



GIG
CYMRU
NHS
WALES

Bwrdd Iechyd Prifysgol
Abertawe Bro Morgannwg
University Health Board



Meeting Date	31 May 2018	Agenda Item	3 (iv)
Report Title	Education and Learning Report 2017-8		
Report Author	Education Committee ABMU		
Report Sponsor	Professor Hamish Laing, Executive Medical Director Hazel Robinson, Director of Workforce and Organisational Development		
Presented by	Professor Hamish Laing, Executive Medical Director		
Freedom of Information	Open		
Purpose of the Report	To provide the Board with an annual overview of its educational activities for its students and staff.		
Key Issues	<p>The Health Board was granted University status by Welsh Government in 2009 and this status has recently been reconfirmed. There is a responsibility placed on the Board to educate our current workforce and the workforce of the future in partnership with academic institutions as captured in our corporate objective: “Securing a fully engaged and skilled workforce”.</p> <p>The General Medical Council expect Boards of medical local education providers (LEPs) to be informed about educational delivery as part of its assurance process.</p> <p>There is a very considerable amount of high quality education being delivered with ABMU, some in partnership with academic partners. This is described in this inaugural ABMU Education Report.</p> <p>The report coincides with the establishment of Health Education and Improvement Wales (HEIW), which will direct and oversee education in NHS Wales in future.</p>		
Specific Action Required <i>(please ✓ one only)</i>	Information	Discussion	Assurance
			✓
Recommendations	<p>Members are asked to:</p> <ul style="list-style-type: none"> • Note the range and scope of educational provision within ABMU • Approve this report for sharing with other stakeholders, including the regulators of education 		

EDUCATION AND LEARNING REPORT 2017-8

1. INTRODUCTION

This inaugural Education and Learning Report (2017-8) describes the wide range and scope of educational and learning activities and opportunities across the Health Board and looks forwards to planned activity in 2018-9.

2. BACKGROUND

As a University Health Board, the encouragement of learning and the delivery and support of education should be a significant priority for us. It is also central to our value of “always improving”. However, the Health Board has never received an aggregated Education and Learning report to demonstrate the wide range and extent of such activities and provide assurance that we are meeting our obligations as a local educational provider (LEP). We believe that this may be the first such report within NHS Wales. It seeks to capture the full range of learning delivered for students and staff within ABMU.

The education Committee is multi-professional and has endeavoured to be inclusive in compiling the report. Nonetheless we expect that in a Health Board of our size with several academic partners, there may be some activity that has been overlooked and hope that this first report will be a catalyst to ensure complete capture in subsequent years.

GOVERNANCE AND RISK ISSUES

Elements of our educational performance and delivery are subject to external review and assurance. For example, the Wales Deanery undertakes annual performance review of ABMU on behalf the General Medical Council. Students and trainees are asked to provide personal feedback on the quality and availability of education to our academic partners and regulators.

A major change in the planning and resourcing of education with the creation of Health Education and Improvement Wales (HEIW) which will take over responsibility for education and training from the Wales Deanery, Welsh Centre for Postgraduate Pharmacy Education (WCPPE) and Welsh Education and Development Service (WEDS) on 1st October 2018. The implications of HEIW on the Health Board cannot yet be fully anticipated.

3. FINANCIAL IMPLICATIONS

The Health Board receives significant “ring-fenced” funding from external agencies to deliver education and learning to its students and employed staff. In addition, the Health Board contributes to the cost of such activities from its own resources, including the granting of study leave where appropriate. There are no additional financial implications of this report, however reductions in external funding would create risk to the delivery of existing and planned programmes and have the potential to impact adversely on recruitment, retention and the quality of care.

