

2019/20 Accountability Report

NHS Board: **Shetland**

Note: Note: This report is required to be submitted to Ulrike Sperling, ACT Officer of your lead Regional Group, **by 5th June 2020**, for discussion at the North Regional Medical ACT Working Group meeting on **22nd June 2020**.

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1) Confirmation of total Medical ACT funding received from NES during 2019/20				
		Initial Allocation £'000	2019/20 Total £'000	
a)	ACT Allocation 2019/20	172	172	
		Recurring £'000	Non-Recurring £'000 <i>(b/fwd from previous year)</i>	2019/20 Total £'000
b)	Use made of 2019/20 additional allocation	26	4	30

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2) General narrative on 2019/20 Medical ACT activity within your Board area:	
a)	<i>Health Board Involvement in Regional ACT group Meetings</i>
	The Director of Medical Education for NHS Shetland attends the North Regional Medical ACT working group every 4 months via VC link. Items of business include student feedback, ACT Accountability Reports, ACT allocation and recognition & supporting trainers. If NHS Shetland's DME is unable to attend the meeting an update document is requested by the regional ACT working group Chair.
b)	<i>Decision making process at local and regional level for any new uses of Medical ACT funding</i>
	NHS Shetland's Medical Education Governance Group (MEGG) meets once a month. At this meeting operational issues related to medical student placements are discussed by the multidisciplinary team. Discussion includes RAG reports and other forms of student feedback, teaching & training equipment/environment as well practical issues such as accommodation and induction. Operational medical staffing issues are also discussed to ensure there is no potential impact on medical students teaching and training, in an effort to maintain a high standard of medical education. ACT funding is a standing item on the MEGG agenda in order to guarantee discussion on the use of the funding. This discussion is enhanced by the attendance of a representative from the finance department. The Medical and Nursing/Acute services Directors attend MEGG - this ensures educational activities and issues are highlighted to members of the Executive Management Team. The Medical Educational Governance Group reports to the NHS Shetland board, via the Clinical Governance Group. Networking opportunities within the DME's North Region Team continues after relationships were strengthened by the GMC visit in 2017/18. This North region network approach provides support to the DMEs as well as affording an opportunity to be cited on educational requirements as well any future (advances) developments.

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Word Count

59

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c)	<i>Detail of any new initiatives funded by Medical ACT within the last 12 months</i>
	The specialist nursing post has provided our medical students with layered, multidisciplinary teaching. The students shadow the specialist nursing team and observe practices such as: insulin starts, palliative care & end of life care as well as infection control. Students are also provided with the opportunity to accompany specialist nurses to see patients in clinic as well as in their own homes - enhancing the students understanding of the holistic approach to patient care. Teaching is patient facing, thus allowing the students to apply theory to the practical application of patient care.
	Increasing the Director of Medical Education's time by 1 session per week has allowed space to build in accentuated thought and action around medical student teaching and training as well as explore future initiatives. The increased sessional time for DME alongside the additional undergraduate administration hours (see below) has strengthened focus on medical education within NHS Shetland.
	The increased hours of the undergraduate administrator has provided a consistent point of contact for the Medical Education team, which benefits undergraduates and elective students prior to and during their placements. An efficient, streamlined approach can be maintained prior to student arrival and for the duration of their stay in Shetland. The role has been pivotal in providing a regular point of contact for the students, ensuring wellbeing and supporting them during their stay in Shetland. An example of a personalised approach to student care and wellbeing was that NHS Shetland was able to host a local "graduation" ceremony for our 6 medical students to mark their hard work and achievement in becoming FiY1's. This was followed by a bespoke shadowing week co-ordinated by our undergraduate administrator, which included simulated teachings and a new Covid-19 specific induction booklet produced by our Director of Medical Education.
	ACT funding and NHS Innovation funding in 2019/2020 has enabled us the opportunity of kitting out our teaching rooms with computers and monitors for our students to use, both in and out of hours. The equipment is a fantastic resource for on site learning and studying. The new TV and VC equipment has provided medical students easy access to a teaching room where they can attend MDT meetings as part of their educational experience. The lectern accommodates a PC that can link to a SMART board for ease of teaching presentations. It is worth noting that this new equipment allows us to provide socially distanced teaching. We have used the computers for TEAMS teaching, which our medical students come FiY1's have attended alongside the rest of the clinical team.
	We were able to invite our Block 3 students to a paediatric retrieval outreach day hosted by a team of consultants and nurses from RACH Emergency Department. It was a whole day of interactive training on sepsis and the rapidly deteriorating child which included games and case studies.
	Representatives from our medical, surgical and anaesthetic teams were consulted on medical textbooks , which has resulted in our library being updated with current texts. A location has been agreed upon whereby students can access the library at any time.
d)	<i>General use of Medical ACT funding within health board area for improvement of teaching.</i>
	NHS Shetland provides healthcare to a population of 22,000. There are 10 General Practices (2 single handed) throughout the Islands as well a 50 bedded rural general hospital (Gilbert Bain Hospital), which provides unselected emergency care as well as ongoing care. Aberdeen Royal Infirmary is our tertiary referral centre. It is located 200 miles away by sea. In view of our geography the model of healthcare in Shetland is a generalist one, lead by locally based consultants in general medicine, surgery, anaesthetics and psychiatry. There are visiting specialist to Shetland from a wide range of disciplines such as paediatrics, neurology, dermatology, genetics, ENT, nephrology, rheumatology, ophthalmology and gynaecology. There are a number of specialist nurses and NHS Shetland has developed eleven Advanced Nurse Practitioner (ANP) roles. The generalist model of healthcare shapes the teaching and training provided by NHS Shetland.
	NHS Shetland provides clinical placements for Final Year University of Aberdeen medical students as well as week long summer placements for Second Year St Andrews University students. During 2019/2020 we also had a number of electives from Scottish Universities. Placements are based at the Gilbert Bain hospital as well as rural General Practices. Due to the Covid-19 our scheduled March, April & May elective placements were cancelled as agreed with all parties and in accordance with national guidelines.

