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## EDUCATION SERVICE ANNUAL REPORT 2021/22

Presented by	Dr Ray Smith, Chief Medical Officer		
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Lead Director	Karen Dawber, Chief Nurse, Ray Smith, Chief Medical Officer		
Purpose of the paper	To provide an update of the activity and services provided by the Education Service during 2021/22		
Key control	Identify if the paper is a key control for the Board Assurance Framework		
Action required	To note		
Previously discussed at/ informed by	Details of any consultation		
Previously approved at:	Academy/Group	Date	
	People Academy PA.4.22.12	27.04.22	

### Key Options, Issues and Risks

In 2018 the Education Service launched its 5 year strategy setting out to set proposals for creating a more systematic approach to identifying and responding to the learning and development needs of the organisation and its people in response to BTHFT Clinical Service Strategy.

This report will provide an annual update 2021/22 against the aims and objectives within the Education Plan and performance against the Health Education England (HEE) Quality Framework for high quality learning environments.

The information within the report has been taken from multiple sources including; the annual Self Assessment Report (SAR) submission to HEE, local and national student / trainee surveys and internal feedback and data collection tools.

### Analysis

The Education Annual Plan 2021/22 sets out the targets to be achieved this year against the six key objectives within the education strategy:

1. To develop a competent, capable, caring and sustainable workforce
2. To provide high quality multi professional training
3. To develop excellence in delivery of patient safety training
4. To provide high quality learning environments with a culture for lifelong learning
5. To support and empower educators, trainers, mentors, supervisors
6. To ensure effective governance for all education and maximise the use of resources and funding to support delivery of the plan

2021/22 has seen a sustained reset and restart process for most clinical services and education provision. Review of the data and feedback has highlighted the following key high level successes

- BTHFT has increased the provision of placements for all health care professionals in training and the number of post graduate doctors this year. Piloting new methods for supervision to support the increase in capacity whilst maintaining the quality of the learning experience. Implementation of new initiatives such as a student led clinic in physiotherapy and a successful bid for additional monies from HEE within the Clinical Placement Expansion Project to support the activities.
- We have maintained a focus on the quality of learning environments and the student experience, working closely with colleagues from HEE to analyse the feedback and develop actions where issues arise.
- Provided significant education, pastoral and clinical support to the international nurses recruited to

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the organisation this year. This resulted in a 100% pass mark at OSCE for all 35 of the nurses who are now successfully registered with the NMC and employed within the Trust.

- Process for training needs analysis and identification of suitable learning activity with appropriate funding continues to mature and support the workforce transformation needs and development of new roles/ways of working for the Trust.
- Implementation of collaboration with ANHSFT around provision of library services.

New and ongoing challenges have been highlighted as a result of the restart of clinical services compounded by significant issues with staffing due to high vacancy levels and sickness absence. An additional COVID surge response also meant curtailing of training and education activity. The challenges are:

- Although student/trainee feedback highlights that we have on the whole continued to provide high quality learning experiences recent narrative from students does indicate that there are some issues relating to adequate supervision, workload/tasks allocated and concerns around attitudes and behaviours in some areas. (This is being addressed and monitored).
- Maintaining and expanding the numbers of supervisors and assessors to support existing and new students and ensuring that they are given time to undertake this role and be trained appropriately
- Personal and professional development activities for staff such as the band 5 -7 leadership development programme have been postponed due to the current staffing issues and focus on clinical skills development.
- As education facilities were utilised by the COVID-19 vaccination programme this had an impact upon training delivery, particularly for the provision of income generation courses. This will be a key area of focus for the future.

The restart and recovery plan will feed into the Education annual plan for 2022/23 and will focus on the challenges arising as well as meeting the targets within the Education Strategy

### Recommendation

The People Academy are asked to note the information in the annual report and provide support for the future plans.

