

# HEE Quality Interventions Review Report



**Calderdale and Huddersfield NHS Foundation Trust**

**Senior Leader Engagement Meeting**

**Regional Office: Yorkshire and the Humber**

**Date of meeting: 15<sup>th</sup> July 2022**

**Date of Final Report: 8<sup>th</sup> September 2022**

# HEE Quality Interventions Review Report

## Review Overview

Senior Leader Engagement meetings aim to strengthen working relationships with senior leaders, to develop an understanding around the commitment to the education and training quality agenda.

Regular Multi-professional Monitoring the Learning Environment meetings (MLE) are held with the Trust Education Team.

### Who we met with:

Name	Role
David Birkenhead	Medical Director
Suzanne Dunkley	Executive Director of Workforce and Organisational Development
Adris Razaq	Deputy Director of Medical Education
Janet Youd	Head of Nursing and Midwifery Workforce and Education
Victoria Power	Matron for Workforce Development
Jeanette Clews	Medical Education Manager

### Evidence utilised

National Education and Training Survey (NETS) November 2021  
General Medical Council (GMC) 2021 Survey Data  
GMC Patient Safety Comment  
Guardian of Safe Working Hours Report  
CHFT Provider Grid  
CHFT Quality Report  
Health Education England (HEE) Specialty Concerns Report

### Review Panel

Role	Name, Job Title
Quality Review Lead	Jon Cooper, Postgraduate Dean
Specialty Expert	Claire Arditto, Regional Head of Allied Health Professions
HEE Quality Representative	Kim Mills, Quality Support Manager
HEE Quality Representative	Joanne Seddon, Quality Support Manager

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## Executive Summary

HEE would like to thank the education and senior leadership team representatives for attending this meeting.

- HEE provided an educational governance and quality presentation with the Postgraduate Dean, emphasising the intention to strengthen relationships between senior leaders and HEE at all Trusts in Yorkshire and Humber.
- The Trust's People Strategy was discussed which highlighted CHFT's core values and the emphasis placed on treating colleagues and patients with kindness and respect. See section 1.5.
- The introduction of an Education Committee as a mechanism for sharing feedback around education and training was discussed. See section 2.4.
- Upgrades to current facilities are planned as part of a large-scale reconfiguration. See section 1.11.
- Recent developments and successes in Nursing & Midwifery and Allied Health Professions (NMAHP) were discussed. See section 1.5.
- Opportunities for Postgraduate Doctors in Training (PDiT) to lead on projects were discussed. See section 1.9.
- The Trust reported on challenges around simulation training and the Trust's actions to overcome these. See section 1.11.
- It was reported that some challenges had arisen in Paediatrics (Emergency Department) from a nursing perspective, the Trust explained how these were resolved using multi-professional collaboration. See section 2.1.
- Plans are in place to offer in-house Educational Supervisor (ES) accreditation Training. See section 4.3.
- The Physician Associate (PA) workforce was praised by the Trust. See section 6.3.
- The specialty concerns in Nursing and Midwifery and Neurology were discussed. See section 1.7.
- Recent PARE data was reviewed with a focus on the feedback relating to availability of library resources. See section 1.11.

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## Review findings

### HEE Quality Domains and Standards for Quality Reviews

HEE Standard	HEE Quality Domain 1 Learning Environment and Culture	Requirement Reference Number
1.5	<p>Learners are in an environment that delivers safe, effective, compassionate care and prioritises a positive experience for patients and service users.</p> <ul style="list-style-type: none"> <li>CHFT are extremely proud of their People Strategy which is rooted in 'One Culture of Care.' Staff are encouraged to care for each other as well as themselves in order to deliver compassionate care to patients. The ethos of 'Civility Saves Lives' is championed by the Trust and is manifested in the encouragement of treating fellow colleagues and patients with kindness and respect.</li> <li>The Trust reported that the Nursing and Midwifery strategy, 'Take Time to Care' was launched two weeks before the COVID epidemic hit and was then relaunched in September 2021. The ethos of the strategy is to ensure patient safety by emphasising the importance of staff caring for each other, passing this compassion on to patients and recognising patients as people. There is a real emphasis on apprenticeships and a focus on Allied Health Professional (AHP) Preceptorships. Developments have been made to Advanced Care Practitioner (ACP) apprenticeships to align them with university standards and OFSTED.</li> </ul>	
1.7	<p>All staff, including learners, are able to speak up if they have any concerns, without fear of negative consequences.</p> <ul style="list-style-type: none"> <li>Concerns raised by Radiography Diagnostic learners around inadequate supervision, communication and staff numbers were discussed. Assurance was given by the Trust that solutions are being investigated and action plans are being written.</li> <li>The specialty concern in Neurology was discussed. A new consultant started in post on 5<sup>th</sup> July and is undergoing the Educational Supervisor (ES) accreditation process. On confirmation that the learning environment is once again suitable for training, a PDiT can be moved back into the department.</li> </ul>	