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Students are both encouraged to attend and present at our monthly educational governance sessions, attended by all medical staff in the Gilbert Bain hospital. Psychiatry and general practice leads the session once a year. Students are also encouraged to attend the multidisciplinary ward governance sessions and morbidity and mortality meetings. Shift handover meetings are also used as informal teaching sessions, which students are expected to attend. Twice weekly the medical ward has a grand round - this is an ideal opportunity for teaching and students are encouraged to present patients to the rest of the team, thus developing their skills of a succinct and focused handover of patient information. Students are also encouraged to accompany the ambulance team, attend A+E and then follow the patient's progress in the ward where they can be involved in planning their discharge. Allied health professionals such as laboratory staff are involved in teaching and students are encouraged to attend out of hour sessions at weekends and nights.

Each medical student has a nominated clinical supervisor. The block lead has responsibility for the pastoral support and teaching experience for the medical student. The Clinical Development Fellow (CDF) has developed a mentoring support system for the medical students. They meet up with the students at the beginning of the block and help with the site specific induction. They periodically meet up with the students through out the block to ensure that the placement is going well. Any additional teaching needs are then discussed and targeted teaching sessions are then provided. The CFD is responsible for the more formal 8 week teaching plan ensuring that the sessions are covered and students teaching requests are met.

Clinical Development Fellows (CDF'S), jointly appointed with the University of Aberdeen, have used their development time (8 hours per week) primarily to support undergraduate activity and offering a mentoring support system to students. They meet up with students at the beginning of the block and assist with the site specific induction. Throughout the placement the CDF's periodically meet up with the students to ensure their time with us is going well. Any additional teaching needs are discussed and targeted teaching sessions are provided. The CDF's ensure the student teaching requests are met and are responsible for the more formal 8 week plan. In addition, the CDF's deliver 2 OSCE's per block, identifying teaching needs as identified by the OSCE and writing of OSCE stations.

NHS Shetland can provide mandatory Intermediate Life Support course to final year medical students, who had not undertaken this prior to their placement in Shetland. As well as offering formal ILS qualification our local resuscitation officer runs informal ILS based teaching sessions for the medical students. This has been very popular with the medical students as they have found it helps them to consolidate their life support skills.

Students are encouraged to attend department teaching sessions, clinical governance teaching afternoons, monthly evening teaching session for secondary and primary care doctors as well as the Royal College of Edinburgh monthly evening medical lectures. In-house sessions also include Table Top Trauma and surgical audits. North of Scotland Trauma Education sessions are available to students as well as a new session from RRHEAL Rural Acute Care Network 2020. Audit work is also encouraged and the students are able to either present or audit a case at the clinical governance meetings. There is also a once monthly Shetland wide medical education meeting comprising of two half hour presentations on "Hot Topics". This teaching session has now increased to meet current needs.

NHS Shetland continues to support the final year OSCE in Aberdeen. It was authorised and agreed that the new undergraduate administrator would participate in this in order to meet the medical education team at the University of Aberdeen, thus strengthening relationships and enhancing course knowledge.