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Risk assessment						
Strategic Objective	Appetite (G)					
	Avoid	Minimal	Cautious	Open	Seek	Mature
To provide outstanding care for patients			g			
To deliver our financial plan and key performance targets			g			
To be in the top 20% of NHS employers					g	
To be a continually learning organisation				g		
To collaborate effectively with local and regional partners					g	
The level of risk against each objective should be indicated. Where more than one option is available the level of risk of each option against each element should be indicated by numbering each option and showing numbers in the boxes.	Low		Moderate	High	Significant	
	Risk (*)					
Explanation of variance from Board of Directors Agreed General risk appetite (G)						

Benchmarking implications (see section 4 for details)	Yes	No	N/A
Is there Model Hospital data relevant to the content of this paper?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there any other national benchmarking data relevant to the content of this paper?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the Trust an outlier (positive or negative) for any benchmarking data relevant to the content of this paper?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Risk Implications (see section 5 for details)	Yes	No
Corporate Risk register and/or Board Assurance Framework Amendments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Quality implications	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Resource implications	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Legal/regulatory implications	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Diversity and Inclusion implications	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Performance Implications	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Regulation, Legislation and Compliance relevance
NHS Improvement: (please tick those that are relevant)
<input type="checkbox"/> Risk Assessment Framework <input type="checkbox"/> Quality Governance Framework <input type="checkbox"/> Code of Governance <input checked="" type="checkbox"/> Annual Reporting Manual
Care Quality Commission Domain: Safe
Care Quality Commission Fundamental Standard: Good Governance
NHS Improvement Effective Use of Resources: People
Other (please state):

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Relevance to other Board of Director's academies: (please select all that apply)			
People	Quality	Finance & Performance	Other (please state)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1. Introduction

In 2018 the Education Service launched its 5 year strategy setting out to set proposals for creating a more systematic approach to identifying and responding to the learning and development needs of the organisation and its people in response to BTHFT Clinical Service Strategy.

This report will provide an annual update 2021/22 against the aims and objectives within the Education Plan and performance against the Health Education England (HEE) Quality Framework for high quality learning environments.

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The COVID 19 pandemic has continued to impact on delivery of education and provision of student placements. The impact of this, mitigations and new ways of working as a result will be covered in this report.

## 2. Current Position

### 2.1 Education Service

#### 2.1.1 Delivery of the Education Annual Plan

The actions from the 2020/21 Annual Plan for Education have mostly been delivered or are on target to be delivered in the next year. This has included developing a standardised process for identification of learning needs across the organisation and matching this to the available funding, implementation of the National Patient Safety syllabus and an increase of insitu training to support staff to attend.

#### 2.1.2 Standardisation of Governance and Assurance Processes

Quality Assurance of education activity is complex and in the past has been patchy. One of our priorities from the Education Strategy was to implement an effective QA process supported by key action plans and monitoring. This is now embedded and is central to maintaining and improving the quality of placements and education activity.

### 2.2 Patient Safety Training

#### 2.2.1 Apprenticeships and Widening Participation

##### Activity

- 23 apprentices completed their training and a further 148 enrolled in 2021/2022. 10 candidates withdrew from their programme.

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- Over £970k apprenticeship levy paid. Total funds spent in 2021/22 are £923,855. The projected spend for 2022/23 is £869,688 based on current current activity only.
- Application submitted to become a subcontractor to the Register of Approved Training Providers (RoATP).
- Continued dynamic developments of the apprentice record manager database developed in 2021.
- Increase the breadth of apprenticeship provision with 20 programmes now in use, up from 18 previously.
- Undergoing the development of a business case to increase the uptake of apprentices in the allied health professionals with the AHP Lead.
- 9 candidates recruited to the national Kickstarter programme. 1 candidate successfully completed the programme and secured employment within the trust; a further 8 are due to complete in the coming year and are being supported by the team to secure employment with BTHFT.
- Work experience has continued to be paused owing to the COVID-19 pandemic. Plans are in place to restart this in 2022/23 using several approaches to fulfil the students' requirements.

## 2.2.2 Clinical Skills Training

### Activity

- Soft launch of the National Patient Safety Syllabus in February 2022, using training material provided by Health Education England.
- Designated a high priority training requirement from March 2022; current compliance 33%
- Launch of new BTHFT Human Factors E-Learning module.
- Ongoing development of an E-Learning package for safe administration of medicines mandatory training to roll out across the Trust.
- Silver award from the chief nursing officer for Nursing Excellence in recognition of the ICU upskilling training completed in response to the COVID -19 Redeployment programme
- Provided COVID -19 Vaccination training and vaccine booster training as part of the ongoing response to COVID-19.
- Redeployment of the clinical skills educators to the wards and the COVID-19 vaccination hub to support the staffing pressures faced by the organisation.
- Development and delivery of a multi-disciplinary training package for the care of neck breathers.
- Implemented a hybrid teaching package using virtual theory session with individual drop in for practical components
- Designed and developed a virtual course on the non-medical verification of death
- Provided support and teaching to overseas nurses programme working collaboratively with the continuing professional development team.