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1.9	<p>There are opportunities for learners to take an active role in quality improvement initiatives, including participation in improving evidence-led practice activities and research and innovation.</p> <ul style="list-style-type: none"> <li>• A PDiT has been assigned the role of Training Recovery lead and has developed a website containing essential guidance for junior doctors. The project has been well received by the PDiT's peers. This is an example of the opportunities available at CHFT for learners to take on leadership roles and to improve departmental processes.</li> </ul>	
1.11	<p>The learning environment provides suitable educational facilities for both learners and supervisors, including space and IT facilities, and access to library and knowledge services and specialists.</p> <ul style="list-style-type: none"> <li>• A reconfiguration to streamline services between the CHFT sites is underway. This involves the construction of a new state-of-the-art A&amp;E building, a new learning centre, and the upgrading of wards and theatres.</li> <li>• It was reported that there had been a lack of simulation training (SIM) at CHFT, and a new SIM lead has been appointed. A Junior Clinical Fellow has been coordinating SIM sessions and Physicians Associates will start to have SIM training. There is a new ultrasound lead, and an in-house ultrasound course is available.</li> <li>• It was noted that recent PARE data showed availability of library facilities at 62.2%. The Trust reported that available library resources are excellent and that more work needs to go into promoting the available resources and informing learners of the different formats of information that constitute a modern library. This will form part of the Trust induction.</li> </ul>	

HEE Standard	HEE Quality Domain 2 Educational Governance and Commitment to Quality	Requirement Reference Number
2.1	<p>There is clear, visible, and inclusive senior educational leadership, with responsibility for all relevant learner groups, which is joined up and promotes team-working and both a multi-professional and, where appropriate, inter-professional approach to education and training.</p>	

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	<ul style="list-style-type: none"> <li>The Trust reported that in ED Paediatrics some challenges had arisen from a nursing perspective. Senior ED and Paediatrics staff have been working with Paediatric nurses to enable them to identify very ill or deteriorating patients. This demonstrates the Trust's proactive and multi-professional approach to addressing concerns.</li> </ul>	
2.4	<p>Education and training issues are fed into, considered, and represented at the most senior level of decision making.</p> <ul style="list-style-type: none"> <li>The Trust encourage learners to be open and honest about their experiences to create an environment in which concerns can be discussed and resolved. An Education Committee has recently been established to offer a forum in which concerns relating to education and training can be voiced, discussed, and addressed. This is helping the Trust to understand what learners and departments need to operate effectively. The Education Committee reports directly to the Workforce Committee and the Executive Board which demonstrates a robust line of communication for listening to and addressing concerns.</li> </ul>	

HEE Standard	HEE Quality Domain 4 Developing and Supporting Supervisors	Requirement Reference Number
4.3	<p>Those undertaking formal supervision roles are appropriately trained as defined by the relevant regulator and/or professional body and in line with any other standards and expectations of partner organisations (e.g., education providers, HEE).</p> <ul style="list-style-type: none"> <li>Training for Educational Supervisor (ES) accreditation is currently outsourced, but plans are in place to deliver this in-house. It has been recognised that there is a core group of Educational Supervisors that deliver the majority of training. The Trust is keen to encourage additional Educational Supervisors to share responsibility for this.</li> </ul>	

HEE Standard	HEE Quality Domain 6 Developing a sustainable workforce	Requirement Reference Number
6.3	The provider engages in local workforce planning to ensure it supports the development of learners who have the skills,	

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	<p>knowledge, and behaviours to meet the changing needs of patients and service.</p> <ul style="list-style-type: none"> <li>The Physician Associate (PA) programme has developed well, and PAs have been recruited to Emergency Medicine, General Medicine and to Surgery. The PA group was praised as a highly beneficial part of the workforce. It is recognised that PAs require career progression, and some choose to move into other roles due to the lack of opportunity within the PA role.</li> </ul>	
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## Good Practice

Learning Environment/Professional Group/Department/Team	Good Practice	Related HEE Quality Framework Domain(s) and Standard(s)
Multi-professional	Establishment of an Education Committee with links to Workforce and the Senior team.	

## Glossary

A&E	Accident and Emergency
ACP	Advanced Clinical Practitioners
AHP	Allied Health Professional
CHFT	Calderdale and Huddersfield NHS Foundation Trust
ED	Emergency Department
ES	Educational Supervisor
GMC NTS	General Medical Council National Training Survey
GoSWH	Guardian of Safe Working Hours
HEE	Health Education England
MLE	Monitoring of the Learning Environment meeting
NETS	National Education and Training Survey
NMAHP	Nursing and Midwifery, Allied Health Professionals
OFSTED	Office for Standards in Education
PA	Physicians Associates
PARE	Practice Assessment Records and Evaluation system
PDiT	Postgraduate Doctor in Training
SIM	Simulation

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### Report Approval

Quality Review Report completed by	Kim Mills, Quality Support Manager
Review Lead	Jon Cooper
Review Lead Signature	
Date signed	01/08/2022
HEE Authorised Signature	
Date signed	01/08/2022
Final Report submitted to organisation	08/09/2022