM Pathology hosted its first ever Virtual Work Experience event in July 2025 where learners were invited to a host of talks from discipline specific professionals. The following feedback was collected:

- 4.8/5-star rating for overall experience at event
- 100% of attendees would recommend the session to others
- 100% of attendees agreed, or strongly agreed that they had a better understanding of how to become a Biomedical Scientist/ Clinical Scientist following the session
- 100% of attendees agreed, or strongly agreed that their knowledge of Pathology had increased following the event

In addition to virtual events, CTM has hosted four work experience students this year, with an additional three students commencing placement this August.

Pharmacy Careers

Several initiatives have been undertaken to widen access and promote the pharmacy professions.

Date	School	Activity Type
16/12/2024	Bryntirion Comprehensive School	Careers Day
19/12/2024	Coleg Cymunedol Y Dderwen	Careers Day
2025		
23/01/2025	Tonyrefail Community School	Year 9 Career carousel
04/02/2025	Cyfarthfa High School	Year 7 - Uniform Worker Day
12/02/2025	Archbishop Comprehensive School	Careers Day
10/04/2025	Porth Community School	Careers Day
20/05/2025	Pencoed Comprehensive School	Careers Day
11/06/2025	Llanhari School	Careers Day
08/07/2025	Maesteg Comprehensive School	Careers Day

Figure 23



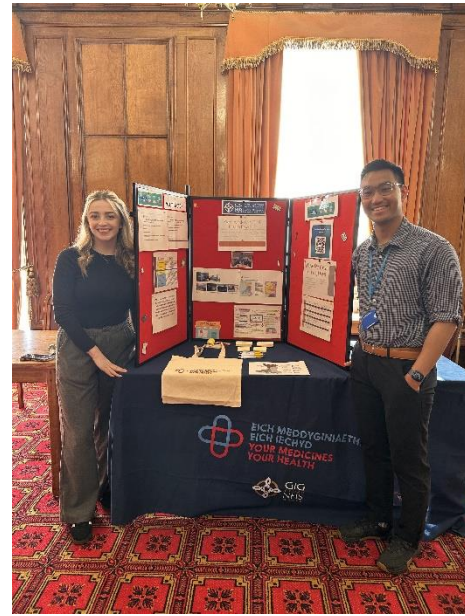


Figure 24

Events attended included ORIEL university open days and as part of a Clinical Education team, school events. For the school events, bilingual information leaflets were produced on careers and benefits to working in the NHS plus separate specific information for the different careers available. The aim is for representatives of the clinical education team to attend as many careers fayres as possible and promote all careers not just their own. The plan is also to target younger pupils and look at multidisciplinary work experience opportunities. Work experience placements are offered in primary and secondary care in conjunction with the Learning and Development department and through individual requests. Pharmacy also took part in a national careers online event targeted at year 9 and above school children in March 2025 in conjunction with Learning and Development.

Supported internships and project to continue employment

- Working with L+D team to place supported interns 16-21 within pharmacy department
- 3 interns so far who have been employed in band 2 roles at PCH and POW

figure 49

Supported internships and project to continue employment

- Working with L+D team to place supported interns 16-21 within pharmacy department
- 3 interns so far – 2 will stay on in band 2 roles at PCH
- Winner for Welsh Sustainability awards in June

Widening access - Collaborative Working

Recognising that our partner HEIs are challenged to recruit into the Pre-registration programme and an eagerness from our local colleges for their Level 3 Health and Social Care Students to have clinical placements, we have been working in partnership to promote nursing and midwifery as potential career choices by continuing to offer college students a 2x day Nursing Academy, followed by 37.5 hours of clinical placements for Merthyr and Bridgend College.

In September 2024, 20 year1 college students from Bridgend College attended the Nursing Academy held at Princess of Wales Hospital. And in November 2024, 27 year1 college students attended Prince Charles Hospital Nursing Academy from Merthyr College.

The two-day programme includes interactive sessions, clinical skills workshops and information sharing led by clinical colleagues. This programme continues to be well received by college students.

In March 2025 clinical work experience placements were arranged for college students from Merthyr and Bridgend College.

12 Merthyr college students attended Prince Charles Hospital clinical work experience, and 5 students attended clinical work experience at Princess of Wales / Royal Glamorgan Hospital from Bridgend College.

Following on from their experience attending Princess of Wales Nursing Academy in June 2023, all seventeen Bridgend college students were successful in attaining places at their chosen university. We will continue to liaise with the college leads for an update on career progression.

Feedback from Clinical Work experience placement from March 2025:

Bridgend Nursing Placement

- *"I like seeing how recovery section of ODP worked. Seeing how they handled the patient and made sure everything is correct. I didn't know much about this before compared to the other roles in ODP so seeing how it works was interesting."*
- *"I have enjoyed speaking to the nurses and getting to know what it is like to be a nurse. The past week has made me realise that paediatric nursing is definitely what I want to do in the future"*
- *I enjoyed "Being involved with staff and the team, working with staff and asking questions and being involved in the care of patients"*

Merthyr Nursing Placement

- *I enjoyed mixing in with different nurses/teams to do what they do daily.*
- *I enjoyed "Seeing how the different roles work together, learning the basics of patient care"*
- *I enjoyed "Meeting new people, learning what happens on the ward, seeing patients with different needs"*

Following the success of previous Nursing Academies, we will continue to offer this programme for 2025-2026.

Nurse Education Team, in collaboration with Learning and Development colleagues supported the Introduction to Health Care Event held at university of South Wales in July 2025. 78 students from across RCT attended. Due to the success of this event, we will continue to collaborate with colleagues for next year's event in 2026.

Nurse Education continues to work with Careers Wales and have supported facilitation at 16 career fayres and 9 days of mock interviews across local schools during 2024-2025. These days are facilitated and supported in collaboration with many professionals across CTMUHB. The teams value attending these events as an opportunity to inspire others and raise awareness about available career pathways. Our involvement has been well received by Careers Wales and local schools.



Figure 25

We have also attended several careers events at Merthyr College and in schools in the area with Health Board colleagues. We are busy collecting information and resources together so that we can represent the professions that can't attend on a given day and signpost the students to guidance or contacts in the Health Board.

RCN Cadets

We have also continued our involvement with the Royal College of Nursing Cadet scheme and look forward to further schemes in the future.

- October 2024- 1 Cadet based at Princess of Wales Hospital. February 2025 - 21 Cadets at Prince Charles Hospital and a variety of adult and Mental Health community teams
- April 2025 – 12 Cadets based at Princess of Wales Hospital and Glanrhyd Hospital.
- June 2025 – 7 Cadets within Royal Glamorgan Hospital ward areas.
- August 2025 –4 Army Force Cadets at Princess of Wales Hospital, Royal Glamorgan

Developing our Current Workforce

Health Care Support Worker (HCSW) Education

The Cwm Taf Morgannwg Clinical Learning Academy supports the skills and career development education pathways for health care support workers across CTMUHB as defined in the HCSW Framework, including clinical roles in primary and secondary care settings.

External funding is received from HEIW and utilised for HCSW education across the following areas; All Wales HCSW Induction Program, National Early Warning Score (NEWS Cymru) and wide range of Continuing Professional Development (CPD) training for HCSW in Nursing & Midwifery, Healthcare Sciences, Allied Health Professions, Facilities, Pharmacy, Primary Care and Primary Care Academy. The HCSW education team works closely and collaboratively with Learning & Development department regarding career and qualification progressions for HCSW's within CTMUHB.

The 2024/25 HCSW Conference was a successful event enjoyed by all attendees. The conference showcased the diversity of HCSW roles across CTMUHB, promoted career progression pathways, built staff confidence, and highlighted the passion and commitment of the workforce. Feedback confirmed that the event strengthened professional identity, relationships, and staff morale across HCSW education.

HEIW Funding for HCSW Education, Resources & Staffing

CTMUHB receives allocated funding from HEIW to support the education and development of HCSWs Band 2-4 in line with the All Wales Skills and Career Framework for HCSW. Quarterly monitoring and reporting on expected and actual expenditure internally within CTM and externally with HEIW continues, allowing early identification and reallocation of any potential underspend.

The following graph shows the HEIW funding that has been allocated to the HCSW education within CTMUHB since April 2021 – March 2026.

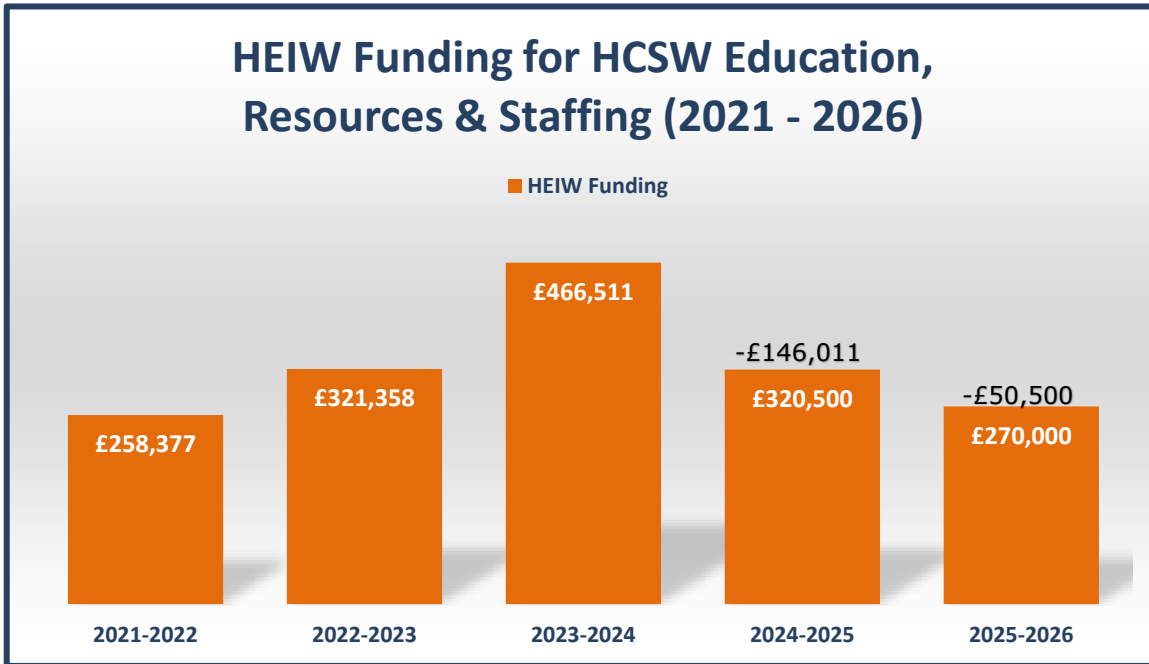


Figure 26

HCSW All Wales Induction Framework (AWIF) Programme

All new HCSW including those recruited to the bank undertake the in-house All Wales Induction Framework programme.

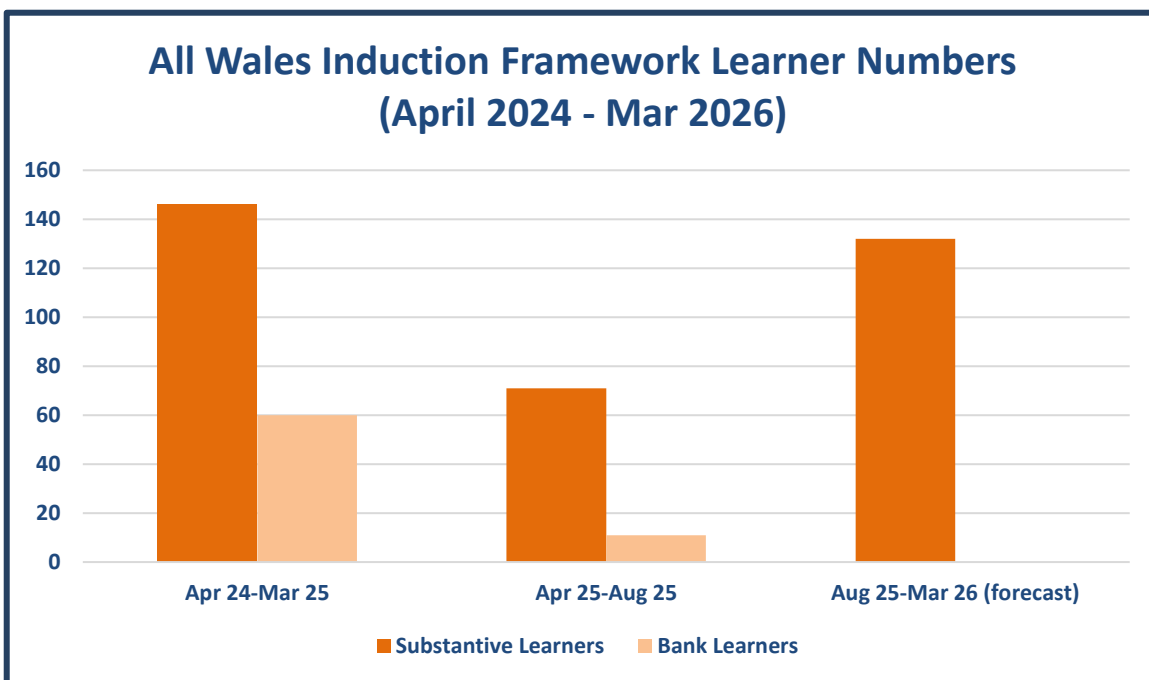


Figure 27 - (April 24-Aug 24 number trained so far)

Numbers were high in 21-22 due to increased recruitment of HCSWs to manage the impact of Covid. Numbers have now re-stabilised at just over 200 a year.