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## 2.2.3 Resuscitation

### Activity

- Development and implementation of a flexible in-situ training programme on acute medical admissions ward through identified learning needs secondary to high harm incidents. With an ongoing audit and action plan to measure outcomes and share learning.
- Developed and ready to implement a multipronged defibrillator training package for all clinical staff within the trust. Using smart technology to increase crash trolley checking compliance and product rotation in line with their expiry date.
- Delivered resuscitation or deteriorating patient training to 853 candidates, through advanced courses
- High focus on resuscitation team development and expansion, two new team members now with development plans to achieve certification in instructor status on advance courses.
- BLS Compliance in March 2022 stands at 65% across the trust. Plan in place to address this as a matter of urgency

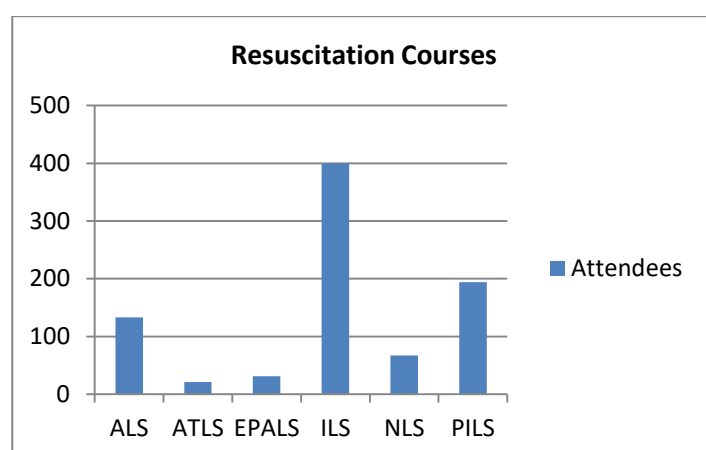


Fig 1 Numbers of delegates completing advanced resuscitation courses

## 2.2.4 Technical Skills and Simulation

### Activity

- Association of Simulated Practice in Healthcare (ASPiH) accreditation application submitted, awaiting an accreditation visit.
- Commenced basic surgical skills course; a Royal College of Surgeons affiliated programme. Successfully ran two courses with a high income generation, three further course planned for 2022/23.
- Re-introduced technical skills lab activity after repurposing its use for COVID-19 vaccination hub.
- Secured funding through Health Education England to procure the following equipment;
  - 5yr old Hal - £45 989
  - SimBaby - £55 767
  - NewBorn Manikin - £21 129
  - Sonosite ultrasound scanner - £12 500
  - Inovus Laparoscopic Simulator + 4 additional 'take home' boxes - £30 974

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- Low fidelity Laparoscopic simulators - £3 494
  - Shoulder injection trainer - £2 230
  - Knee aspiration trainer - £2 010
  - Knot tying jig x 2 £330
  - Colles' fracture reduction trainer £990
- 127 courses delivered within the simulation centre and 22 in situ courses delivered in the clinical areas. A further 64 courses delivered in technical skills lab alongside 31 drop in sessions.
- Operate a regional centre for laparoscopic virtual reality simulator. We are able to provide drop in sessions for regional trainees to use this equipment. We have also an additional four 'take away' style boxes and laptops that operate in a similar theme for trainees to use.

## 2.3 Professional Education

### 2.3.1 Undergraduate Medical Education

Student Placement Numbers at BTHFT (Bradford Teaching Hospitals NHS Foundation Trust):

- University of Leeds for Medical Students = 1015
- Physician Associate Students (University of Leeds and University of Bradford = 40

#### Key Priorities

- Continued to deliver high quality placements, despite COVID-19 pressures.
- Placements for Year 1 and Year 2 Medical Students had to be adapted to incorporate virtual distance learning, due to COVID-19 pressures in clinical environments throughout November 2021 – February 2022.
- A new role has been developed for a doctor in training, at registrar level in line with the denary. This has been created to further enhance quality of leadership and education.
- Longitudinal placements in 5th Year Medical student placements continue to be well received by the students. This model of working enables learners to work across different specialities and allows for a more flexible approach to placement hours. Students are encouraged to work twilight and night shifts, which help to prevent overcrowding in clinical areas.