4. RECOMMENDATIONS

Members are asked to:

- **Note** the range and scope of educational provision within the Health Board; and
- **Approve** this report for sharing with other stakeholders, including the regulators of education

Governance and Assurance											
Link to corporate objectives <i>(please ✓)</i>	Promoting and enabling healthier communities		Delivering excellent patient outcomes, experience and access		Demonstrating value and sustainability		Securing a fully engaged skilled workforce		Embedding effective governance and partnerships		
							X				
Link to Health and Care Standards <i>(please ✓)</i>	Staying Healthy	Safe Care	Effective Care	Dignified Care	Timely Care	Individual Care	Staff and Resources				
		X	X	X			X				
Quality, Safety and Patient Experience											
Education and Learning are essential for ensuring that our staff have and maintain the skills and knowledge required to deliver safe, effective and high-quality care.											
Financial Implications											
The Health Board receives external funding to deliver teaching and learning for students and employed staff and commits a significant amount of its own resources to support our staff with educational opportunities and study leave. This paper has no additional financial implications for the Health Board.											
Legal Implications (including equality and diversity assessment)											
Nil											
Staffing Implications											
The provision of high quality educational and learning opportunities is thought to encourage applications for employment and support staff retention.											
Long Term Implications (including the impact of the Well-being of Future Generations (Wales) Act 2015)											
This report describes how the Health Board is helping to create a skilled and well-educated workforce in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work and enabling our staff to fulfil their potential no matter what their background or circumstances.											
Report History		This is the inaugural Education and Learning report for the Organisation. It has been authored and approved by the ABMU Education Committee.									
Appendices		Annual Education and Learning Report 2017-2018									



GIG
CYMRU
NHS
WALES

Bwrdd Iechyd Prifysgol
Abertawe Bro Morgannwg
University Health Board



Education and Learning Report

Abertawe Bro Morgannwg University Health Board

2017-2018

***"Inspiring Excellence in Medical Education
Ysbrydoli Rhagoriaeth mewn Addysg Feddygol"***

Contents		
Section	Title	Page
1	Summary	3
2	List of contributors	4
3	Integrated Education	5
4	Education Governance	6
5	Postgraduate Medical and Dental Education	8
6	Graduate Entry Medical (GEM) programme Postgraduate diploma in Physician Associate Studies	15
7	Undergraduate Education Princess of Wales Hospital: Medical, Students from Cardiff University	18
8	College of Human and Health Sciences, Swansea University	20
9	Pharmacy, Pharmacy and Medicines Management	22
10	Library services	26
11	Family Therapy Service / Psychology/ Mental health and learning disability delivery unit	28
12	Healthcare Science	30
13	Therapy Services	34
14	Learning and Development	37
15	Appendices	40
I	Postgraduate Medical and Dental Faculty Team structure	40
II	Postgraduate Medical and Dental Faculty	43

1. Summary

This is the first report relating to education and teaching which has been provided by Abertawe Bro Morgannwg University Health Board (ABMUHB), which will now provide an annual report in this area. Education and teaching within the Health Board is a multidisciplinary collaboration with an established education committee chaired by an Assistant Medical Director for Education. This committee has representation from varied disciplines to provide an integrated approach to education and training. The aim is to provide healthcare professionals with education and training to facilitate patient care in line with the Health Board's values. The past year has been successful for education and teaching and this report contains many examples relating to effective learning with impact. This report was compiled with the support of the education committee and representatives from active educational and training leads, and within its inaugural year will provide a platform for future years. We believe that this is the first report of its kind focusing on education and training within a Welsh Health Board and we are grateful for the contributions received.