In June 2024, the NEWS Cymru training programme for HCSW clinical staff at CTMUHB resumed. This programme equips HCSW staff with essential knowledge and skills related to physiological measurements and the use of the NEWS Cymru tool in clinical practice.

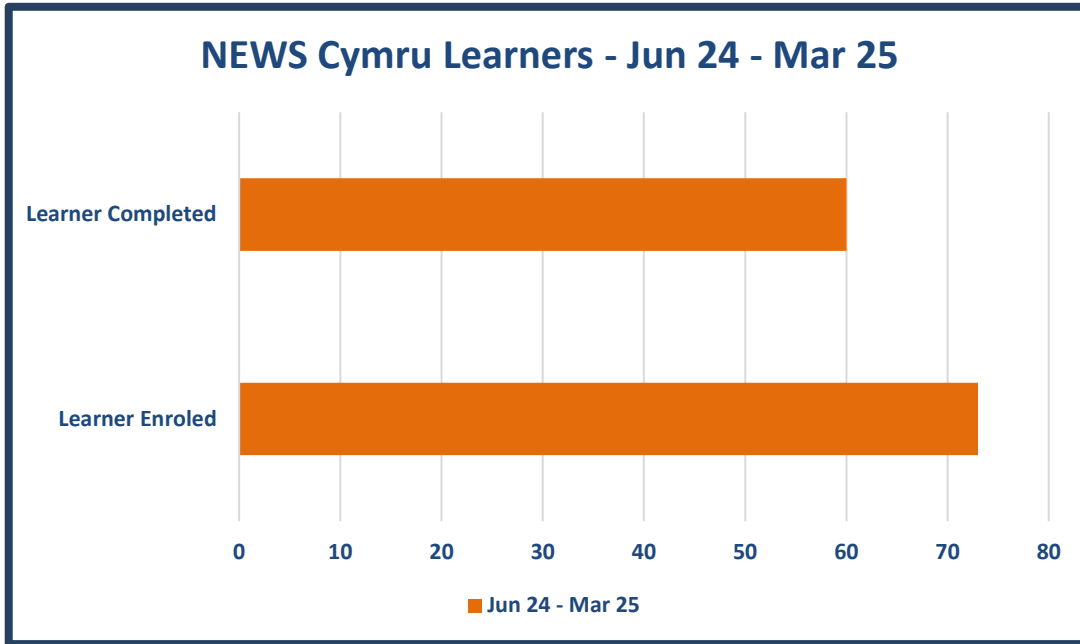


Figure 28

Between December 2024 and March 2025, the number of NEWS Cymru accreditations and courses delivered decreased due to the introduction of the NEWS2 Cymru document. While some accredited sessions continued, additional non-accredited learning was provided in collaboration with the Acute Deterioration Lead and Outreach Teams. These face-to-face sessions, held within clinical settings, focused on supporting staff with the transition to the new documentation and the implementation of NEWS2 across acute areas of the health board.

With the NEWS2 document now fully implemented, accredited NEWS2 training is scheduled to restart in September 2025.

Level 4 Certificate of Higher Education

To promote development and further progressions into Level 4 and flexible route to nurse registration we have developed strong affiliations with the University of South Wales (USW) and Grwp Llandrillo Menai (GLM) who provide these Level 4 qualifications for our HCSWs.

The HCSW Education Team has developed better collaborative working relations with the Learning & Development Department and Apprenticeship Academy to support career and qualification progression for HCSWs, central data collection, ensuring alignment with organisational workforce needs and professional development pathways.

The Certificate of Higher Education program offers HCSWs within CTMUHB a valuable Level 4 qualification to enhance their skills and knowledge, with an option to progress to the BSc (Hons) Nursing (Flexible Learning) program.

In September 2024 & February 2025 we enrolled a total of 33 HCSW applications to the University of South Wales (USW) & GLM Level 4 programme which has continued to increase from previous years, now the largest cohorts to date. Additional to this, we forecast a further 34 HCSW’s enrolling on Cert He Level USW and/or GLM across Sept 2025 & Feb 2026.

The majority of HCSW’s see this pathway as a steppingstone to progression to the Part Time Flexible Route to Nursing either via USW or Open University.

The following graph illustrates the Cert He Level 4 enrolments and completions for both USW and GLM. Both these routes show very good completion rates and provide an excellent pipeline for pathways into nursing.

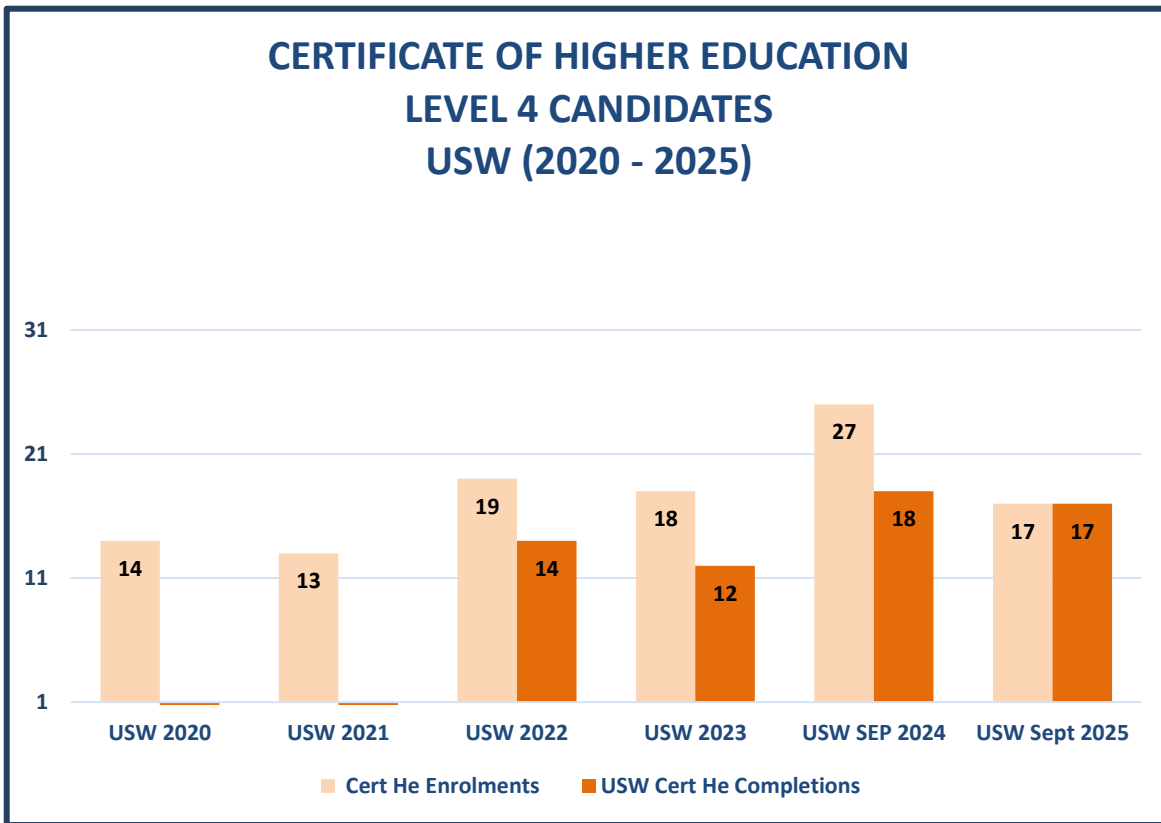


Figure 29 - (USW L4 course (2 years to completion))

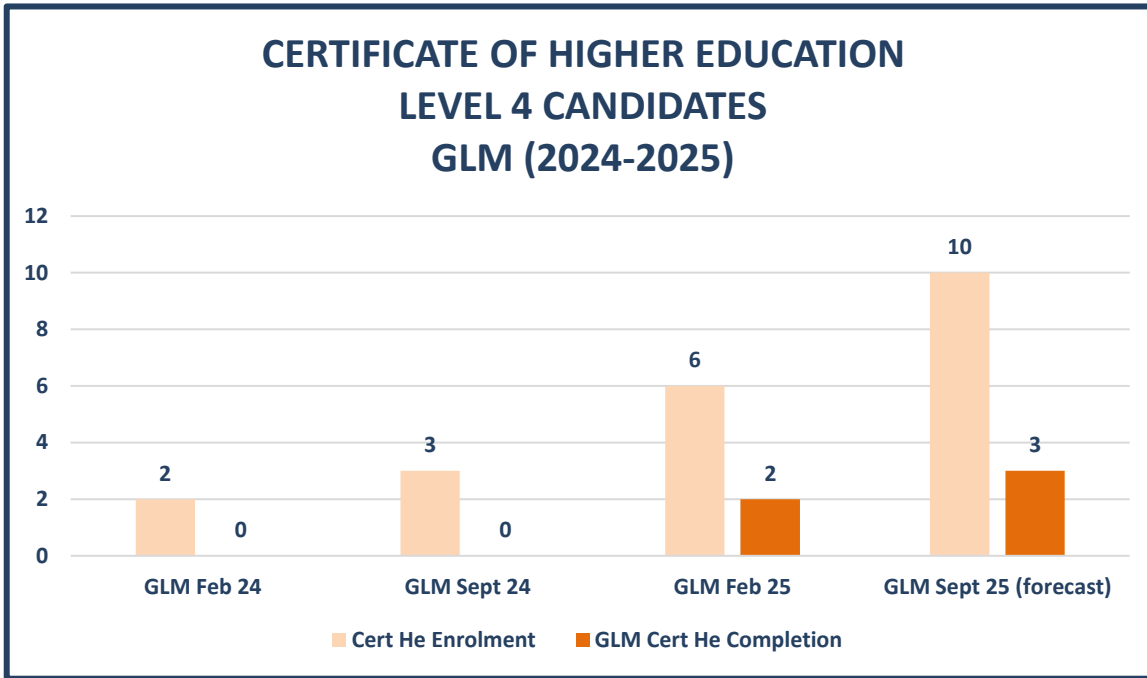


Figure 30 - (GLM L4 course (1 year to completion))

BSc (Hons) Nursing (Flexible Learning) –

Part Time Flexible Route to Nursing

This course, accredited by the Nursing and Midwifery Council, allows eligible candidates to work toward Registered Nurse status and obtain a degree in one of four nursing specialisations, all while continuing their employment as healthcare support workers. CTMUHB has been supporting the flexi route since its instigation in 2017.

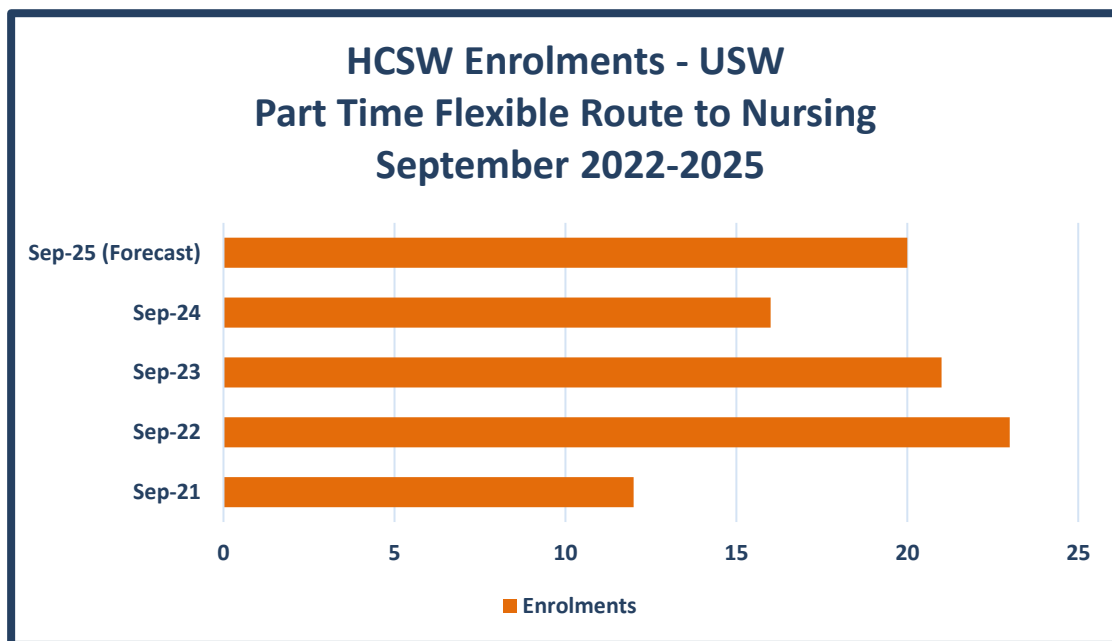


Figure 31

The graph above illustrates enrolments from Sep-21- Sep25. Enrolments onto the Part-Time Flexible Route to Nursing have reduced in both September 2024 and September 2025, primarily due to a decrease in the number of commissioned places available. For example, in September 2025 there were 30 potential applicants for the programme; however, only 20 available places allocated. There is increasing interest in and demand for this route for HCSWs to progress to become registered nurse professionals.

