Meeting Title	Council of Governors		
Date	16 January 2020	Agenda item	CGo.1.20.00

Bradford Teaching Hospitals
NHS Foundation Trust

Learning Matters, Learning Together Quarters 1 and 2 2019

Our World Café 12th December 2019

We took a different approach in understanding our learning from events during Quarters 1 and 2 2019…..

- We know that over 90% of learning is informal, it happens at the time of an event (for instance an incident, a near miss or the identification of an opportunity for change and improvement through our day to day work) and its difficult to capture formally
- So we asked staff to describe their learning, in each of the CQC domains, using an SBAR format to help us understand the reasons, the impact and the effectiveness of what they learnt and how they went about changing the way things were
- And we put on a World Café event for them to showcase that learning, and developed a suite of awards, so that patients, staff and members of the public could vote for the most powerful learning

….Whilst maintaining the knowledge and learning management system we use within our Quality Oversight System…..

And our World Café #2 happened!

And our people reviewed and considered their learning and self nominated for a range of awards….

- We received 47 nominations from across the Trust across the five categories, safe, effective, caring, responsive and well led.
- All the nominations were of high quality and described and effective approach to identifying the opportunity for high impact learning
- Work is now ongoing to summarise all of the nominations into a brochure for all staff
- The winning nominations are attached as appendices

And people voted!

In total 519 votes were cast by staff, Board members, Governors, patients and members of the public

The winning summaries are provided as appendices!

Meanwhile our approach to learning from precursor events was maintained……..

We have actively considered through our learning hub……

- **Feedback from the WYATT Falls Learning Group**
- **HSIB I2018/015 Failures in communication or follow-up of unexpected significant radiological findings**
- **Responsive assurance review - Oxygen supply NPS alerts and HSIB investigations**
- **Learning from our engagement in research - Overview of current research projects; Second victim update; Involving patients and relatives in incident investigation**
- **Learning from External sources - Regulation 28: national learning**
- **And issued a learning matters in relation to the evaluation of children with persistent vomiting following the conclusion of a Serious Incident**

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Evaluation of Children with persistent vomiting

Situation

A child presented with a year long history of vomiting. Whilst awaiting a paediatric assessment reassurance was given to the family. The child re-presented with a headache and vomiting, rapidly deteriorated and sadly died.

Background

Children with persistent or recurrent vomiting should be considered for investigation of a possible brain tumour.

Assessment

Children with persistent or recurrent vomiting should be assessed for signs and symptoms associated with a brain tumour and imaging arranged if present. This will include a full assessment including a neurological examination, visualisation of fundi and BP.

Recommendations

Imaging should be arranged for children who present with persistent vomiting :

- Occurring on most days over more than a two week period
- With no associated signs of infection
- Which is unresponsive to therapy for gastro-oesophageal reflux
- Associated with any worrying features (see below)
- With one or more other symptoms that may occur with a brain tumour, including headache, visual disturbance, co-ordination and gait difficulties.

Worrying features include:

- Vomiting that wakes a child/young person from sleep or occurs on waking
- Vomiting that is worse in the morning (exclude pregnancy where appropriate)
- Vomiting with a headache
- Vomiting with an increasing head circumference (crossing centiles)

Use the paediatric vomiting tool on EPR to aid assessment.

For further guidance https://www.headsmart.org.uk/