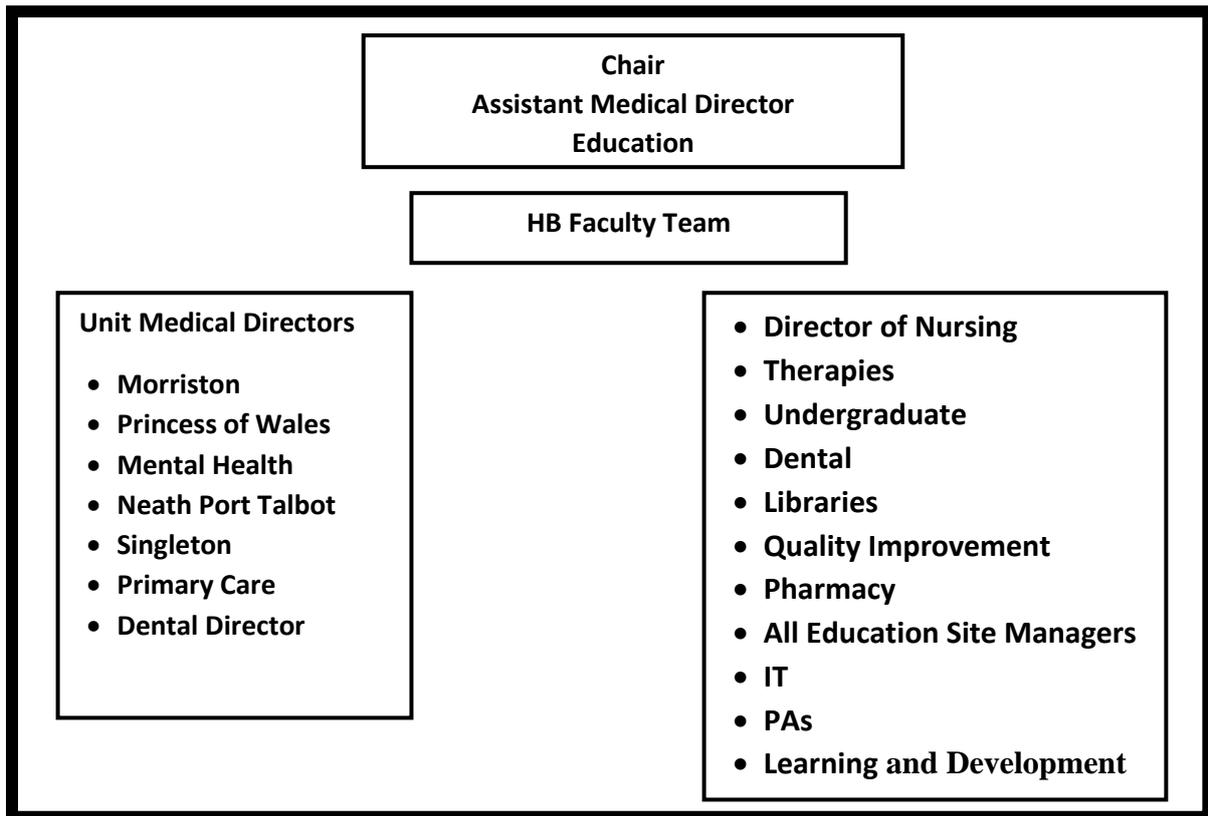
2. List of contributors

Professor Jeffrey Stephens, Assistant Medical Director for Education, ABMUHB.
Mrs Donna Hole, Education Manager, ABMUHB.
Mrs Marie Sheath, Postgraduate Education Manager, Morriston Hospital.
Mrs Emma Jones, Postgraduate and Library Manager, Cefn Coed Hospital.
Mrs Wendy Jones, Postgraduate Manager, Princess of Wales Hospital.
Mrs Sarah Morris, Postgraduate Manager, Singleton Hospital.
Professor Ceri J. Philips, College of Human and Health Sciences, Swansea University.
Jayne Cutter, College of Human and Health Sciences, Swansea University.
Richard Griffith, College of Human and Health Sciences, Swansea University.
Julia Primrose, College of Human and Health Sciences, Swansea University.
Ms Jodie Gwenter, ABMU HB Education and Training Pharmacy Lead.
Dr Matt Stevens, Faculty Lead, Medical and Dental Faculty, ABMUHB.
Dr. Sujoy Bannerjee, Deputy Director of Clinical Placements, ABMUHB.
Sade Bewsher-Griffiths, Undergraduate Manager, Morriston Hospital.
Andrew Daniels, Undergraduate Manager, Singleton Hospital.
Professor Andrew Grant, Dean of Medical Education, School of Medicine, Swansea University.
Dr Marguerite Hill, Clinical sub-dean, School of Medicine, Swansea University.
Mr Ian Evans, Physician Associate Coordinator, ABMUHB.
Susan Prosser, Library Manager, Singleton Hospital.
Rhys Whelan, Library Manager, Morriston Hospital.
Mrs Julie Jones, Undergraduate Manager, Princess of Wales Hospital.
Leah Salter, Department of Psychology, ABMUHB.
Professor Linda Speck, Department of Psychology, ABMUHB.
Dr Tanya Edmonds, Department of Psychology, ABMUHB.
Staff of the Mental health and learning disability delivery unit, ABMUHB.
Ms Alison Clarke, Assistant Director of Therapies and Health Sciences, ABMUHB.
Kay Myatt, Head of Learning and Development, ABMUHB.