Those applicants who were not successful in gaining a place have been signposted to alternative study pathways. At present, there is no flexible route available for paediatric nursing, or to support flexible entry to midwifery. Work in these areas continues to be an important consideration for future workforce planning, to ensure staff across all fields of practice have accessible development opportunities.

AHP Healthcare Support Workers (HCSWs)

The number of posts within the AHP HCSW staff group has increased significantly over previous years, predominantly due to receiving funding to deliver community-based and public health services.

The Dietetic HCSW team increased by over 60% (from 19 to 31 posts) with new roles that educate on healthier behaviours in relation to healthy weight. This involves the delivery of nutrition education in community settings and so the focus of education for this staff group is achievement of the Level 4 "Preparing to teach" certification.

For 2025/26 Dietetics have achieved Agored accreditation to deliver Level 3 Dietetic Support Work. This will complement the current Level 4 diploma offering. One member of staff successfully completed the Level 4 Diploma in Dietetic Support Work in July 2025. This has enabled our community services to utilise this post at the top of their licence and consider alternative ways of service delivery due to enhanced skills. With the Level 3 offering being a new opportunity within 25/26 a further for 3 staff members are planned to enrol with a further staff member to enrol on the Level 4 diploma.

Across Occupational Therapy in 2024 there was a full review of the Agored Level 3 training due to a change in Agored lead. Due to changes in the Agored Level 3 modules and staff turnover, 32 registered Occupational Therapists received Agored Assessor training and 13 received internal verification training in 2024. Agored Level 3 Cohort 4 launched in 2024 with 19 new learners starting the qualification. This was a 111% increase in new learners from 2023, due to staff turnover at Band 3 and 4 level within the OT service. In 2024/2025 OT has submitted 90 marked units. 22 of these have been internally verified and a further 8 allocated to be internally verified.

Physiotherapy have made significant steps forward in relation to HCSW Agored training, with their work being shared nationally across their profession as an exemplar. Across the service they have introduced competency tiers for those not needing to do full diploma, with units chosen to enable eligibility to access level 4, increased attendance at standardisation meetings and Physios taking on training and education from February 2025. This has culminated in 5 new assessors/verifiers trained in 2025, 5 HCSWs achieving full Diploma

Certification and having 20 HCSWs currently undertaking the training (15 full Diploma, 2 undertaking 33 credits programme and 3 undertaking the 25-credit programme). From the original cohort the final learner will complete this year. Throughout 2025/26 we will be exploring the potential for external provision of Diploma via the CTM Apprenticeship Academy and there have been promising discussions with L&D pending discussion and assurances from external provider.

Despite this positive progress a number of challenges have been encountered; disruption due to business continuity, particularly with regards to POW temporary changes, and associated staff moving to RGH resulting in cessation of non-essential activity. In addition, staff turnover (learners and assessors) has created a challenge. Also, the change in Agored documentation prompted additional pressure. Despite this, in 2024 there were 166 credits submitted for certification, which is an increase on the 122 completed in 2023 (Figure 1). It is predicted that by March 2025 over 210 units will have been submitted. Not only has performance improved but capture of experience also reveals the impact of this work, as shown by the feedback from an assessor.

	Pre-2023	2023	2024	2025
Registrations	19	4	1	4
Total Ongoing	14	18	19	20
Completed Diploma	0	1	0	5
Eligible for 25 credits, Access to Level 4	0	4	0	5
Enrolling for 25 credits, Access to Level 4	0	0	3	2

Figure 32

	Pre 2023	2023	2024 (projected)	2024 actual	2025 projected
Credits Submitted for Certification	0	122	429	166	210
Active Assessors	7	18	23	18	19
Newly Trained Assessors	11	12	5	1	5

Figure 33 - Mapping of Submission of learning units and number of assessors within the delivery of the Agored Cymru Level 4 Diploma in Physiotherapy Support Qualification

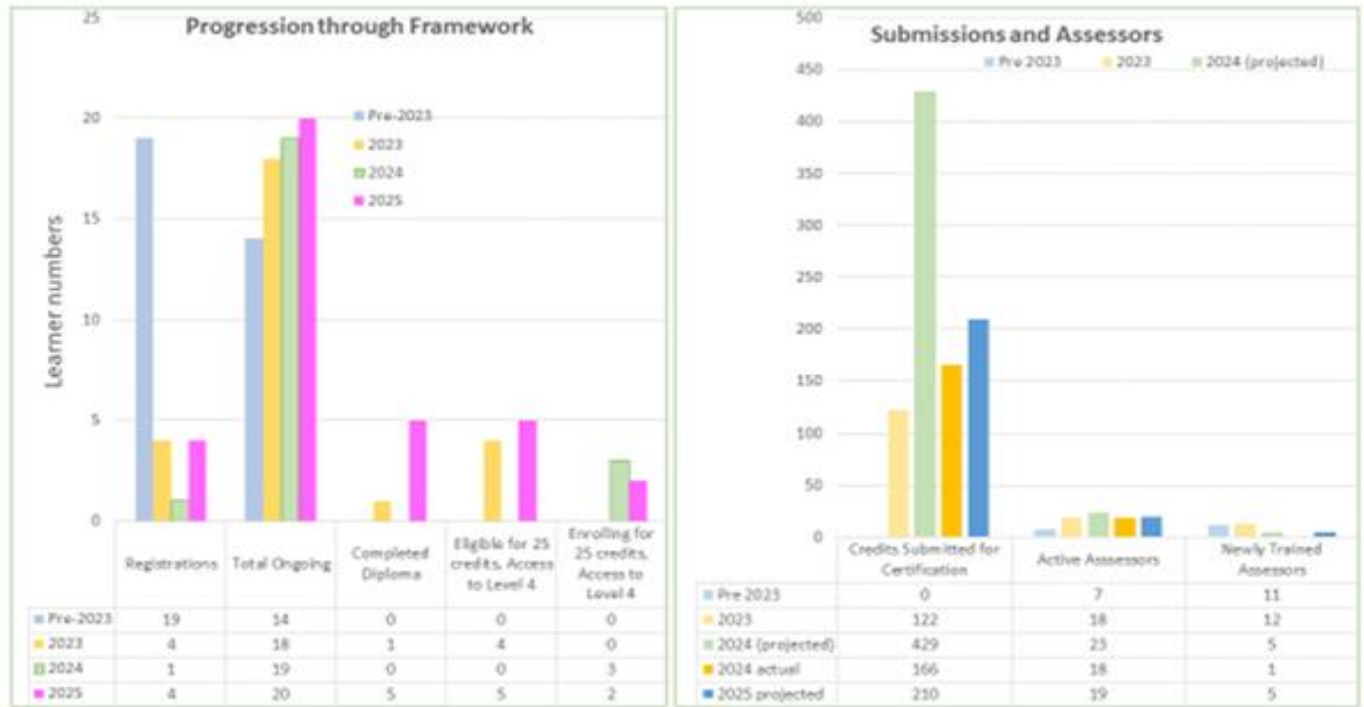


Figure 34

Over the past year we've focused on the development of the future workforce by implementing robust training programmes, supervision and mentorship opportunities and continuous CPD initiatives, this has been underpinned by IPE. With the establishment of the AHP Faculty in September 2025 as part of the CTM Learning Academy it will support the further development of the workforce by making sure they have the right skills and knowledge to get the outcomes that matter to our population. The faculty will also support the transformation of the current workforce, develop a culture of IPE and improve the governance and quality of learning. This work will also be underpinned by a strategic workforce plan utilising the HEIW 6 step model.

Dietetics for the first time in 25/26 will have a complete offer for Level 3 and Level 4 Diploma in Dietetic Support work and Therapies Assistant Practitioner Qualifications. We have seen from recent successful achievements that these qualifications significantly enhance staff professionalism and clinical practice within their professional scope. Consideration is given to all vacancies where skill mix of support worker posts is appropriate. This approach has been successful within our Diabetes services where staff have been recognised nationally with award winning delivery methods and outstanding feedback from the local community.

Following a successful interview process the OT Service is supporting another Band 4 OT Technician through the part-time OT degree in USW. This means that from September 2025 a total of 4 OT Technicians are being supported by the service.

Due to a national recruitment shortage of band 6 speech and language therapy posts into the adult services, CTM have converted 4 band 6 vacancies to annex 21 posts which has increased the opportunity for newly qualified S<s to enter the profession. It is hoped that this will improve retention and progress their careers within CTM.

Pharmacy

Pharmacy Assistant Technical Officer (ATO) Development

Five pharmacy assistants across three acute sites have undergone the new HEIW Medicines Management training. This qualification enables them to work at the top of their licence and become integral members of ward-based pharmacy teams.

The aim is to free up time for pharmacy technicians to advance their skills, and for pharmacists to fully utilise their prescribing qualifications—participating in ward rounds, running clinics, and taking on specialist roles. In areas where ward-based pharmacy assistants are already applying this qualification, early outcomes include reduced medicines waste, fewer dispensing tasks, and increased capacity for pharmacy technicians to counsel patients and support services such as cardiac rehabilitation—activities traditionally carried out by pharmacists.

Three pharmacy assistants have also undertaken “Access to” courses in Maths, English and Science which would enable them to apply for student pharmacy technician courses in the future.

Scoping is underway within CTMUHB for Pharmacy assistants to undertake a Final Accuracy Check qualification with NHS Pharmacy education and training provider, Pharmacy Workforce Development South (PWDS). The future dispensary workforce will feature pharmacy assistants for dispensing and final accuracy checking allowing this staff group to work at the top of their license and releasing time for pharmacy technicians to undertake a more clinical role in patient care.

Pharmacy continues to access the HEIW HCSW funding for pharmacy assistants. This funding has so far been used for NVQ level 2 courses which is a GPhC regulator requirement for all staff working in pharmacy that are not registered with GPhC. It provides key knowledge and skills appropriate for the activities they perform and, in the pharmacy setting that they work. In collaboration with Clinical Education, pharmacy is scoping other course pathways and development opportunities appropriate to the banding of the pharmacy assistant.

Postgraduate/ Post registration Education and Training.

The Clinical Education Service manages 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 Registrant Nurse programme, education packages in response to Clinical Incidents e.g. Nasogastric training, Fluid Balance training
- Delivery, Management and co-ordination of Education pathways for Foundation Medical Trainees.
- Management of Health Education Improvement Wales Advanced Practice & Non-Medical Prescribing funding streams.
- Management of HEIW (HEIW) Nursing CPD allocation.
- Recognition of Acute Deterioration & Resuscitation and Clinical Skills including advanced programmes accredited by the Resuscitation Council and Royal College of Surgeons.

Focus on Nursing & Midwifery post registration

The new Nursing and Midwifery Council's (NMC) Standards of Proficiency and Education for Registered Nurses were launched in May 2018. The new standards made significant changes to proficiencies for registered nurses, standards for preregistration programmes, and student supervision and assessment. Two cohorts of these registrants are now working successfully in the Health Board.

The Practice Education Facilitator team and the Practice Development Nurses facilitate Student Streamlining (recruitment) events in the HEIs and hold in-house events. Staff from the clinical areas are invited to these events to showcase their area, induction programmes and share development opportunities that would be available, as well as the day-to-day information needed about ward life. The PEF team have been working in collaboration with the newly appointed Attraction and Resourcing lead to review our streamlining events and maximise attendance from the clinical teams and enhance the number of students recruited via these events.

Understanding the link between experience on placement and early years post registration development and retention into our registered nursing workforce, we offer a robust and comprehensive Newly Registered Nurse Programme (NRNIP) for all graduate nurses across all fields of nursing within the organisation. This has been reviewed in alignment with the CNO Welsh Circular regarding Preceptorship. The Role of Preceptor training commenced in August 2025, with NRNIP being mandated from Autumn 2025.

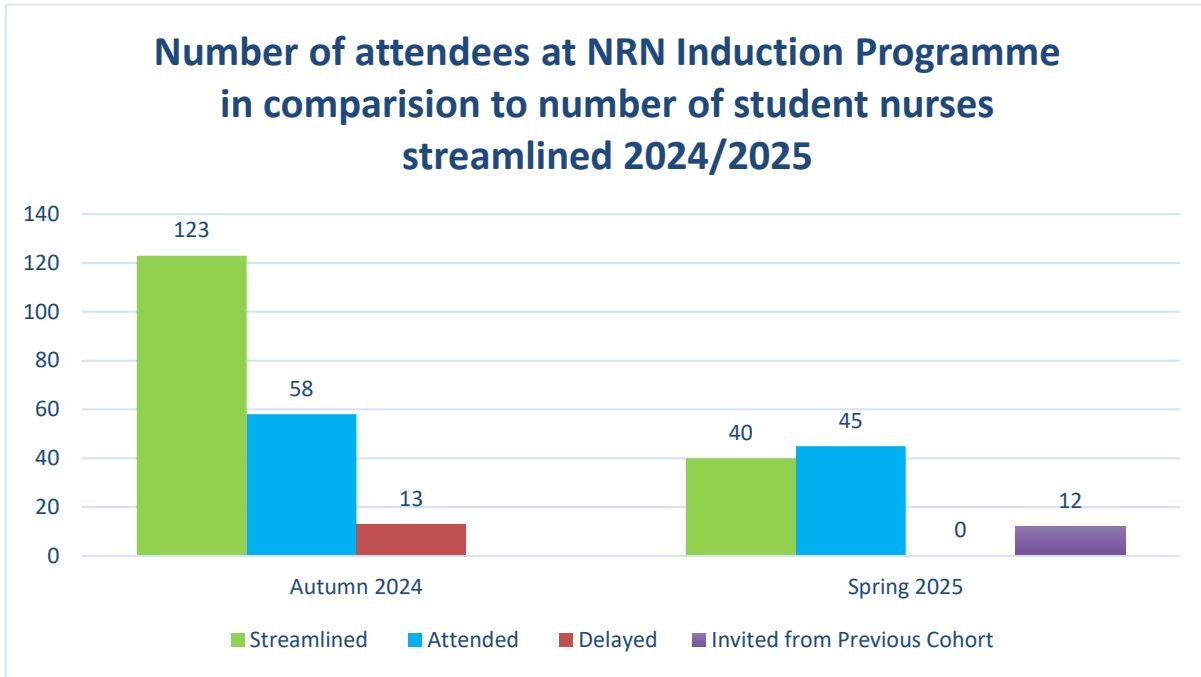


Figure 35

The other area of focus in response to the CNO Welsh Circular in 2024-2025 is Restorative Clinical Supervision training.