#### Feedback / Quality Assurance

- Students acknowledged the continued impact of the pandemic and other clinical pressures in a number of placement areas. Overall student feedback interim scores for Bradford placements showed some improvement from the previous academic year (2020/21):-
- Overall placement rating (Domain 7, comprising Q25/26) was 83%, an increase from last year (80%). This score remains marginally below the All Trust Average (86%), a peer comparison measure.
- Domain 4 (Delivery of scheduled teaching 89%) and Domain 5 (Opportunities for learning and clinical experience 89%) both scored relatively highly.
- Domain 2 (Facilities) score bounced back up to 85% with access to Field House facilities restored, following temporary closure (repurposed as vaccination centre) in the previous year.
- Domain 1 (Orientation and Induction 82%) scored relatively lowly compared to other Trusts (All Trust Average 87%), with students noting issues in several areas (Y2, Y3 Surgery, Dermatology, ENT and some Y5 placements)



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## Achievements and Ongoing Projects

- New 1st year initiative being piloted in May, which allows more, focussed clinical skills teaching with educators in clinical areas.
- Plans to take a number of medical students on clinical placement at BTHFT from Dnipro University, due to the Ukrainian war, to allow students to continue with their studies.
- 'Teach the Teacher' quality improvement project ongoing to meet the needs of new education staff.
- Ward based support for 5th year medical students continues to be provided from the Post foundation fellow doctors, meaning focussed and direct teaching opportunities are supported in the clinical settings and away from the classroom.
- The delivery of the Introduction to Medicine Day for 6th form students who wish to pursue a career in medicine, or dentistry.

## 2.3.2 Postgraduate Medical Education

### Trainee Placement Numbers at BTHFT:

- There are currently 495 trainee doctors in the Trust – a steady increase on the average number of approximately 480 trainees over the past 12 months. In August 2019 the Trust had 351 doctors in training.
- The Paediatrics STEPP and SPRAT programmes continue to receive excellent feedback and have also seen an increase in demand and trainee numbers:
  - STEPP (ST1 – ST3) currently has 145 trainees compared to 119 in 2019.
  - SPRAT (ST6 – ST8) currently has 130 trainees compared to 120 in February 2021.

### Key Priorities

The Postgraduate team developed 12 key targets to support delivery of the Education Annual Plan against the Education Strategy's 6 key objectives. Whilst 4 remain in progress due to COVID-19 and staff turnover delays, they are on target to be completed during the first quarter of 2022/2023.

- As a result of COVID -19, a blended approach for the delivery of the Junior Doctor Induction remains in place and has been well received by trainees. New practices brought in to streamline the induction in conjunction with other departments have helped to enhance the trainees' experience and make their transition into a new hospital post as smooth and as hassle free as possible.
- The Junior Doctor Forum is well established with good attendance at the virtual meetings. Exception reporting has been encouraged and an increase in numbers noted.
- The Education Supervisor Training programme continues with 3 sessions per year being offered and these are regularly over-subscribed. The Trust and HEE register of Educational and Clinical supervisors has been brought up to date and the new Consultant Development Programme has been rolled out.
- The Postgraduate Senior Administrator has been instrumental in the implementation of Blackboard virtual teaching and was awarded the HEE Commendation award from the Blackboard Project.
- The team was successful in securing 20 laptops and headsets as part of an HEE Fund to increase access to virtual learning for trainees. The postgraduate team was also successful in utilising approximately £83.500K of the HEE Covid Recovery fund to procure additional training equipment, college tutor capacity and education facilities to address the training gaps caused by Covid over the past 2 years.



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## Feedback / Quality Assurance

At the recent HEE Monitoring the Learning Environment (MLE) meeting, it was felt that the existing two Quality Management Open Conditions will remain in place.

- Open Condition 20/0020: In the 2019 NETS free text comments, trainees report that it is too busy and understaffed to be able to gain the learning experience needed. A review of the data in January 2022 identified that staffing was still a concern.
- Open Condition 20/0021: Trainees expressed concerns in the 2019 NETS free text comments in relation to poor workplace behaviours in both nursing and medical environments and the nature of teamwork in the department/clinical area across different specialities, which undermine effective/safe patient care. A review of the PARE data in January 2022 was mainly positive, however some negative comments remained that need further investigation.
- Whilst virtual training during COVID-19 had its benefits, it has led to trainees missing out on opportunities to meet up, build relationships with key staff and meeting colleagues and peers across the Trust. A return to some face to face teaching has already commenced amidst the Covid restrictions that remain in place.
- Virtual teaching presented some tutors with technology challenges and ongoing admin support during these sessions remains in place to ensure a seamless and successful programme delivery.
- Positive feedback received from trainees relate to good examples of patient care, teamwork and communication between staff about patients. No bullying or harassment being experienced or witnessed during placements scored in the top 3 positive items.
- Negative feedback relate to IT resources and library facilities (as a result of COVID-19) with workload, a lack of interaction with other trainees and little encouragement to contribute to the improvement of patient care in the bottom 5.