3) Detail Funding Confirmation 2019/20				
a) Confirmation that your Board have used the 2019/20 additional funding as agreed by NES (details to include full summary that reconciles to submissions to NES) or identify any changes made in-year.				
	Proposal	Funding (£'000)	Status	In Year slippage (£'000)
1	To increase the hours of the undergraduate administrator to 0.6 wte - additional 0.19 WTE band 4.	6.079	Implemented	3.8
2	Specialist nursing time to formally include them in the undergraduate teaching schedule - Band 6 specialist nurse WTE 0.2	9.439	Implemented	
3	Director of Medical Education increase to 1 session per week	10.122	Implemented	

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4	Computer (Elite Desk 800 G4 Desktop) x 3	1.079	Implemented	
5	Monitor (EliteDisplay E202)x 3	0.26	Implemented	
6	50" TV	0.479	Implemented	
7	Cisco SX10 VC Unit 1641.59 1 £1,641.59	1.642	Implemented	
8	Textbooks	0.2	Implemented	
9	Lectern for teaching room	0.3	Implemented	
10	ACT infrastructure and support/central cost	0.4	Implemented	
	Total	30.0		
b)				
<p><i>For each item of additional expenditure;</i></p> <p><i>i. Please detail the results of any evaluation/review undertaken or other assessment of the fitness-for-purpose of this expenditure.</i></p> <p><i>ii. If no evaluation/review or other assessment has yet been undertaken, please detail planned evaluation/review including estimated date.</i></p> <p><i>iii. If no evaluation/review is possible please detail why.</i></p> <p><i>iv. confirm that this investment is to continue in future years.</i></p>				
ref 1	<p>With reference to the Undergraduate Administrator role - NHS Shetland appointed a new administrator in December 2019, therefore, there was slippage of £3,800. Due to the delay in ordering the equipment there was a price increase of £600 which was funded from the slippage. The remainder was discussed at the Medical Education Governance Group where it was decided to purchase additional training equipment, basic life support equipment being the main item. NHS Shetland provided funding to cover the postgraduate hours of the post holder- the integration of roles to a single post holder has allowed flexibility within the working week and thus the ability to timely respond to undergraduates demands. The Undergraduate administrator has met with their line manager to evaluate the role over the last quarter and it is clear that there is a tangible benefit to medical education due to increasing undergraduate support hours. The additional hours are a recurring investment.</p>			
ref 2	<p>The ability to provide teaching hours from the Specialist Nursing team has been a valued addition to multidisciplinary teaching for our medical students. As these hours have been embedded into job plans this will be evaluated yearly at their appraisals. In addition the quality of teaching delivered will be monitored as part of the student feedback to the university concerning their views on the teaching experience in Shetland. This feedback is then reviewed at the Medical Education Governance Group. This is a recurring resource which will be continue to be evaluated.</p>			
ref 3	<p>The additional sessional time for the DME is included in the job plan for the individual post holder. This will form part of their annual appraisal as well as revalidation. As this role is closely linked to the educational governance structures in NHS Shetland the board will be cited on the benefits of this role, through the DME report, which forms part of the Medical Directors annual report to the NHS Shetland board. This is a recurring cost.</p>			

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ref 4-9	In October 2018, our on site teaching resource centre opened. This fantastic resource allows easy access to teaching rooms and equipment. There is one large lecture style teaching room as well as 2 hands on teaching spaces and a dedicated simulation space. The medical education administrative staff are based on site. This has helped with the co-ordination of teaching and training as they support the clinical teachers in their role. Students are encouraged to use the space both in and out of hours for group or individual study. They have access to the SIM equipment for formal as well as more informal teaching sessions. Non-recurring ACT funding 2019/20 has allowed us to develop the teaching space with more teaching equipment. This included computers, an additional SMART board as well as smaller pieces of teaching kit. Having access to the on site teaching site has allowed the education team to develop more sophisticated teaching packages.
ref 10	This is a recurring increase of Aberdeen University's annual cost-share as agreed through and regularly reviewed by the North Regional Medical ACT Working Group.
c)	<i>Please attach a revised base-line budget for 2019/20 which reconciles to your 2018/19 base-line budget submitted to NES plus the additional recurring funds received in year.</i>
	see 'recurring' tab

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4)	Use of Measurement of Teaching Data and Financial Allocations Please refer to: http://www.scotlanddeanery.nhs.scot/trainer-information/medical-act/medical-act-performance-management-framework/
a)	Please provide a breakdown of your Boards 2019/20 ACT allocation by specialty/department or other clinical service grouping used locally. This should reconcile to the total ACT funds identified in 1a above.
b)	Please detail the number of ACT funded teaching sessions identifiable in job plans (shown by consultant and other teaching staff) in each specialty/department or other clinical service grouping detailed in 4a. Please use the template provided. At a minimum this should include all sessions funded from all ACT funding provided to the Boards since the NES allocation model was introduced, however, if possible this should show all sessions funded from total ACT funds set out in 1a. The table below can be used to provide the information requested in 4a and 4b but amended as necessary to suit local circumstances.