- Restorative Clinical Supervision- the CTM plan for implementation of Restorative Clinical Supervision has been submitted to the CNO and will be delivered from autumn 2025. All members of the Practice Development Nursing Team have attended RCS 'Train the Trainer Course' at Cardiff and Vale UHB in preparation to roll out a 3-day training programme that will be offered to Clinical supervisors across CTMUHB from September 2025. All potential supervisors will need to complete the e-learning package via ESR prior to attending training.
- RCS will be included in the NRNIP from autumn 2025 onwards

Supporting Career Progression:

The Professional Development and Innovation Programme, is a 2-day course targeted for nurses in band 6 roles, focusing on developing their experience of management, leadership and innovation roles to consolidate preparation for the next phase of their careers. The programme is a valuable resource in supporting our Band 6 Nursing workforce. The programme will be held again in December 2025.

A similar two-day programme has been successfully delivered for Band 7 registered nurses. This programme provides an opportunity to enhance knowledge and skills to support professional development for Band 7 registered nurses. The programme has received positive evaluations and has been well attended. The next programme has been arranged for December 2025.

Band 6 & 7 Professional Development Programme 2024/25

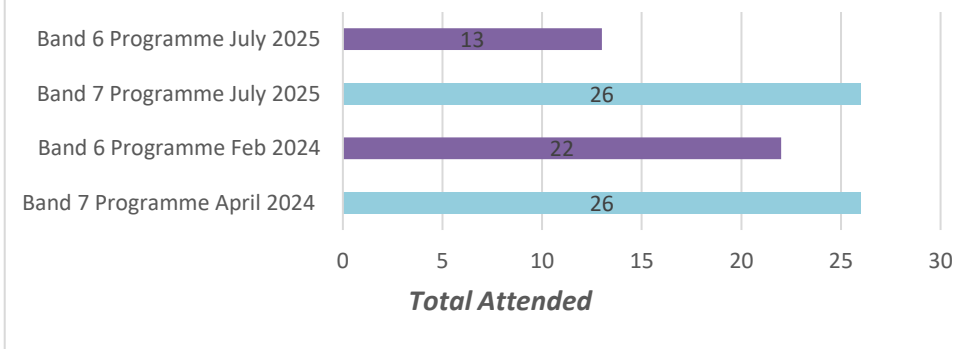


Figure 36

The Practice Development Team have developed several nurse education days. Continuing Professional Development session examples for 2024-2025 include:

- Falls training- a one day course for registrants and HCSW. The aim of the day is to provide greater understanding of the impact of falls and prevention of falls in hospital and community settings.
- The Day is planned to be delivered again in October 2025.

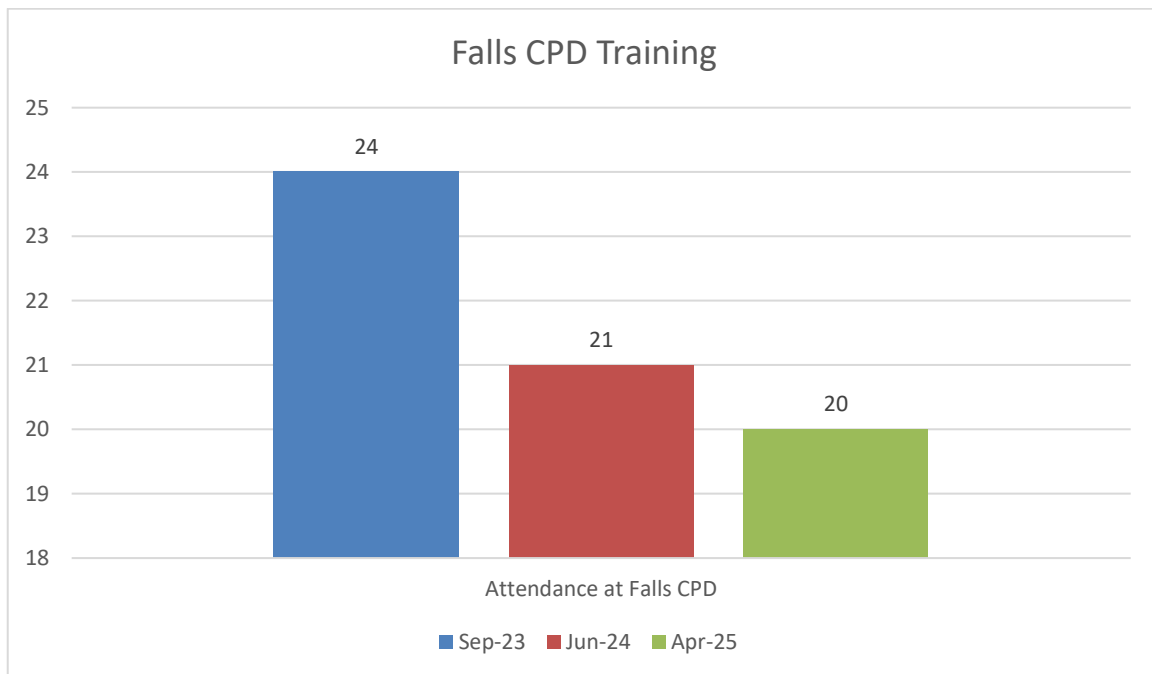


Figure 37

- In April 2025, 7 members of experienced nursing staff recently started with CTMUHB attended the 'New to Health Board' day. The aim of this study day is to welcome new member of nursing staff to the Health Board and to ensure information is shared on Cwm Taf Morgannwg values and behaviours, key policies and services.

Other CPD Education Training co-ordinated by PDN Team and delivered by subject matter experts included:

- Malnutrition CPD
- Palliative Care CPD
- Medicine Management Study Day
- Frailty CPD Micro session
- Diabetes Management
- Care after death Micro Session

Focus on Medical Postgraduate

In Academic Year 2024/25 CTM UHB had a total of 83 Foundation Year 1 (FY1) doctors and 84 Foundation Year 2 (FY2) doctors starting their rotations across the three acute hospital sites. There was some movement of these posts during the year as a result of the POW incident, with some Foundation doctors working during the day in RGH but doing their on-call in POW. However, with the exception of the stroke posts which will remain in RGH until April 26, the foundation posts will all be returning to their substantive bases imminently. In addition, throughout the academic year, we held induction for 234 junior doctors as they started with the UHB. August 2024 was the first trial of the new induction programme with it being split into three tiers, corporate induction, site induction and team induction. There was also IT presence and a number of relevant departmental stalls. The feedback was excellent, and we intend to replicate and improve at all subsequent inductions.

Foundation training for FY1 and FY2 took place weekly on specific, regular times on each acute site. In addition, we held frequent, speciality-related teaching and journal clubs through the year. We also continued with simulation afternoons for the FYs which proves to be very beneficial for the new curriculum. For junior doctors there is facilitated weekly teaching as well as ad hoc events and "Grand Rounds" for all trainees and consultants.

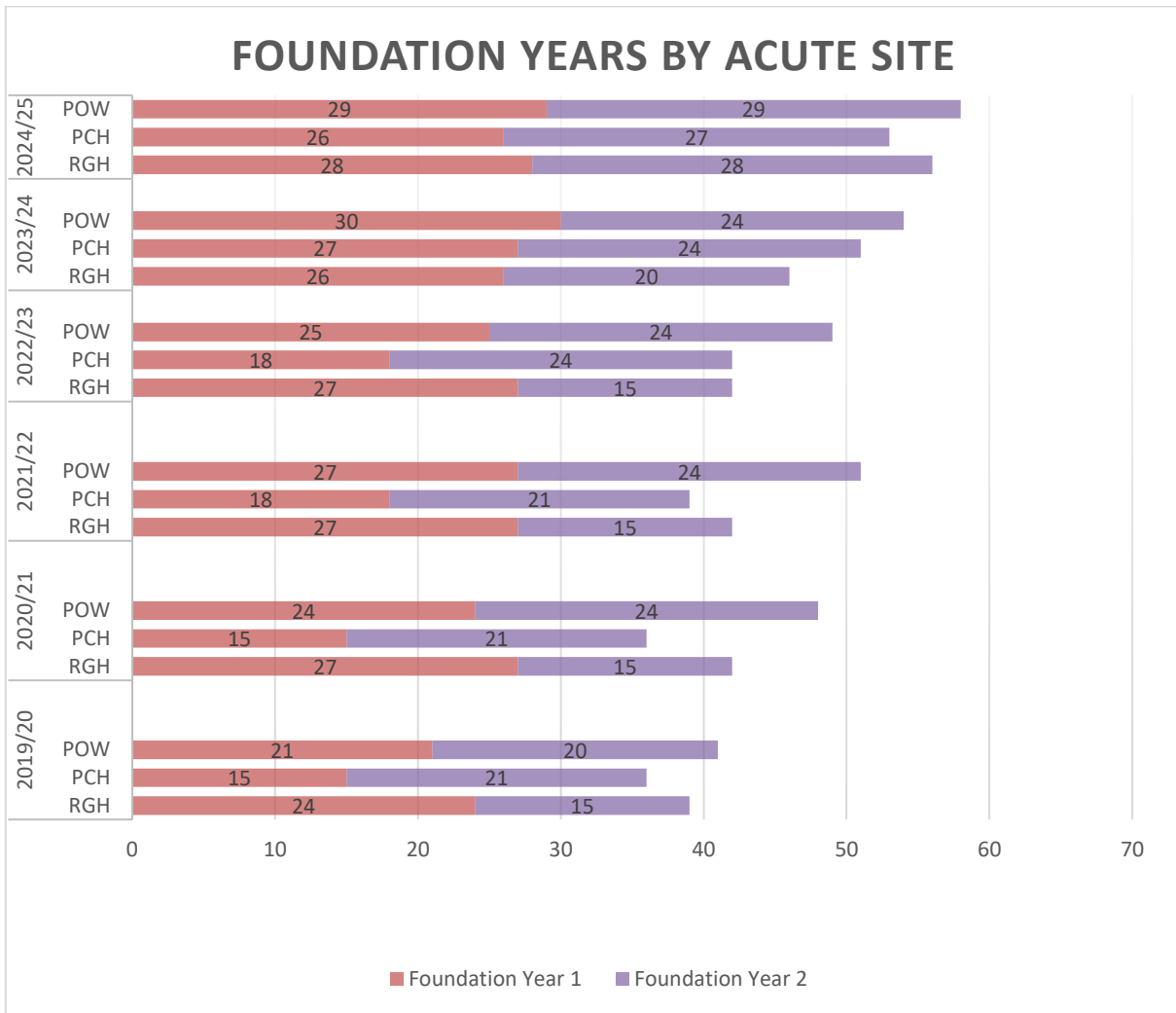


Figure 38

Performance

Performance is monitored via the HEIW Quality Unit. The HEIW CTM UHB “Risk register”, maintained by the Quality Unit, records areas of concern through a number of different data sources, most notably the General Medical Council (GMC) National Trainee Survey.

The sources of concern can range from anecdotal evidence, to formally recorded results on GMC surveys, and the scope of the “risk” from a single point of contact, to covering the whole health board.

The following table provides the GMC Survey overall satisfaction rates by element over the last five years. It indicates relative stability over the period, with some small movement in each direction.