## 2.3.3 Pre-Registration Education

Student Placement Numbers at BTHFT:

- Nursing placements = 900 (including 290 expected before the summer. Further placements expected over the summer, final numbers awaited)
- Midwifery students = 98 (+4 on a Break In Learning)
- AHP students = 321 (so far this academic year)
- Trainee Nurse Associates = 46
- RNA to RN = 29
- RNDA = 23
- Return to Practice = 6

This includes students from University of Bradford, University of Bolton, Open University, University of Leeds, University of Huddersfield, and Leeds Beckett.

## Key Priorities

- In order to address the growing numbers of students wishing to undertake undergraduate studies in healthcare related subjects and to tackle the current workforce demands, BTHFT are working collaboratively with the University of Bradford and other Trusts within the region to increase overall student placement capacity.
- The Trust was successful with a Clinical Placement Expansion Project (CPEP) bid for Midwifery placement development. This will enable the education team to support the roll

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out of and preparation for the new midwifery standards. Additionally this funding has enabled a pilot in the use of eRoster to support the allocation and capacity of student placements within several clinical areas within Midwifery.

- The Coaching Model of supervision pilots are underway within the Trust in two nursing and two midwifery ward settings. This model aims to support the students to develop skills in planning and decision making and early feedback has shown that this method improves both student and patient experience. The development and expansion of this pilot aims to ensure that full placement capacity is utilised whilst addressing the need to provide high quality placements in order to grow and develop our future workforce.
- Meetings are taking place with the regional Higher Education Institutes and placement providers in order to explore the need and support of the continued increasing placement capacity for 2022-2023. There continues to be a high level of applications for places on healthcare programmes which will require the Trusts support to offer placement opportunities. This is vital to ensure the development of our future workforce.
- Nursing capacity has again been significantly increased in all inpatient areas. New placement areas include research nursing and vulnerable patients with the safeguarding team and further plans to develop new areas continue, including with Safer Spaces and a potential corporate spoke.

#### Feedback / Quality Assurance

- Areas of positive feedback include, witnessing good examples of patient care, good communication and 89.5% of students would recommend their placement to other students and to family or friends should they need care or treatment. Uptake on providing placement feedback remains low however there is a 3.8% increase on previous tax year and this is being addressed with local HEI's.
- Positive placement experiences were reported in Nursing (75.2%), Midwifery (84.4%) and AHPs (89.9%) across the 2021-2022 academic year.
- Achievements and Ongoing Projects
- Redevelopment of the newly qualified preceptorship programme is underway, with courses transitioning from virtual to face to face.
- Supporting staff to access the new Practice Educator and Assessor Programme, developed in conjunction with HEE (Health Education England) and placement providers.
- A student lead clinic was designed and developed in conjunction with Physiotherapy services to increase overall student capacity at St Luke's Hospital.

#### 2.3.4 Continuing Professional Education

This team was established in April 2021 to address the gap in the education service, there was a seamless integration into the existing department structure.

##### Key Priorities

Pathways have been developed for enabling access to CPD and the Workforce Transformation Budget (WTB) funding for staff. Staff uptake of WTB funding has increased to 71 applications from 32 applications in the previous year.

- Pragmatic Training Needs Analyses were completed for Surgical and Medical divisions which informed the development of education and training from the clinical skills team and wider workforce discussions.

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- Health Care Assistants gain a bespoke induction programme immediately following trust induction before working clinically on the wards. This programme covers training needed to safely deliver high quality patient care. Subject matter experts are utilised to ensure the training is relevant and of the highest quality evidence base.
- The Care Certificate has been moved from an external platform to utilise ESR. This has increased accessibility for the learners to access the required education and training from home, work and on all devices. The use of ESR also enables the provision of reports to be run for quality and audit purposes. Compliance of the care certificate has improved and action plans in place to increase compliance.
- This year has brought recruitment of internationally educated nurses. The department has supported 35 nurses achieve registration with the Nursing and Midwifery Council (NMC) with a first time pass rate of 74% and 100% second time pass rate.

