

NHS Scotland Medical ACT 2021/22 Accountability Report

NHS Board: Fife

Section 1 Confirmation of Total Medical ACT Funding Received From NES During 2021/22

a	Confirmation of Allocation of Funding	Recurrent	Non Recurrent*	Total
	Base Allocation	£3,234,784		£3,234,784
	Value of Bids Required in 21/22 - as per letter	£55,058		£55,058
	Value of Bids Required in 21/22 - Add 20/21 100 places - non recurrent		£436,901	£436,901
	Value of Bids Required in 21/22 - Add 21/22 165 places - recurrent	£81,669		£81,669
	Value of Bids Required in 21/22 - Add 21/22 15 places - non recurrent		£7,424	£7,424
	Initial Allocation Available to Board	£3,371,511	£444,325	£3,815,836
	Total Funding Available for Bids in 21/22- pre national slippage	£136,727	£444,325	£581,052

b	Confirmation of Funding Received	Recurrent	Non Recurrent*	Total
	Base Costs	£3,234,784		£3,234,784
	Bids Approved by RAWG and NES	£70,841	£724,360	£795,201
	InYear Slippage on Bids Approved by RAWG and NES		(£254,193)	(£254,193)
	Total Funding Received	£3,305,625	£470,167	£3,775,792
	Bids Under(over) Allocation agreed by RAWG and NES			£40,044

Detail in section 2c
Detail in section 2a
Detail in section 2a

using regional, national slippage or NES additional funding if over initial allocation

*Non recurrent spend/bids are for time limited spends usually for 1 financial year but can cover multiple years, examples of multi year spends/bids- Mat leave cover 5 months in year and 7 year after; capital projects covering several years, IT equipment needed in year; CTF's.

Comments on above

Director of Finance

Signed:

Print name:

Date:

Director of Medical Education

Signed:

Print name:

Date:

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

Report Approved at Regional ACT Working Group
Copies can be sent to NES before approved by RAWG

(Y/N)	Date
N	31-08-22

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Section 2a Section 2a

Proposal/Item Description	In Year Bid					Slippage			Evaluation Requested				Anticipated Benefits	
	Recurring (£)	Non-Recurring (£)	Total (£)	Capital (Y/N)	Fully Implemented (Y/N)	Per POB Payments Schedule (£)	Other (details of spend should be included on 2b) (£)	Barriers to Full Implementation	By NES (Y/N)	By Other (Y/N)	Report Next Year (Y/N)	Detail Results of Evaluation.	Achieved (Y/N)	Please Provide Details
Clinical Tutor - Yr 2 St Andrews		42,000	42,000	N	N	(21,000)		Member of staff did not work as many hours as anticipated	N		N	NA	Y	Increased capacity of student numbers
x4 Teaching Sessions Yr3 St Andrews		56,000	56,000	N	Y	(28,000)		NA	N		N	NA	Y	Increased capacity of student numbers
iPads for St Andrews Clinical tutors Yr2		2,400	2,400	Y	Y			NA	N		N	NA	Y	Recognised enhancement
VHK Lecture Theatre Equipment		55,476	55,476	Y	Y			NA	N		N	NA	Y	Modern technology resulting in better teaching experience
VHK Redevelopment		100,000	100,000	NA	N	(100,000)		Work delayed	N		N	NA	N	NA
QMH Redevelopment		59,800	59,800	Y	Y			NA	N		N	NA	Y	Modern technology resulting in better teaching experience
Simulation Technical Assistant		33,677	33,677	N	N	(28,064)		Not appointed until 16th May 2022	Y		Y	Sim Tech required 5 days a week. Evaluation required after 1 year to assess medical student usage of Sim Centre. Proportionality of Sim Centre usage medical students, trainees, other professional students or trainees.	Y	Having a sim tech available at the QMH Sim Centre will allow for tutors to run their teaching session more effectively
GP Simulation Tutor Yr 2 & 3 St Andrews		14,000	14,000	N	Y	(14,000)		Appointed on 7th March 2022	N		N	NA	Y	Enhanced opportunities for simulation sessions with particular focus on primary care scenarios
Lead Nurse for Medical Education		63,129	63,129	N	N	(63,129)		NHS Fife's HR recruitment on pause so post currently not banded appropriately	N		N	NA	N	Not yet recruited to
Virtual Placement Tutors Yr 2 St Andrews	21,600		21,600	N	Y			NA	N		N	NA	Y	Increased capacity of student numbers
1 new PA for new year 4 block lead - Edinburgh Funding (increased from £1.9k to £13.5k October)		13,500	13,500	N	Y			NA	N		N	NA	Y	Requirement for each speciality to have a dedicated local module lead with appropriate time in job plan funded by ACT
1% uplift allocated to pay	20,458	8,325	28,783	NA	Y			NA	N		N	NA	Y	NA
Maternity cover for Clinical Placement Coordinator St Andrews		8,935	8,935	N	Y			NA	N		N	NA	Y	Requirement to have coordinator to allow for smooth coordination of placements
Nesogastric and Tracheostomy Skills Simulator		1,339	1,339	Y	Y		(1,339)	NA	N		N	NA	Y	Increased student opportunities
QMH Redevelopment Updated (linked to F6-22)		40,504	40,504	Y	Y			NA	N		N	NA	Y	Modern technology resulting in better teaching experience
Lifecast Adult Elderly Female Model		18,594	18,594	Y	Y			NA	N		N	NA	Y	The Lifecast manikin is highly realistic and will provide a new dimension to the way that medical education and simulation are delivered. The adult senior model features fine lifelike details to encourage more natural handling and interaction, which will bring an increased level of realism to medical simulation-based education.
iSimulate REALITI Go		8,220	8,220	Y	Y			NA	N		N	NA	Y	Allows a low-fidelity model to be used in a more advanced way and will allow for facilitating in-situ simulation across hospital sites as it is portable. Can mimic monitors, defibrillators and ventilators. Can be used for teaching of ECG waveforms, patient imaging and laboratory results.
Additional 1% pay uplift	28,783		28,783	NA	Y			NA	N		N	NA	Y	NA
Sim Man Essential - upgrade work		9,348	9,348	N	Y			NA	N		N	NA	Y	Upgrade required to ensure students are given the most realistic experience possible. Sim manikin required an update to physical features and software.
Sim Man 3G PLUS		109,297	109,297	Y	Y			NA	N		N	NA	Y	Enhanced opportunities for students to repeat deliberate practice, enhance clinical competence, enhance patient safety in a risk free environment, improve communication and team working skills
Audio-Visual Equipment at Clinical Skills Centre, at School of Medicine, St Andrews University		61,000	61,000	Y	Y			NA	N		N	NA	Y	The AV Equipment was modernised and includes Bring Your Own Device (BYOD) functionality, AV Capture, the ability to mirror content from one room to another and a trolley camera to wirelessly capture video from a couch anywhere in the room.
Equipment upgrade to two seminar rooms, VHK		18,816	18,816	Y	Y			NA	N		N	NA	Y	Modern technology resulting in better teaching experience
Total	70,841	724,360	795,201	0	0	(254,193)	(1,339)							