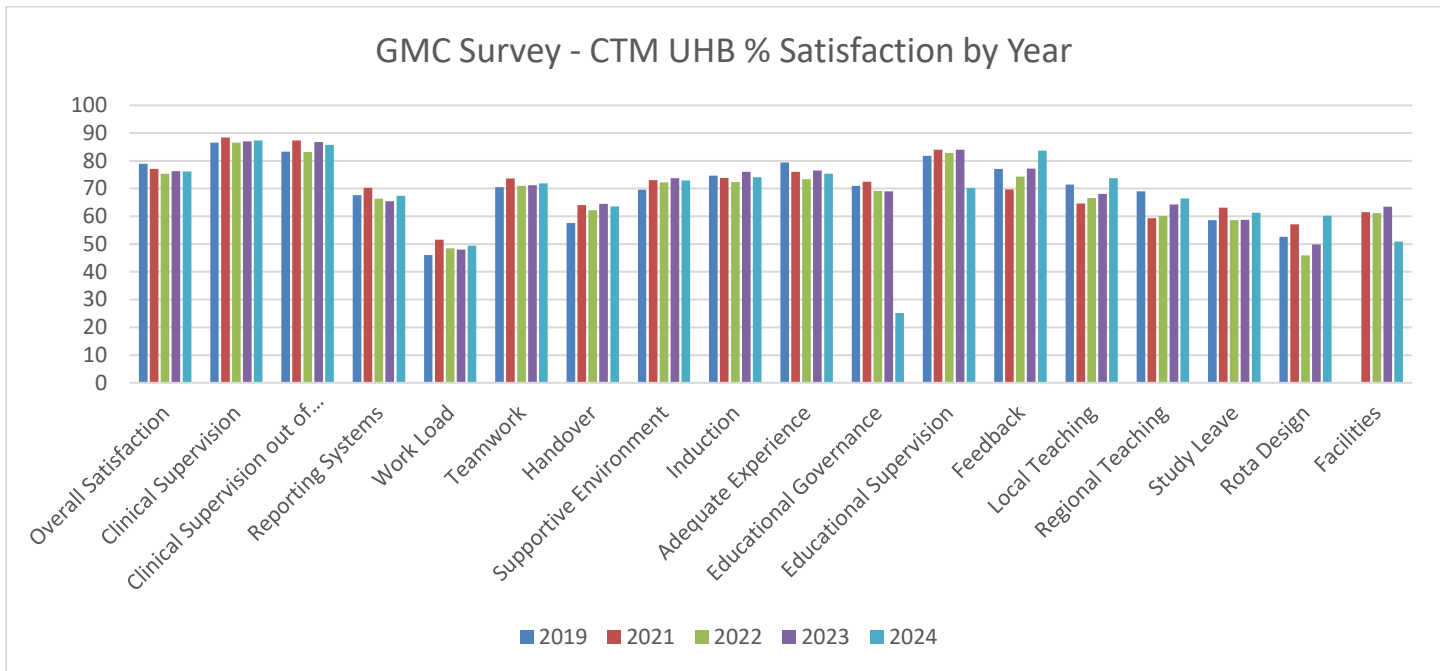


Figure 39

HEIW formally review risk position with the health board 3 times a year, operating on a traditional traffic light system. The current version of the risk register (July 25) has 24 risks (26 in August 24) with 10 being removed since August 24 and 8 being added. The Associate Medical Director (Education), the Local Faculty Leads and the Clinical Education Manager continue to tackle each individual risk, liaising with trainees and trainers as required, collecting and collating feedback and assisting Care Group service areas with the development of action plans. In 2024, a new process for feedback collection and collation was introduced with the use of Microsoft forms to encourage trainees and trainers to speak up about any concerns that they may have. This can be done anonymously if required. It has proved to be an effective way of engagement and has allowed a more proactive approach. In addition the AMD (Education) has presented at the PEG group, highlighting care group risk areas as part of the rotation of "deep dives," although this reporting process is expected to be modified for the next Academic Year with a new meeting structure to ensure triangulation of information from the Medical Directors, the Care Group Directors and the Medical Education Team. The matrices in appendix 1 show the risks from August 2024 to July 25. And Specialty Movement since August 24

Dental Education

As previously reported, in April 2023, Clinical Education, with HEIW's agreement, took on the responsibility for managing Dental PG within the Health Board. This involved assuming responsibility for managing Unit 3 Dental PG in PCH and the associated staff.

The staff continue to be integrated into the wider department to ensure that they have formal frameworks and policies within which to operate, and to secure adequate support for the activity. They now attend all-staff development days and utilise some bespoke IT systems (e.g. booking system).

Bespoke Education and Training activities

The Teaching skills for Doctors Course is an in-house development which has been so successful that an additional course was commissioned by HEIW. The course now runs least twice a year, and, with HEIW, we are investigating the possibility of franchising the course elsewhere.

The annual Teaching and Educators Development Conference (TED) was held in POW on the 27th June and was again opened out to all health-care professions and enjoyed a multi-professional audience providing rich and diverse learning opportunities.

Health Care Sciences

HCS within CTM recognise the importance of continued professional development and advanced clinical practice in the retention and development of motivated, highly performing staff and have achieved the following:

Audiology

- Awarded 8K in equivalence funding by HEIW in 2024, and 15K in 2025.
- 4 staff completed M level learning in 2024/25, in preparation for equivalence.
- 2 staff achieved equivalence in 2025 – Clinical Scientist and Consultant Clinical Scientist
- 4 staff are preparing for Advanced level training in 2025.
- 2 staff are preparing to submit their equivalence portfolio in 2025.

Clinical Engineering

- Clinical Engineering education underway:
 - 1 x MSc Leadership and Management including ILM 7 (Band 8b)
- 1 x ISM 4 Leadership and management – Band 5
- 1 x ILM 5 Leadership and management – Band 6
- 1 x Band 6 Annex 21 attending specific manufacturer service training courses
- Planned start for this September
- 1 x PGC education/training qualification – Band 6

Pathology

The Cwm Taf Morgannwg University Health Board (CTMUHB) Pathology Department is committed to the development of its employees through formal developmental and educational opportunities. In line with the NHS Wales Healthcare Science Framework

CTMUHB endeavour to provide career progression routes from band 2 to band 9, with a 'grow your own' ethos. The current qualifications being undertaken are as follows:

Level 3 Apprenticeship in Healthcare Science:

- One member of staff has commenced the Level 3 Apprenticeship in Healthcare Science. This qualification allows individuals with no prior scientific qualifications to commence their journey to becoming a Biomedical Scientist.

Level 4 Apprenticeship in Healthcare Science:

- Four members of staff have successfully completed their Level 4 Apprenticeship in Healthcare Science with a further two members due to complete within the month of August 2025.
- Three members of staff were successful at interview and are due to commence their Level 4 Apprenticeship in September 2025. All three students aspire to commence the second cohort of the Practitioner Training Programme (PTP) in Healthcare Science at Cardiff Metropolitan University.

Part time degree in Healthcare Science:

- Five members of staff are due to commence the first cohort of the Part time PTP in Healthcare Science at Cardiff Metropolitan University. Students will undertake the academic learning alongside the Institute of Biomedical Science (IBMS) Certificate of Competence to allow Health and Care Professions Council (HCPC) registration as a Biomedical Scientist following completion of the programme. This has been funded by HEIW commissioning processes.

Top-up Modules:

The Pathology department support and facilitate the completion of "top-up modules" for staff members who have not completed an IBMS accredited BSc in Biomedical Science/ Healthcare Science but have an alternative scientific degree. The student's degree is assessed by the IBMS and the relevant "top-up" modules determined to allow IBMS Certificate of competency completion and subsequent HCPC registration as a Biomedical Scientist.

- One student is continuing studies with Ulster University funded by HEIW Equivalence
- Three students are commencing studies with Cardiff Metropolitan University funded by HEIW commissioning processes.

IBMS Degree Assessments:

- HEIW Equivalence funding has been secured for four individuals to undertake degree assessment by the IBMS. This will determine required "top-up" modules required to commence study with Cardiff Metropolitan University in September 2026.

MSc:

- HEIW Advanced Clinical Practice (ACP) funding has been secured for two staff members to complete their first year of study on the MSc Biomedical Science at Greenwich University.

Scientist Training Programme (STP):

- One candidate is currently undertaking the STP in Histopathology
- One candidate is currently undertaking the STP in Biochemistry

Other:

- Funding has been obtained for one individual to complete their Equivalence Portfolio for dual registration as a Biomedical Scientist and Clinical Scientist
- Two candidates are enrolled on the NEBOSH General Certificate in Health and Safety
- Two members of staff have successfully completed the Level 2 Agored Cymru Train the Trainer Qualification
- One member of staff has successfully completed the Agored Cymru Introduction to Assessment to act as an assessor for Level 3 qualifications
- Two members of staff have successfully completed the Agored Cymru Level 3 Certificate in Assessing Vocational Achievement (CAVA)
- One candidate has successfully completed their ILM Level 3
- One candidate has successfully completed their IBMS Specialist Portfolio in Microbiology
- At least 5 individuals have completed their IBMS Certificate of Competency to allow registration with the HCPC as a Biomedical Scientist

Radiology

- ILM 7 Leadership and management (USW)
- ILM 5 Leadership and management (CTM)
- ILM 4 Leadership and management (CTM)
- PgCert Chest and abdomen reporting
- Assistant Practitioner Course Trained a radiographic assistant to be an Assistant Practitioner in POW

Pharmacy

Band 6 pharmacists – newly qualified post registration pharmacists

CTMUHB Pharmacy employs a number of Band 6 post registration health board wide pharmacists on 2-year fixed term contracts to undertake further study in post registration qualifications. From 2023, a new 2-year post registration foundation programme was funded by HEIW (HEIW PRF). For those pharmacists who started in August 2023, 4 started in the September cohort and have been successful in completing their IP qualification. They are currently awaiting results of their post registration Royal

Pharmaceutical Society credentialing panels. Three started in the January 2024 cohort and are currently undertaking the course. One undertook the Distance learning diploma with Queen's University Belfast (funded through Advanced practice monies) and has been successful in passing. To support the novice IP development and allow these Band 6s to gain further knowledge and be awarded a diploma, HEIW, from 2024 has provided additional funding for an optional 40 credits at Cardiff University.

For the 2024 intake, there are 5 pharmacists on the September 2024 cohort of the HEIW PRF programme, 1 pharmacist on the January 2025 cohort and 1 pharmacist undertaking the distance learning diploma with Queen's university, Belfast. From August 2025 new Band 6 pharmacists will undertake health board wide structured clinical training rotations to ensure that we work together as One CTM team. Sites included in the rotations are Princess of Wales Hospital, Prince Charles Hospital, Royal Glamorgan Hospital, Ysbyty Cwm Rhondda, Ysbyty Cwm Cynon and Parc Prison. They will undertake a post registration qualification alongside the health board rotations.

Pharmacy technician workforce development

17 pre-registration pharmacy technicians have or are undertaking the 2-year Level 4 University of East Anglia qualification across the 3 acute sites, RGH, PCH and POW, plus HMP Parc, Bridgend in 2024/25.

Further development opportunities for pharmacy technicians to upskill clinically include the Pharmacy Workforce Development South (PWDS) Clinical Prioritisation qualification. Once qualified pharmacy technicians can review patients before the pharmacist or other health professional and prioritise the patient according to a clinical prioritisation tool which is designed for specific clinical areas. As the first health board in Wales to send staff on this training course, we have had much interest from other health boards and HEIW have now agreed to fund the training for the Welsh cohort starting 2024.

Currently six pharmacy technicians have completed the qualification. They are working in areas such as the Emergency Department, Maternity, Frailty and Surgery and having a great impact. Five staff from all sites across the health board are currently undertaking the course and the plan is for all Band 5 pharmacy technicians to undertake the course over the next couple of years. One PCH Pharmacy technician presented on extended role at Clinical Pharmacy Congress, North, in November 2024 and has presented at the Association of Pharmacy Technicians UK.

This will release pharmacist and other health care professionals time to prioritise patients by risk according to a designated clinical prioritisation tool. It will release time for prescribing, MDT working and benefit patient care.

Other qualifications that pharmacy technicians have undertaken in 2024/25 are the level 4 diploma at Bradford college, Antimicrobial Stewardship training, Intensive Care training, Education and Training, Leadership, Analgesic Stewardship and 3 members of senior pharmacy technicians are currently undertaking the Master's in Leadership and Management with USW.



This will support pharmacy technicians to lead and take on more clinical roles by increasing their scope of practice, releasing time for the pharmacist to use the IP qualification, run clinics, deprescribe and influence e.g. polypharmacy, and work with care groups to identify prescribing initiatives, and improve patient care and safety.

Career frameworks/ pathways for pharmacy technicians are being developed on a UK wide basis. Next steps would be for pharmacy technicians to provide basic clinical checks of prescriptions and to work within a designated scope of practice. Various courses are available and are currently being scoped.

Continuing Professional Development Education and Advanced Practice

It is absolutely essential that continuing education for all staff is aligned to and centred on patient care and service developments.

Focus on Nursing

Clinical Education manages utilisation of a funding allocation from HEIW for continuing post-registration education for nursing and midwifery. The equivalent of circa. 204 modules were available in 2024-2025 via an internal application and allocation process.

The Graph displays the full master’s programmes being undertaken. Additional courses selected for study include; PGCE, Postgraduate Diplomas, Postgraduate Certificates, and Standalone modules.