#### Achievements and Ongoing Projects

- 141 Health Care Support Workers have been trained through the induction programme, with learners rating the programme as of high quality and suitable for their learning needs. Plans are being developed to extend the induction to ten days, which will give greater emphasis on practical rather than theoretical learning.
- A further 70 internationally educated nurses are expected to be recruited over the next year and will continue to be supported through our OSCE preparation programme, alongside the pastoral support from the Chief Nurse team, wards and departments.
- The shift to a learning needs analysis will be adopted this year in order to identify overarching themes and needs of the organisation.
- The Trust is supporting a small number of nurses, who are refugees, to gain employment and the skills needed to register as a nurse with the NMC.

## 2.4 Business Support and Governance

### 2.4.1 Technology Enhanced Learning Team

#### Activity

The Technology Enhanced Learning team (TEL) have had a busy last 12 months which has included welcoming a new team member and expanding the team to 2. 12 new eLearning courses have been implemented onto ESR and the Youtube subscribers have increased by 86% on the previous year.

#### YouTube Statistics:

<b>Subscribers Gained 2021 - 2022</b>	193 - Up 86% on previous year
<b>Total Subscribers</b>	350
<b>Total Number of Views 2021 – 2022</b>	35,500 - Up 67% on previous year

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<b>Watch Time (Hours) 2021 - 2022</b>	1800 - Up 60% on previous year
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#### Top Rated Videos:

<b>1. Clinical Skills: Male Catherisation</b>	7,176 views
<b>2. BTHFT Fire Warden Training</b>	4,898 views
<b>3. IPC: Hydration &amp; Urinary Catheter Care</b>	4,575 views
<b>4. Real-time Simulation of a Perimortem C-Section</b>	4,077 views
<b>5. Resus – Basic Life Support</b>	3,469 views

#### Website Statistics:

<b>Users of the site 2021 - 2022</b>	9,400 - Up 83.7% on previous year
<b>Total Sessions</b>	12,000 - Up 88.5% on previous year
<b>Average Session Duration</b>	2 minutes - Down 9.9% on previous year
<b>Total Page Views Across Site</b>	30,372

#### Top Visited Pages:

<b>1. Home Page</b>	6,420 total visits
<b>2. Education Funding</b>	3,128 total visits
<b>3. Library</b>	2,771 total visits
<b>4. Courses</b>	2,275 total visits
<b>5. Resuscitation</b>	1,411 total visits
<b>6. Contacts</b>	1,128 total visits

#### eLearning Development:

<b>New eLearning Courses Implemented on ESR</b>	12
<b>Total Number Developed In House</b>	9

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Total Number From External Providers	3
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## 2.4.2 Systems and Access Team

### Activity

- 867 new members of staff in total have received face to face training for EPR
- 1359 end users have been supported to complete EPR eLearning course
- 3 new additional eLearning courses were produced to support the Maternity Services.
- 17 new videos were produced to support end users in understanding specific workflows within EPR.
- Received additional funds from the Prevention Clear Model to recruit 3 new EPR trainers to support the agenda for data quality errors.
- The 3 additional staff members will provide end users with additional support to ensure they have the correct knowledge to get it right first time thus allowing the service to provide a 360 degree support service for EPR.

### New Project

In addition to this the team have played a pivotal role in supporting the EPR Maternity Go Live. The team managed to achieve **94%** compliance for EPR training for all midwives prior to the go live date. There was also a member of the team seconded to be the Maternity EPR Project to lead from an EPR training perspective.

On the go live date we had trained;

Role	Number Trained
Midwives	261
Doctors	20
Support Workers	80
Community Staff	60
Super Users	56
<b>Total</b>	<b>477</b>

## 2.4.3 Business and Governance

Implemented a new blended approach Trust Induction process for new employees joining the Trust. Previous Covid restrictions meant Induction was moved to a Virtual process with all learning and introductions done virtually or by other means of communication. This in general made the process much more efficient and effective. Trust Induction is now completed with a mixture of face to face, virtual and eLearning elements. A new feedback mechanism has been built into the process now so we can receive feedback immediately in an electronic format.

Nearly **1000** staff Inducted from Apr 21 to Mar 22.