3. Integrated Education

During the past 12 months, considerable effort has been undertaken to address facilitate and support education through an integrated structure within the Health Board to facilitate multidisciplinary working and practice. This was facilitated through the development and delivery of a Multidisciplinary Education Committee, chaired by the AMD for Medical Education. The Medical Education Committee meets three times per year. The membership has now been expanded as shown in figure 1, to include allied healthcare professions inducing representation from Therapies (occupational therapy, physiotherapy, dietetics), Nursing, Pharmacy and Physician Associates as well as the other previous members. This has been reflected within this current report with updates from all parties.

Figure 1: ABMUHB Education Committee



4. Educational Governance

Figure 2 summarises the links between education and executive representation within the Health Board. Furthermore, the AMD for Education represents medical education in many different work streams within the Health Board. The AMD for Education links to the Medical Workforce Board, Unit Medical Directors, Locality Service Managers, the Deputy Executive Medical Director and the Executive Medical Director.

Figure 2: Links between ABMUHB Education and Executive committee

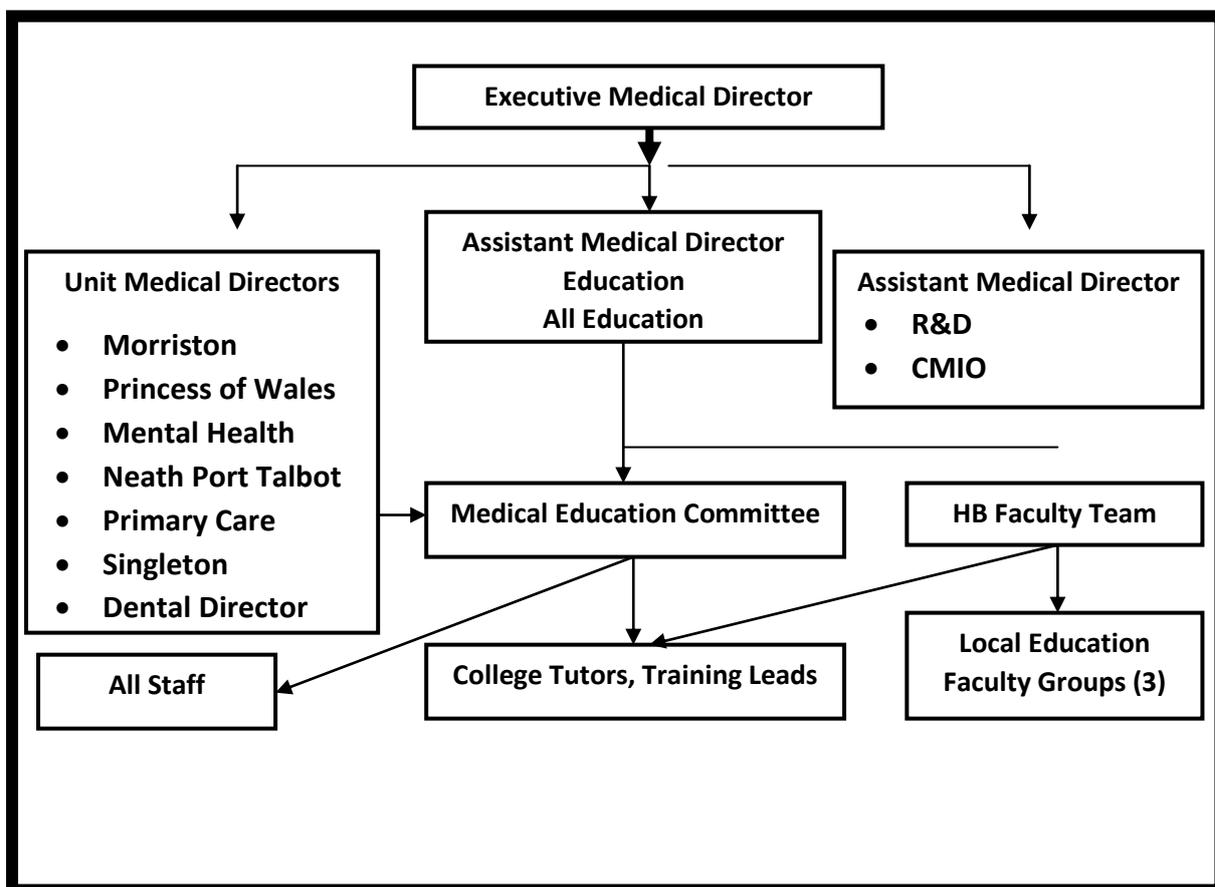
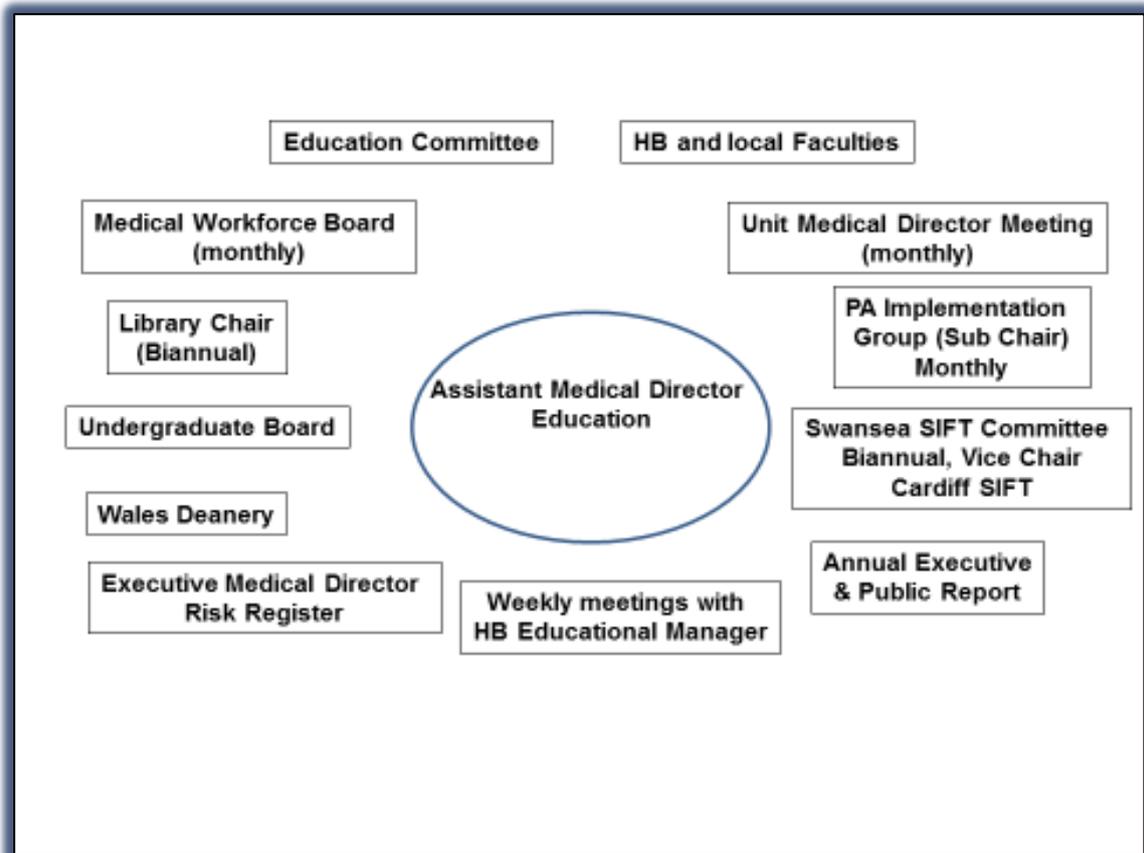