Figure 40

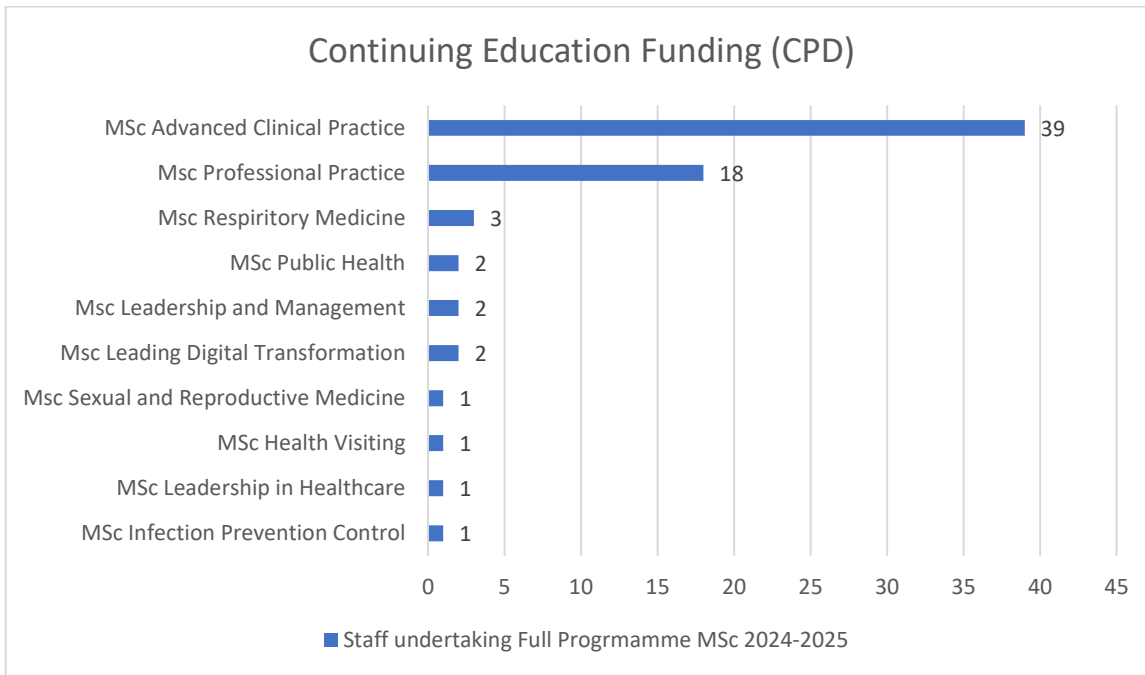


Fig 41 CPD USW Course Split 24/25

Focus on Multi-Professional Advanced Practice

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

The funding provided by HEIW 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 Independent Prescribing programmes. This funding is utilised across our organisation and is inclusive of nursing, midwifery AHPs & healthcare sciences. There is a separate funding stream for Pharmacy advanced practice and prescribing. We continue to work closely with the CTM Primary Care Academy.

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 Independent Prescribing allocation between April and May each year the allocation is split across primary care and priority areas in acute care settings.

Advanced Practice allocation is agreed via a multi-professional Allocation Group and managed via Clinical Education. All applications must describe the intended service impact to be achieved as a result of the educational request. We meet requests flexibly across both Advanced Practice and Nursing CPD funding streams where appropriate to maximise

access to funding for all health care professions and to enable optimal use of resources. For 2024/2025 the HB was allocated £217k split equally between primary and acute care.

Targeted funding was also allocated to specified areas including:

PG Cert for Critical Care, Reporting Radiography, and modules in Genomic Medicine and Independent Prescribing. In addition, there was funding to support the Mental Health Workforce Plan which was managed independently by the Mental Health team.

To reflect the organisational restructure, work continues to record advanced education uptake by Care Group.

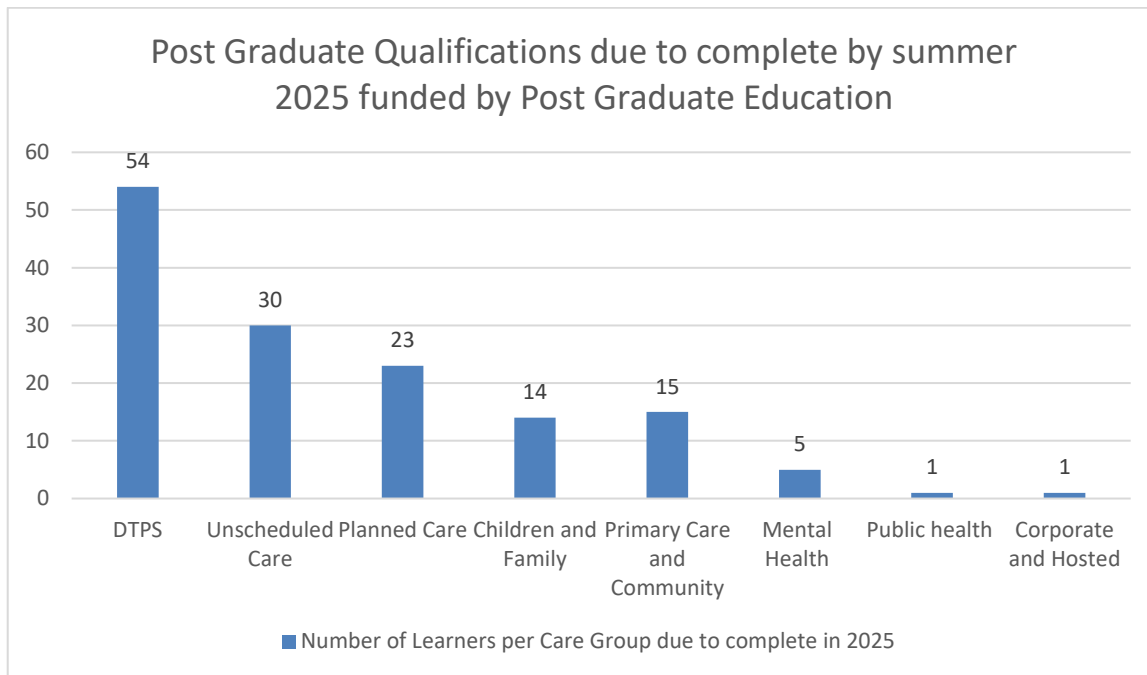


Figure 42

In 2024-2025 CTMUHB were allocated 26 HEIW funded places for Independent Prescribing. 5 places at Swansea and 21 places at University of South Wales. Out of the total allocated places, 25 places were utilised. 4 at Swansea University and 21 at University of South Wales.

The full allocation of 3 places for Independent Authorisation of Blood Products were utilised in 2024-2025.

Pharmacy Independent prescribing places are allocated directly to the pharmacy department

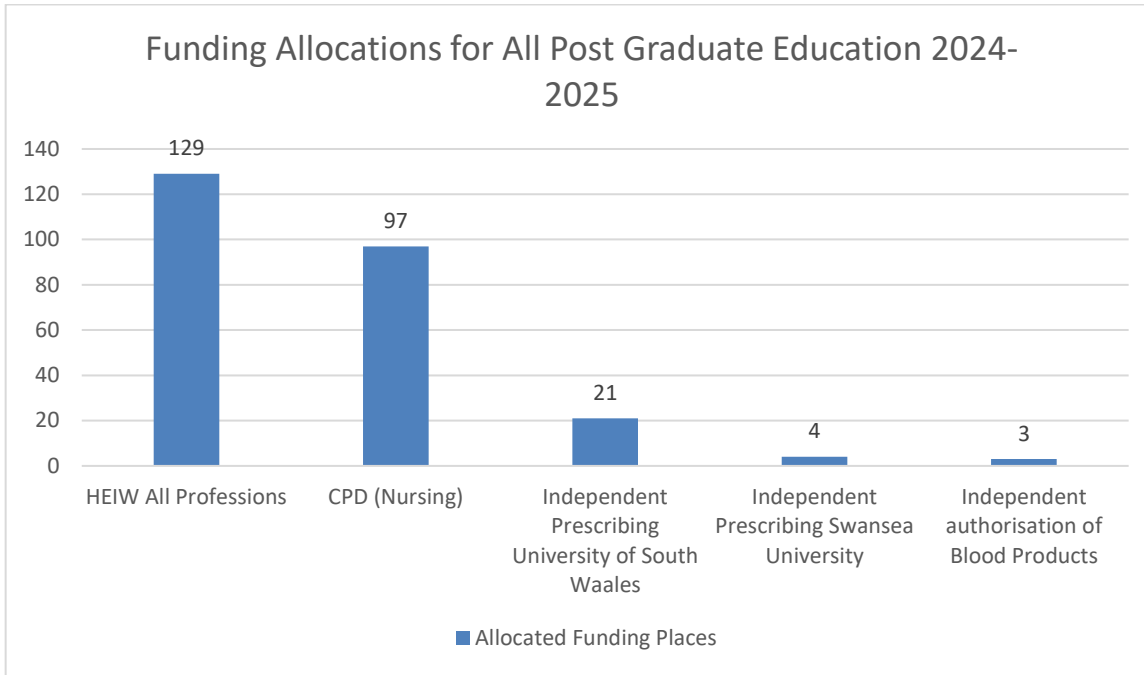


Figure 43

Allied Health Professions

Post-registration training will ensure the development of the AHP workforce in line with The Professional Framework for Enhanced, Advanced and Consultant Clinical Practice in Wales. <https://heiw.nhs.wales/files/enhanced-advanced-and-consultant-framework>

Post-registration education

AHPs continue to access HEIW funding for education in relation to extended roles and advanced practice. Programmes include Advanced Clinical Practice, Advanced Healthcare Practice, Dementia Studies, Occupation and Health and Leadership and Management in Healthcare. Learners also receive funding to study level 7 modules, again portfolios are varied, including work-based dissertation modules, knowledge and skills relevant to specialist roles, research methods, leading effective teams and transforming care and service through leadership.

Health Care Sciences Advanced Practice

The Medical Device Training manager has been working in collaboration with other UHB Medical Device Trainers to successfully develop and implement medical gas training course to be available via ESR which will improve compliance and competency in the safety of delivering treatment to patients and reduce the time away from clinical setting to achieve the training requirements.

One radiographer is currently in the 2nd year of MSc in Leadership and Management.

One HCS obtained ILM level 7 Diploma in Leadership and Management.

CTM collaborated with USW to provide a dedicated leadership course for both AHP and HCS leads.

One breast radiographer is attending an Ultrasound course is at St George's University of London, post-graduate module in breast ultrasound.

Priorities for 24/25

- To support Level 4 learners to complete qualification in order to access part-time HCS degree.
- Continue to support current BMS staff to achieve Specialist portfolios.
- Support HCSW onto the equivalence courses to top up their non-accredited degrees.
- To capitalise on funding opportunities from HEIW for STP equivalence funding
- Development of a level 3/4 apprenticeship programme specific to Neurophysiology in Wales

Risks

- Lack of resource/capacity to undertake training.
- Lack of part time degree scheme in audiology.
- Challenges with current workforce pressures to support training
 - e.g. Radiology - MRI reporting – Compelling case to progress radiographer reporting in MRI, potentially saving hundreds of thousands of £'s per year in outsourcing/insourcing. Unfortunately, the Radiologists are not able to support the training due current vacancies and workload.

Pharmacy

CTMUHB Pharmacy were allocated approximately £36k to support Advanced Practice in 24-25. The funding was used for a Clinical Diploma Advanced Technician Practice Level 4&5 (UEA), distance learning postgraduate diplomas for Band 6 pharmacist development, MSc in Digital Health Leadership, MSc in Professional Development for Pharmacy Practitioners, MSc in Leadership in Healthcare for senior pharmacy technician.

Following COVID and ensuring our workforce are upskilled in the ICU setting, several staff (pharmacists and pharmacy technicians) have undertaken or are undertaking UKCPA ICU training.

Advanced practice qualifications for pharmacists and pharmacy technicians offer a wide range of benefits, both for the individual staff member and the wider healthcare system

66

including enhanced clinical competence, improved patient outcomes and workforce development and system efficiency. Upskilling several pharmacists and pharmacy technicians to provide specialist clinical pharmacy service in ICU setting and ensure workforce is prepared for any future pandemics.

Pharmacist Independent Prescribing Activity

A workforce mapping exercise was undertaken in late 2023 across secondary care, primary care and the prison. This exercise was the first one undertaken across Medicines Management and provided baseline figures to create a gap analysis to target training. Analysis of the data has been undertaken for secondary care pharmacists particularly looking at Independent prescribing (IP) status. With the changes to the Initial Education and Training Standards for Pharmacists and trainee pharmacists registering as IP in 2025/26, there is a need for pharmacists who have 3 years recent prescribing experience and been prescribing within their scope of practice to act as Designated Prescribing Practitioners (DPPs). DPPs supervise the trainee pharmacists, or other health care professionals during their IP course and provide sign off on their competency to prescribe. It is also essential that existing staff working in clinical, patient facing roles have the opportunity to complete the IP qualification.

The analysis showed that 78% of Band 7 pharmacists and above in-patient facing roles are using IP. Those without IP in a patient facing role are either undergoing training or due to undertake training. Funding for the training is through HEIW funding and both the Band 6 HEIW post registration foundation course and the distance learning diplomas offer the IP course in the second year. It is therefore expected that this number will increase significantly in the next year. Findings at the time confirmed that 23 pharmacists across 3 acute sites met the requirements to act as a DPP.

Support for Pharmacists acting as DPPs

A number of pharmacy staff have now undertaken the DPP role. Plan to start up CTM Pharmacy peer support group for DPPs with intention of providing support and advice for those undertaking the role. Providing these resources will enable other pharmacists to undertake this role in the very near future as well as support with the governance around the role.

Advanced Practice Board Activity 2024-2025

The Advanced Practice Board continues to evolve the work around Advanced Practice within CTMUHB. Our on-going aim is to provide educational support and governance the growing number of clinical practitioners within the health Board both in trainee and fully fledged roles. Over the last year, the board has enabled several new supportive developments as well as evolving existing work. Moving forward this board will be part of the governance structure within CTMCLA.

Advanced Practice Board- has included additional members to support the board agenda around Advanced Practice which includes, Research and Development, Paediatrics, NMIP and Haematology. We also have a dedicated section for ACPs developing innovations in practice (clinical/educational) to come and present to the board to gain support and direction.