Implementation of the Trust's Staff Mandatory Training Induction Manual used in conjunction with the Trust Induction process. Reducing the amount of time spent by new employees completing eLearning for all basic mandatory training competencies and improving Trust overall compliance.

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This has resulted in a significant reduction in time and resources used by the team in enrolling staff onto eLearning and updating competency matrices. Manual content is reviewed on a yearly basis with Subject matter Experts to ensure content covers training needs and requirements.

Reinstated monthly Board Reports and CBU reports in September 2021 to support stakeholders within the Trust in the governance of Mandatory and High Priority Training compliance.

Implementation of new mandatory competency, Patient Safety Level 1-Essentials for all staff. Allowing staff a grace period of 6 months, before this will be formally reported on.

17% increase in compliance since implementation date 15.03.22

We have supported the introduction of new staff as part of the Kickstarter placements programme, integrating them into the team and supporting and upskilling them with the view to helping them successfully gain permanent employment within the department. There have also been a number of promotions within the team and a new role developed that will work across both the Business Support team and the systems training team allowing the department to become more agile.

Working towards a high level of compliance for competencies which will become mandatory for all staff later on in the year. To implement the Human Factors training by June 22 and Equality Diversity & Inclusion training by September 22.

#### **2.4.4 Health Library and Knowledge Services**

The recent COVID-19 working restrictions required the library to make some changes to processes and how services were delivered. However, there has been minimal impact during 2021 as the service was able to maintain access and staff the library space. The service made increased use of our digital resources to support staff who were working remotely. We also purchased and made available USB tele-conferencing camera and headphones within the library to facilitate staff to adopt virtual meetings and on-line learning.

At the start of 2021 was the beginning of our 'act as one' collaborative approach to library services, and we moved towards a single service model involving Airedale NHS FT. This initial work has standardised many of the procedures and policies at both organisations and the services at both sites are now managed by a single Library Lead shared post. This has been a successful development which has produced some efficiencies, provided opportunities to share and implement best practice, and increased the resilience of the service.

The library expanded its document management role. In addition to managing the Trust Policy documentation the management of the Trust Guidelines was transferred to the library service. This represented an additional 900 documents that will require regular review and management.

COVID restrictions limited some activities, particularly our ability to market the services and to do outreach work. However the time saved from these activities was used to implement some major changes to our online presence. This included implementing the new Knowledge and Library Online Hub; the Browzine on-line journal system; implementing IP authentication for online resources to minimise the need for passwords; integrating our full text journals into the Google Scholar Search Engine; and a general review and improvements to online resource access.

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The library also undertook a baseline assessment for the new HEE Library Service Outcomes Framework. This initial assessment placed the library at Level one for all categories. This indicates that the service is delivering as expected and to an acceptable standard in all areas. Only 20% of NHS libraries perform above level one. However, this is a developmental assessment and there are clear areas where the library can improve. Over the coming 12 month period the service will focus on implementing the work required to develop the service to a level two or three standard, which would identify it as one of the highest performing libraries in the country.

99% of Enquiries answered within 3 working days  
85% Facilities open and staffed during core hours  
3433 book loans over the past 12 months  
5104 uses of electronic resources over the past 12 months  
109 literature searches over the past 12 months

### 3 Future Plans

#### 3.1 Develop an annual plan for 2022/23

This will include the post COVID restart and recovery plan and look to meet the challenges, risks and opportunities identified.

#### 3.2 Review the Education Strategy

The current Education Strategy runs until 2023 however in light of the following;

- significant changes within the organisation in response to COVID that will have long lasting impact on how things are done
- a rapid move towards digitisation of services and facilities
- implementation of the NHS People Plan
- revised or new clinical strategy is due in 2022

It is planned to review the current plan for relevancy of content and strategic direction with a view to developing a new strategy to meet the new environment within BTHFT.

#### 3.5 Development of a new education stream

There are several gaps within the organisation in terms of training particularly in relation to health and safety. A plan is in development to develop a response to provide this training and services giving the organisation assurance for important activities such as medical device training, fit testing, conflict resolution and physical intervention/restraint training.

#### 3.6 Reinstate and develop new training programmes

To reinstate the bands 5 -7 development programmes to support personal/professional development for clinical staff

Continue to support workforce transformation, development of new roles and new ways of working in collaboration with clinical service units and HEE colleagues



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<b>4</b>	<b>Recommendations</b>
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The People Academy are asked to note the information in the annual report and provide support for the future plans.