Check to section 1

0 (0)

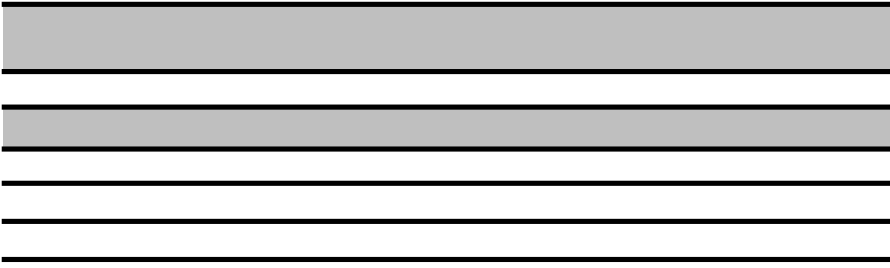
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NHS Scotland Medical ACT 2021/22

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Section 2a Supplementary Evaluation of Prior Year

Proposal/Item Description	Year bid submitted (NHS Financial Year)
NA	









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Section 2b In Year Spends and Slippage Not Pre- Populated on "Section 2a - Bids" including transfers of funding from other boards

Proposal/Item Description	Board - if using funding transfer from an other board.	Recurring (£)	Non-Recurring (£)	Total (£)	GT		Capital (Y/N)	Requester	Benefits for UG Medical Training (and others where relevant)
					2022/23	2023/24			
Nasogastric and Tracheostomy Skills Simulator			1,339	1,339	1,339		N	RAWG	This was spend authorised in 2021/22 for 2022/23. Spend was to occur after 1 April 2022. The benefit was to allow students to become competent in NG tube and tracheostomy care
Total		0	1,339	1,339	1,339	0			

* Future year spend will need to be approved by RAWG and NES in 22/23 bids process

NHS Scotland Medical ACT 2021/22 Acco

NHS Board: Fife

Section 3

a	<p>Local Governance Structure</p> <p>Does the Board Hold Local Medical ACT Meetings?</p> <p>The Medical Education Manager, Finance team and ACT Officer meet on The Medical Education Manager, Finance team, Associate Director of M The Director of Medical Education (DME), ADMES and Medical Educatio ad-hoc basis.</p> <p>Provide Brief Details of the Board's Local Governance Structure for</p> <p>The DME, ADMES and Medical Education Manager meet regularly to dis this core team or the wider medical education team such as the Clinical S spreadsheet held by the St Andrews ACT Officer and presented to the R be purchased this is then actioned. All bids are saved on an internal spre In order to ensure purchases made from ACT are beneficial to teaching, necessary. We are in the process of creating a sim equipment database</p>
b	<p>Please Provide Details of any Medical ACT Funded Activities/Initiati</p> <ul style="list-style-type: none"> · Sim Centre - incorporated into UG Teaching · Inclusion of Medical Education Teaching Fellows in UG Teaching · Expansion of Medical Education team – specifically around a further UC the QMH to allow for more planning and dedicated time given to each of <p>Please provide details of Medical ACT funded activities/initiatives w</p> <ul style="list-style-type: none"> · Looking across the board to determine student numbers in each ward, l · As above, further use of the sim centre to increase teaching capacity ar · Where possible, linking teaching across degree programmes, for exam · Joint administration and timetabling of student groups to ensure fair acc and Surgical wards.
c	<p>Please Provide a Brief Overview of Any Opportunities/Challenges in</p> <ul style="list-style-type: none"> · Accommodation - maintaining appropriate social distancing and keeping · Numbers of students allowed onto ward areas and in seminar rooms ha that meetings and specifically tutorials are expected to be delivered in pe · Self-isolation of both student and teaching staff. · The increase in student numbers and demand for additional placement · The development and adaptation of various modules. · The extended academic year and larger intake of pre-medical students <p>Please Provide Details of Any Anticipated Future Challenges Which</p> <ul style="list-style-type: none"> · Increased student numbers · Education Centre room capacity – social distancing rules and guideline · The time commitments around future planning · IT and connectivity issues for students · We expect to continue having issues with clinical pressures taking prec · Staff sickness
d	<p>Please Provide Details of Any Anticipated Changes to Undergradua in Your Board.</p>