Advanced Clinical Practice Portfolio workshops- we continue to provide workshops three times a year which provide an opportunity to work through the requirements of developing a portfolio of evidence that supports the desired criteria under the four pillars of Advanced Practice as outlined in the Enhanced, Advanced and Consultant Multi-professional Framework (2023). There has been a mix of attendees from Enhanced and Advanced roles over the past 12 months. Those who attend are, provided with an opportunity to discuss the type of evidence required to support their level of practice and provided with on-going support through a buddy system to develop the desired portfolio.

Advanced Clinical Practice portfolio mentorship workshops- in addition to the workshops that support clinicians to develop their portfolio's we have also developed a workshop to support those who provide mentorship. The premise behind this development being to ensure we have a standard and consistent approach to portfolio development and mentorship. A CTMUHB Guideline has been developed to support this position and can be located on share-point.

Advanced Practice (AP) Celebration Panel – on completion of a portfolio, the ACP has the opportunity present their role and portfolio of evidence to the panel. An evidence matrix is completed prior to the panel event to outline and support the level of practice presented within the individual's portfolio. Since August 2025 the AP panel has the privilege of celebrating 10 ACPs all of which have provided an opportunity the health board to recognise the value that the ACPs bring to services they work in. The panel has provided the individual ACPs feedback and an opportunity to feel empowered to move forward with innovations within their own practices.

Enhanced, Advanced and Consultant (EAC) CTM wide forum- we continue to host a health board EAC wide forum, to support all those that sit in Enhanced and Advanced Clinical Practitioner roles. It provides an opportunity for networking and interprofessional learning across all services, primary and secondary care, share good practice and receive updates locally and nationally around EAC development. The forum is held via Microsoft Teams to enable ease of attendance.

Enhanced, Advanced and Consultant Celebration event- We had a successful celebration event in November 2024 where 8 ACPs were formally recognised and celebrated in their roles. These events will take place on a yearly basis with our next event planned for October 2025 in RGH.

Development of new ACP role- the board also provides advice and support relating to new ACP role development with the health board; job planning, required education, clinical mentorship, appropriate leadership. In addition, the board is encouraging the use of the All Wales Generic JD's and associated scope of practice for Advanced Clinical Practice for all new roles. Note trainee roles will now be band 7 with an annex 21 applied to support the period of training. Shaping the future work force of ACPs being a key role of the AP Board.

Level 7 education (Clinical MSc) –the boards position on supporting Level 7 (Clinical MSc) remains unchanged in that the board has stipulated that services must have a clear service plan in place to support staff undertaking MSc AP's in trainee roles with a view that roles are required within the service going forward. This supports opportunities to develop and transform the current workforce to fit with service need how appropriate education can be accessed to support those in development roles.

Advanced Clinical Practice Share-point- space continues to be updated with all the relevant CTM and national guidance/documentation relating to Advanced Clinical Practice.

Guidance to support use of All Wales Generic Job descriptions and recruitment processes – a guidelines has been developed to support the use of the All wales JDs for ACP roles band 7 with Annex 21 Band 7 fully trained, band 8a Senior ACP and Band 8b Lead ACP. Further work is being undertaken around a band 6 CP and band 8C Consultant Clinical Practitioner roles via the All wales AP leads group. The guidance can be accessed on Share-point.

Completed developments:

Developed guidance around Treatment Escalation Planning (TEP/DNACPR) discussions and validation by ACP, Clinical Specialists and physicians- the guidance has been agreed and can be found on Share-Point.

Revision of Verification of Death Policy to support training competency sign off via a one off OSCE for all clinicians has been agreed and can be found on Share-Point.

Developments in progress:

Guidelines to support CPD time for those in clinical roles (ACP and CS).
Guidelines to support the use of ACPs employed in the hospital bank services

A review of the PDR documentation, aiming to create a document that supports the development of those in ACP and CNS roles in line with the 4 pillars of Advanced Clinical Practice alongside the need to support well-being. The document will aim to support the transition from Enhanced to Advanced level practice for those individuals wishing to progress along this pathway.

Common foundation training programme for new ACPs –this will enable the growth and development ACPs who will have the opportunity to work within a given speciality but grow a broad set of skills and knowledge in their initial 3 years of training. Post the common foundation phase ACPs will then be provided opportunity to develop skills and knowledge within in their given speciality following credentialing pathways e.g., RCEM, HEE older persons, palliative care, acute medicine. We are planning to pilot this with 1 COTE TACP and 1 CCOR TACP from September.

NMIP declaration and competency requirements- currently reviewing how we support those in NMIP roles to provide live evidence in relation to their prescribing practices to support the All Wales NMIP competency Framework. This piece of work links in with the NMIP CTMUHB forum and lead Andrew Davies.

Non-medical Requesting of Radiology declaration and competency requirements- currently reviewing how we support whose roles involve requesting of radiology in providing evidence of scope and competence in practice. This piece of work links with the All Wales Guidance for Non-medical requesting of radiology.

A review of our current position around Enhanced, Advanced and Consultant level practice is planned toward the end of the year.

Acute Deterioration, Resuscitation and Clinical Skills

Organisational governance around resuscitation and acute deterioration has been developed and aligned. The overarching CTMUHB RADAR Committee (Recognition of Acute Deterioration and Resuscitation) is responsible for the strategic management of all Resuscitation related issues within the Organisation, supporting the provision of appropriate and effective patient care through implementing operational policies governing the prevention of cardiac arrest and those governing cardiopulmonary resuscitation, practice and training. This approach brought together several work streams in order to reduce avoidable mortality and morbidity by improving the function of health board systems that enable early recognition and treatment of deteriorating patients, and cardiopulmonary resuscitation.

It is chaired by the AMD for Quality and Effectiveness on behalf of the Medical Director with a Consultant appointed as the Clinical Lead. In the recent organisation restructure, there is now a Senior Nurse for Acute Deterioration and Outreach and established in the Planned Care Group. Additionally, there has been a secondment into a Lead Nurse for RADAR. This has enabled a structured and unified approach across Cwm Taf Morgannwg University Health Board (CTMUHB) in the identification, escalation and response to the acutely unwell patient.

RADAR reports directly to the Executive Leadership Group, via the Medical Director with links to the Quality & Safety Committee

The work of this governance structure is directly supported by the Assistant Director of Clinical Education, the Lead Nurse for RADAR.

Changes and Enhancements in Training and Governance.

Over the past year, significant departmental strides have been made to enhance the quality and accessibility of training across our learning organisation. The department has transitioned the majority of our external courses to midweek delivery to accommodate participants and improve attendance. The number of external courses has increased throughout the year.

To increase compliance rates for Basic Life Support (BLS) within the health board a refresh of the Train the Trainer approach was undertaken to enable the Care Groups to become self-sufficient for Basic Life-support training. As the Subject Matter Experts (SMEs) for resuscitation training, our team is responsible for:

- Ensuring consistent quality and standards across all trainers
- Maintaining an effective support system to keep trainers up to date with evidence-based practice
- Acting as the expert point of contact for advice, guidance, and reassurance during training delivery

This structured approach ensures that all trainers are well-equipped to deliver high-quality, safe, and effective resuscitation education across the Health Board. Further work on train the trainer is planned for next year.

Governance, Safety, and Training Initiatives

- Governance, safety, and training have been successfully embedded within HMP Parc Prison, significantly enhancing the standard of care and preparedness in the prison environment. These efforts have been well received and valued by both the Senior Team at Parc Prison and the Health Board Primary Care Team.
- A structured training programme has also commenced for the rollout of new defibrillators across community sites, ensuring staff are confident and competent in their use.
- CTMUHB has joined the National Cardiac Arrest Audit (NCAA), enabling the Health Board to:
 - Benchmark performance nationally
 - Contribute to quality improvement initiatives
 - Improve patient outcomes through data-driven insights
- All cardiac arrest data is collected in accordance with RCUK guidelines, which recommend participation in NCAA to generate comparative reports across health boards. This data is also incorporated into the Welsh Resuscitation Forum, supporting broader system-wide learning.
- As part of the audit process, cardiac arrests are reviewed using tools such as NEWS charts and other clinical data to determine whether the event was predictable or preventable. Collaboration with Critical Care Outreach Teams (CCOT) helps identify areas for improvement and informs targeted training interventions.

Partnership and Collaboration

The department has continued to strengthen their partnership with medical teams across the organisation and collaboration has been pivotal in organising and facilitating cardiac arrest 'Team Huddles' and debriefing sessions following urgent calls. These sessions provide an opportunity for teams to reflect on their performance and identify areas for improvement.

Cardiac Arrest Review Meetings (CARM) have been established in collaboration with the Outreach and Acute Deterioration Lead to support continuous improvement in patient care. These structured and constructive meetings focus on the analysis of cardiac arrest forms and patient notes, enabling the identification of missed opportunities that may require further escalation.

The reviews also highlight additional learning needs, which are subsequently integrated into resuscitation training across the health board. This ensures that staff are appropriately trained and supported in line with best practice.

Findings from CARM are incorporated into **RADAR presentations** within each care group's **Quality, Safety, Risk, and Patient Experience (QSRE)** meetings. This allows for any identified concerns to be raised and actioned appropriately.

Furthermore, CARM outcomes are used to prepare evidence for **Rapid Reviews** and **scrutiny panels**, reinforcing accountability and driving continuous improvement in clinical practice

Continuous Improvement and Auditing

Our team remains dedicated in supporting best practices in responding to cardiac arrest calls. By attending calls, auditing incidents, and investigating Datix queries, we proactively identify areas for improvement and training needs. As an example, we have revised the cardiac arrest audit form, which now provides a clearer trail of decision-making and highlights specific areas requiring enhanced training.

Resuscitation Debriefing

The Resuscitation Team actively offers debriefing sessions following resuscitation attempts, recognising debriefing as a powerful and essential learning tool. In line with Resuscitation Council UK (RCUK) guidelines, debriefing after a cardiac arrest enables team members to reflect on their experiences, process the event, and identify opportunities for improvement. Due to time constraints, high clinical demands, and limited awareness of its value, debriefing is often overlooked by clinical teams. As such, the Resuscitation Team frequently initiates and leads these sessions, providing expert advice, support, and reassurance to ensure the process is meaningful and effective.

Cold Debriefing

Cold debriefing offers a deeper level of reflection, allowing teams to review events using objective data such as equipment logs, patient notes, and clinical documentation. These sessions are also facilitated by the Resuscitation Team, who bring expertise and support to guide the discussion.

Findings from cold debriefings are used to:

- Inform and enhance resuscitation training
- Guide updates to resuscitation equipment and protocols
- Provide assurance that events are being thoroughly investigated

This information is then fed into the RADAR committee and other relevant groups, ensuring that lessons learned translate into tangible improvements in practice and patient safety.

Collaboration with the Pharmacy Department

Work has been completed in partnership with the Pharmacy Department to standardise and update 'green drug boxes' across our Community Hospitals and Clinics. This initiative was crucial to ensuring safe and effective medication administration for patients. Additionally, standardising the emergency drug box and cardiac arrest drug box as part of the Resuscitation trolley/equipment has been completed, in accordance with medicines management compliance



Training Delivery and Compliance

The Resuscitation Service continues to deliver mandatory life support training from Level 1-3 for CTMUHB, Powys HB, and all local GPs and Dentists. Our department is also a leading National provider of Level 4 Advanced Resuscitation Courses for Adults, Paediatrics, New-borns, and Trauma. These courses are offered on an income-generation basis, with both internal and external faculty contributing to their delivery.

Further information and activity and impact data can be found in RADAR annual report

Figure 44

Libraries and Knowledge Management.

Library Usage

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 and quiet 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. Our libraries are an important part of our health board activity. The following data visualisations provide the detail of the usage of the library resources over the last 5 academic years and indicate that although there an increased use of online support, footfall within the library spaces is on the upward trajectory, and has surpassed the levels experienced prior the pandemic.