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Specialty/ Department	ACT funding received in 2019/20 £'000	ACT Funded PAs (consultants)	ACT Funded PAs (other staff)	2018/19 Mo Cat A (if available)
DME	15.2	0.1		

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Medicine	21.7	0.14	
Surgery	21.7	0.14	
Anaesthetics	16.3	0.1	
Clinical Fellow post	11.0		0.2
General Practice	12.0		5 Teaching Placements
Student Paediatric and Intermediate Life	5.4		
Other Student Clinical Training Placements ('quality initiatives')	15.1		
Administration and Service Support	18.6		0.6
Other (Staff Development, VC equipment)	5.0		
Teaching Support	2.0		
Student Placement Travel Reimbursements	8.6		
ACT Infrastructure and support/central cost	5.2		
NHS Highland: Prescribing Training	0.8		
Specialist Nursing	9.4		0.2
Teaching Room resources	4.0		
Totals	172.0	0.48	1.0

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5)	Any future significant changes anticipated in ACT activity:
1	The COVID pandemic has changed the way medial services are delivered. This will have an impact on the delivery of medical student teaching and training. There will be an increased need for TEAMS based tutorials, novel ways to deliver simulated teaching sessions as well as more remote delivery of teaching. NHS Shetland is well placed to deliver TEAM based teaching sessions and could offer to open up these teaching sessions to Aberdeen based medical students. In return we will require help from our colleagues in Grampian in the development of simulated teaching taking into account the social distancing requirements. There is a real opportunity to provide the remote and rural perspective to specialist centre based teaching - this would provide depth to the teaching experience and enhance the remote and rural ethos of Aberdeen University Medical school. In order to undertake this work it would likely require a session of consultant time per week or an additional funded Clinical Development/Teaching Fellow based in a rural area.
2	Prior to COVID-19 and the current pressures on space NHS Shetland was in discussion with the University of Aberdeen about hosting some 4th year medical student placements. During 20/21 we are keen to explore this further with the university and see if this is a viable future development.
3	NHS Shetland are in a position to host a shadow week for local pupils interested in a career in medicine. In order to implement this we have the process in place with the schools work experience officer as well as the pupil support teachers. Procedures are now in place between the school and NHS Shetland to support local pupils with their application to medical school as well as allowing them to undertake work experience in the Gilbert Bain Hospital. This development will aid local pupils in their application to medical school as previously they had to leave the Island to gain hospital work experience. A process was discussed whereby our undergraduate administrator would liaise with the works experience officer to ensure all appropriate paperwork is complete as well as facilitate induction sessions for pupils covering important topics such as confidentiality. Pupils would gain experience by observing clinical staff as well as other teaching sessions.

Signed:

Director of Finance

Date:

Signed:

Director of Medical Education

Date:

Note: DoF and DME signature and date must be obtained prior to report submission to Regional ACT Group & NES

T hours ailable)	2018/19 MoT Hours Cat B (if available)
	84

NHS Shetland - ACT budget review to 2019/20

Recurring Costs			2018/19	2019/20	proposal ref
<u>Cost Breakdown</u>	<u>Department/Speciality</u>	<u>WTE</u>	<u>£'000</u>	<u>£'000</u>	
ACT Infrastructure and support/central cost	Overhead (regional)		4.8	5.2	10
			4.8	5.2	
Consultant sessions	DME	0.10	5.1	15.2	3
Consultant sessions	Medicine	0.14	21.7	21.7	
Consultant sessions	Surgery	0.14	21.7	21.7	
Consultant sessions	Anaesthetics	0.10	16.3	16.3	
Clinical Development Fellow	Surgical & Medicine	0.20	11.0	11.0	
			75.8	85.9	
Administrative Support	Overhead	0.60	12.5	18.6	1
Teaching Support Infrastructure	Medicine/Surgery/Anaesthetics		2.0	2.0	
			14.5	20.6	
GP Placement Fee	General Practice		12.0	12.0	
			12.0	12.0	
Other	Travel charges from Aberdeen Universities for student placements		8.6	8.6	
Other (Staff Development, VC equipment maintenance)	Overhead		5.0	5.0	
Other (Paediatric and Intermediate Life Support Training & consultants study leave)	Overhead		5.4	5.4	
Quality Initiatives	Various clinical support depts				
Infection Control			1.4	1.4	
Labs			3.1	3.1	
Physiological Measurements			3.0	3.0	
Public Health			3.6	3.6	
Pharmacy			1.2	1.2	
Renal			2.8	2.8	
NHS Highland: Prescribing Training	Medicine/Surgery/Anaesthetics		0.8	0.8	
Specialist Nursing		0.20		9.4	2
			1.48	142.0	
				168.0	

Non-recurring spend

4.0

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Allocation Total

172.0