

Meeting Title	Board of Directors		
Date	22 September 2022	Agenda item	Bo.9.22.20

## 2022 TRAINING AND EDUCATION SELF- ASSESSMENT REPORT

Presented by	Dr Ray Smith, Chief Medical Officer		
Author	Faye Alexander - Education Manager: Professional Education Dr David Robinson – Director of Education Amanda Hudson – Head of Education		
Lead Director	Dr Ray Smith, Chief Medical Officer		
Purpose of the paper	To provide an update on the outcome of the 2022 Self-Assessment Report (SAR) as part of the quality assurance process for Health Education England (HEE)		
Key control	Identify if the paper is a key control for the Board Assurance Framework		
Action required	To note		
Previously discussed at/informed by			
Previously approved at:		Date	

### Key Options, Issues and Risks

HEE implemented an updated Education Quality Strategy in 2021, which includes an annual self-assessment process, by which organisations carry out their own quality evaluation against a set of standards. The Trust is required to submit a self-assessment report (SAR) for all of the education provision for health care professions.

Training and Education (T&E) have completed the SAR in conjunction with key internal stakeholders and have provided a multi professional response (Appendix 1).

### Analysis

The SAR covers reporting on six quality framework domains against the HEE Education Quality Standards 2021. Information has also been provided relating to; finance from HEE tariff, supervision and assessment for students and trainees, and any issues relating to risk.

The Education Manager for Professional Education led the self-assessment, involving team leaders and representatives from professional groups to assess if standards were being met. During the process areas of good practice or concern were also highlighted.

From a strategic perspective our top three successes in relation to education provision are:

1. In July 2022 T&E submitted an application to ASPIH (Association for Simulated Practice in Healthcare) and underwent an external assessment process, with a view to gaining accreditation. The accreditation would demonstrate the delivery of excellence in all simulated learning at the Trust, and that as an organisation we are committed to continuous learning and improvement. Early feedback on the assessment is very positive, and an outcome is expected in September 2022.
2. As a Trust we have successfully maintained and increased learner capacity to accommodate additional numbers across a range of professional programmes. There has been a collaborative approach with external stakeholders including HEE and local HEIs (Higher Education Institutes) to accommodate additional student numbers to support the future workforce. The education team have been piloting new models of supervision within clinical areas, including coaching models and innovative student led clinics.
3. T&E were successfully awarded a National Innovation Award from HEE in July 2022 for sustainable and innovative postgraduate medical education and training recovery interventions.

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Following a grant of £100,000 from HEE, T&E have supported some novel projects including dedicated educator time to provide 1:1 supervision for trainees. The Trust's innovative use of the funding has been recognised by HEE, and shared nationally as an example of good practice.

The top three challenges reported were:

1. The COVID 19 pandemic has had a direct impact upon students due to graduate in 2022. Students are reporting that they do not feel adequately prepared to take on newly qualified roles due to disruptions in their training as a result of the pandemic. Concerns include; lack of capability and confidence in performing clinical skills and difficulties in managing workloads. T&E are proactively addressing this and preparing to facilitate additional learning to supplement knowledge gaps. The newly qualified preceptorship programme is under review to ensure that new starters have access to various support and development opportunities.
2. T&E have seen an increase in the number of students and trainees that have required additional support in regards to their physical and mental health. The COVID -19 pandemic has led to a rise in the number of doctors in difficulty at the Trust, with the number of those accessing support more than doubling compared to previous years. An increase has been noted in the number of learners suffering from depression, anxiety, stress, burnout or other mental health conditions relating to, or made worse by the pandemic and workforce pressures.
3. Workforce pressures are affecting the ability for staff and learners to access training and development opportunities, as clinical pressures are prioritised to maintain patient safety. Attendance at education courses can often be cancelled at short notice due to clinical pressures. T&E are utilising different approaches to education including virtual blended learning and in-situ delivery. Reduced training opportunities can impact upon staff retention; therefore it is important to consider as a Trust how to support and prioritise education to prevent early attrition.

HEE will review the completed SAR within their education quality team and will provide feedback once this is completed. Ongoing monitoring and review of our progress against our plan to address the challenges highlighted within the SAR will be undertaken by HEE via the Monitoring the Learning Environment (MLE) meetings.

#### Recommendation

- To note at Trust Board prior to the SAR submission deadline of 30<sup>th</sup> September 2022.
- Note the positive findings of the education service.
- Note the challenges and be assured that the Training and Education team are aware of the concerns and have a comprehensive delivery plan to mitigate the risks.

#### Risk assessment

Strategic Objective	Appetite (G)					
	Avoid	Minimal	Cautious	Open	Seek	Mature
To provide outstanding care for patients, delivered with kindness			g			
To deliver our financial plan and key performance targets			g			
To be one of the best NHS employers, prioritising the health and wellbeing of our people and embracing equality, diversity and inclusion					g	
To be a continually learning organisation and recognised as leaders in research, education and innovation				g		

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To collaborate effectively with local and regional partners, to reduce health inequalities and achieve shared goals					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)						

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

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

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

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