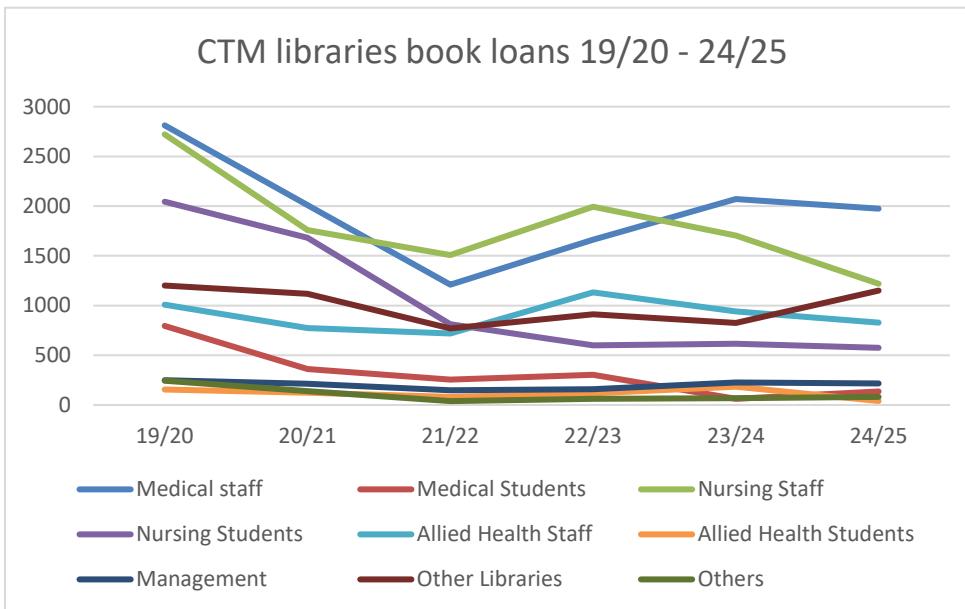


Figure 45

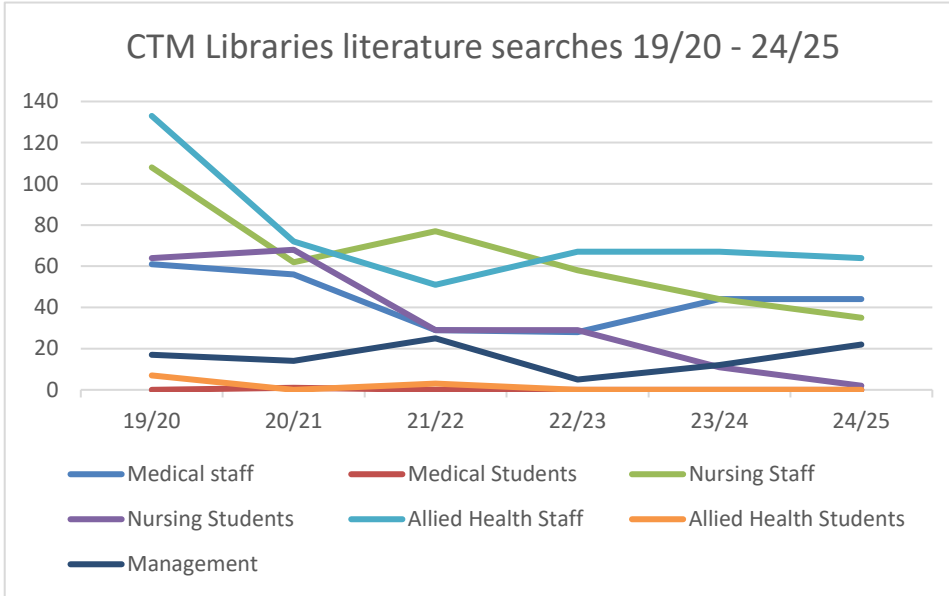


Figure 46

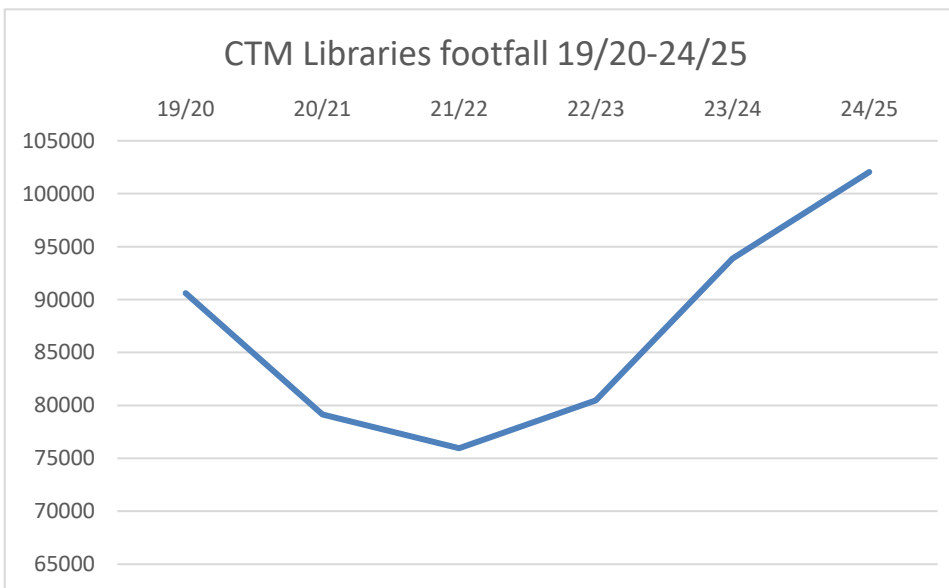


Figure 47

Health Board-wide resources

We have purchased access to Zest, an electronic platform that supports learning through game play for use across the Health Board. The games cover a range of health and management topics from Sepsis, to communication and team building.

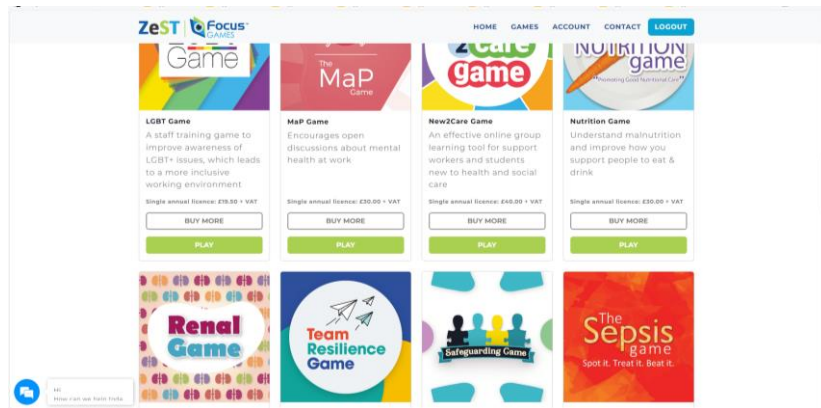


Figure 48

We have also bought access to Dr. Jargon, a game that encourages medical staff to improve communication with patients and families by moving away from medical jargon when explaining issues.

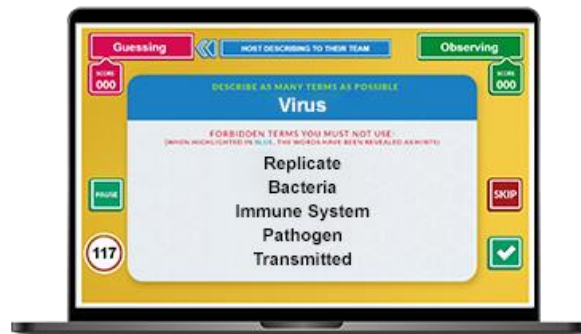


Figure 49

Library Facilities

The Libraries at Princess of Wales and Royal Glamorgan took delivery of new quiet pods at the start of the summer. They can be booked via the libraries and are designed to offer a peaceful and private space for focused work or video calls. The pods provide a comfortable environment with built-in lighting and air conditioning—perfect for short sessions or extended periods of concentration, even during warmer months.



Figure 50

The new Library facilities at PCH have proved very popular and the current building is in a central area and is easily accessible, so this has come as welcome news to staff and users alike.

All the Libraries had stands at the main medical inductions and had excellent levels of engagement with the new staff.



Figure 51 Library stands at the medical induction August 24



Refs:

1. *A Healthier Wales*: <https://gov.wales/sites/default/files/publications/2019-04/in-brief-a-healthier-wales-our-plan-for-health-and-social-care.pdf>. Accessed 10.10.2019
2. [HEIW IMTP 2025-28 Final](#)
3. <https://ctmuhb.nhs.wales/about-us/governance-assurance/annual-reports-annual-accounts-annual-plans/reports1/ctmuhb-annual-report-and-accounts/ctmuhb/ctmuhb-ar-amp-accts-2024-2025-approved-26625-us-incl-disc-pdf/>
4. [heiw.nhs.wales/files/enhanced-advanced-and-consultant-framework/](#)

Appendix 1:

		August 24	July 25
RED RISK High Risk	Unscheduled Care	2	1
	Planned Care	3	2
	Mental Health	0	1
	Woman & Child Health	0	1
	All Care Groups	0	0
	GP	0	0
ORANGE RISK Medium Risk	Unscheduled Care	2	1
	Planned Care	4	4
	Mental Health	1	0
	Woman & Child Health	2	1
	All Care Groups	1	3
	GP	4	3
YELLOW RISK Low Risk	Unscheduled Care	2	1
	Planned Care	4	3
	Mental Health	0	0
	Woman & Child Health	1	0
	All Care Groups	0	0
	GP	0	3
TOTAL		26	24

	August 24	July 25	Score rating movement
HIGH RISK	TP256 Emergency Medicine- PCH TP487 Surgery – PCH TP544 General Internal Medicine – PCH TP078 Ophthalmology –RGH TP160 General Surgery – RGH	TP256 Emergency Medicine- PCH TP487 Surgery – PCH TP160 General Surgery – RGH TP361 Psychiatry – All TP840 Obs & Gynae - POWH	↔ ↔ ↓ ↓ ↔ ↑ ↑
MEDIUM RISK	TP590 General Surgery –POWH TP361 Psychiatry – All TP589 GP Llynfi Surgery TP593 GP Parc Canol Surgery TP610 GP- Western Vale TP800 Organisational Change – All TP545 GP – Pontcae TP581 General Internal Medicine - RGH TP834 Anaesthetics - RGH TP840 Obs & Gynae - POWH TP842 T & O – RGH TP837 – Anaesthetics - PCH TP838 – Emergency Medicine - POWH TP839 – Obs & Gynae – PCH TP836 – Cardiology – RGH	TP590 General Surgery –POWH TP593 GP Parc Canol Surgery TP800 Organisational Change – All TP545 GP – Pontcae	↔ ↑ REMOV ED ↔ ↓ ↔ ↔ REMOV ED REMOV ED ↑ ↓ ↓

		<p>TP544 General Internal Medicine – PCH</p> <p>TP837 Critical Incident – All</p> <p>TP906 Cardiology – POW</p> <p>TP908 Paediatrics – PCH</p> <p>TP078 Ophthalmology –RGH</p> <p>TP807 General Practice – Eryl Surgery</p> <p>TP862 Hospital at night – ALL</p> <p>TP905 Acute Internal Medicine - RGH</p>	<p>↓</p> <p>REMOV</p> <p>ED</p> <p>REMOV</p> <p>ED</p> <p>↓</p> <p>NEW</p> <p>NEW</p> <p>NEW</p> <p>↓</p> <p>NEW</p> <p>NEW</p> <p>NEW</p>
LOW RISK	<p>TP531 Diabetes and Endo – POWH</p> <p>TP316 T & O - PCH</p> <p>TP483 Paediatrics – POW</p> <p>TP484 General Internal Medicine – POWH</p> <p>TP575 Intensive Care Medicine - POWH</p> <p>TP523 Otolaryngolog – RGH</p>	<p>TP316 T & O - PCH</p> <p>TP610 GP- Western Vale</p> <p>TP837 Anaesthetics - PCH</p> <p>TP838 Emergency Medicine – POWH</p> <p>TP842 T & O – RGH</p> <p>TP879 GP Bron y Garn</p> <p>TP880 GP Oak Tree</p>	<p>REMOV</p> <p>ED</p> <p>↔</p> <p>REMOV</p> <p>ED</p> <p>REMOV</p> <p>ED</p> <p>REMOV</p> <p>ED</p> <p>↓</p> <p>↓</p> <p>↓</p> <p>↓</p> <p>NEW</p> <p>NEW</p>

Appendix 2

Widening Access Timetable 2024-25

Month	School year	WAM topic (Facilitators)	School year	Medical school Application Timetable
September		Contact Head teachers / schools (Widening access team)	13	Sit UCAT Exam
October	13	The medical Interview & Mock interviews including MMI (Clinical fellows +/- medical staff)	13	Sit UCAT Exam
	13		13	UCAS application closes
November	12	Students: Studying at a University Finance – course costs / SFW Routes to medicine and entry requirements (Ideally F2F; TEAMS vis schools also possible; Clinical Fellow & WA lead)	13	Sit BMAT Exam
	12	Application for Medical Work Observation sent to Schools in CTM Catchment (Widening access team)	13	Attend Interviews
December	12	Students: Studying at a University Finance – course costs / SFW Routes to medicine and entry requirements (Ideally F2F; TEAMS vis schools also possible Clinical Fellow & WA lead)	13	Attend Interviews
	12			
January	12	Parents evening: Why go to University; Medical school information; Careers advice; Selecting a medical school; Application process; Admissions process; Key dates; Preparing for University (Face to Face; WA lead & Clinical fellow)	13	Attend Interviews
		Primary school sessions (Year 3 SSC)		
February	11	Teachers/career advisers: A career in medicine: Career options Include info on subject choices and grades UG v PG courses (F2F or TEAMS; WA Lead & Clinical fellows)	13	Attend Interviews
		Primary school sessions (Year 3 SSC)		
		Year 10 Clinical skills and simulation event (Clinical fellows KHAC)		
March	5&6	Year 10 Clinical skills and simulation event (Clinical fellows KHAC)	13	Attend Interviews
April	5&6	Application for Medical Work Observation closes and shortlisting done. (Widening access team)	13	Attend Interviews
	12			
May	5&6	Primary school sessions (Year 4 SSC)	13	Confirm University choices
	12	UCAT training & UCAT mock (Bank questions / online material) (Clinical fellows)		

June	5&6	Primary school sessions <i>(Year 4 SSC)</i> WOBS induction <i>(Widening access team)</i>		
	12			
July	12	WOBS virtual sessions <i>(Widening access team)</i> WOBS in hospital week <i>(Widening access team)</i>	12	Sit UCAT exam
	12			
August			12	Sit UCAT exam
			12	Start writing statement