Significant increase of student numbers across all universities

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once per month to discuss ACT related matters.

Medical Education (ADME) and ScotGEM Lead Coordinator meet once per month to focus on ScotGEM ACT.

Senior Manager meet once per month for their Senior Leadership Team Meeting where ACT is brought up on an

Medical ACT and How This Feeds Into RAWG Business

Discuss spending new ACT monies whether it be recurring or non-recurring. Spending requests can come from Skills Facilitator, Simulation Centre Manager or Local Module Leads. Bids are then entered into the Fife AWG for NES to consider. Once approved, discussion is had with the finance team and if there are items to add to the spreadsheet for accountability purposes.

e.g. the use of sim models, we collect feedback after teaching and make amendments to sessions if needed to record use and feedback.

Issues Which May be Beneficial and/or Transferable to Other Boards - General

3 Coordinator and additional Clinical Skills and Simulation staff across both Education Centres in the VHK and the degree programmes.

Issues which may be beneficial and/or transferable to other Boards for increasing teaching capacity

Limiting access on certain days to allow a certain group of students more exposure to that area.

Could allow for more dedicated time to each student group.

Example, joint tutorials for Edinburgh and Dundee students on the same placements.

Access to areas and equal opportunities, especially in areas with a higher student population, such as Medical

Issues in Year Which Have Impacted on the Delivery of Undergraduate Medical Education

Ensuring the accommodation as safe and secure as possible.

Capacity has reduced due to social distancing requirements – this issue is continuing to cause problems, more so now than in previous years, it is challenging to meet this demand whilst still adhering to social distancing rules.

Issues (capacity)

Meaning no summer break to allow for planning and reorganising.

Issues May Impact the Delivery of Undergraduate Medical Education

External pressures

Competing for student over teaching opportunity

Issues with the Delivery of Teaching and/or Curriculum in the Forthcoming Academic Year Which Could Impact Medical ACT



Please Submit to NES a
Information provided st

Section

1

2A

2A Sup -PY Evaluation

2B

2C

3

**s an Excel File not in PDF Format
ould be from 2021/22**

User Information
<p>Tab summaries, initial allocations offered to the Boards and actual funding received, also for sign off by DoF and DME of Boards and date of RAWG approval (POB) payments made to Boards.</p> <p>Signatures - email approval or signature accepted. We will also accept an excel copy without signatures if this is provided with a PDF signed version.</p>
<p>Tab details the bids approved by RAWG and NES in year, including any slippage reflected in NES will prepopulate columns: B, C, D, E, F, I, L Boards should complete G, H, J, K, M, N, O, P If not implemented please detail reasons in H, for example if post not recruited to, equipment not N – Please provide metric results where available O – Anticipated benefits as per bid details P - please provide brief overview detailing why the anticipated benefit was not achieved for example if the equipment did not fulfil the need.</p>
<p>In section 2A we have asked for evaluation details. We acknowledge that evaluation often takes place a year after implementation and can therefore take some time. Information from the evaluation of bids not covered in the Accountability report timeline should be included in this tab.</p>
<p>Tab details of all other spend and slippage of medical ACT in year not either shown in 2a or part opening baseline allocation, i.e. use of additional in year funding not spend on bids as shown on 2a, where the funding has come from- underspend on bid or other health board. All details to be added by Boards</p>
<p>bids per section 1</p> <p>To allow us to prepopulate this section in future years please complete the excel sheet provided, do not attach as an additional sheet. Please use drop downs where provided.</p> <p>Staffing time</p> <p>Medical PA - Consultant/GP PA's Medical WTE - Training grades, Specialty Doctors, CTF's Clinical non medical WTE - all other clinical staff Other WTE - support functions, Admin, Medical ACT officers, education managers</p>
<p>Tab requests details on Local regional ACT groups/practises, new initiatives details, future opportunities/ challenges and future anticipated changes to teaching/curriculum. Please keep the answers to these sections brief and concise. If you have any metric data to support this would be appreciated. challenges.</p>