Figure 3 provides a summary of the roles of the AMD for Education and link with governance processes within the Health Board. These links have been developed over the past 12 months to ensure that education links into local and Health Board wide areas of leadership and management.

Figure 3: Links between the AMD for Education and health board groups



The remainder of this report provides a summary of educational activities and achievements within the key disciplines and areas of educational delivery within the Health Board. This highlights key areas of work and provides a non-exhaustive summary.

5. Postgraduate Medical and Dental Education

Medical Postgraduate Education Training and Teaching Activities

Postgraduate medical and dental education is extremely active across ABMUHB. The weekly timetable of activities for Postgraduate medical and dental education and teaching are shown in the table below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Singleton Hospital	Journal Club	GP Vocational Training	Foundation Year 2 Curriculum Teaching		Friday Medical Case Presentation
	Core Medical Trainee Teaching – Video Conference	Foundation Year 1 Curriculum Teaching	Core Medical Training Practical Assessment of Clinical Examination Skills (PACES)- Video Conference		
Morrison Hospital	Core Medical Trainee Teaching	Dental Core Training	Foundation Year 2 Curriculum Teaching	Thursday Lunchtime Clinical Meeting	Dental Foundation Training
			Foundation Year 1 Curriculum Teaching		Dental Section 2 Courses
Neath Port Talbot Hospital	Psychiatry Journal Club - Video Conference	Tuesday Lunchtime Clinical Meeting			Friday Lunchtime Clinical Meeting
		Foundation Year 2 Curriculum Teaching – Video Conference			
		GP Vocational Training			
Bridgend Hospital	Foundation Year 1 Curriculum Teaching	Foundation Year 2 Curriculum Teaching	GP Vocational Training	Medical Journal Club	
	Psychiatry Journal Club		Grand Round		
	Core Medical Trainee Teaching – Video Conference		Core Medical Training Practical Assessment of Clinical Examination Skills (PACES)		
Cefn Coed Hospital	Psychiatry Teaching				

Additional Teaching Activities include:-

- Trainee doctor Induction-February, July, August and out of sync trainees.
- Clinical skills teaching along with Core Medical Trainee Regional Teaching.
- Surgical Study Days, arranged by Surgical Tutor.
- Foundation Programme Year 2 Regional All Wales Study Day.
- Foundation Programme Year 1 four day induction and shadowing programme.
- Dental Hands on courses (Clinical Skills).
- Endodontic Study Club.
- Dental Evening Meetings run October to March.
- MSc Endodontics in Conjunction with University of South Wales.
- Wales Deanery Professional Support Unit Workshops-Supporting Trainees in Wales.
- General Practice Vocational Training Scheme (GPVTS) Regional Study Days.
- Psychiatry Postgraduate teaching programme -Health Board wide; Psychiatry Balint Groups (weekly); MRCPsych modules – local education provider; Specialty Registrar (SpR) Psychiatry workshop Feb 18; Psychiatry inductions for new starters in August / February and out of sync trainees.

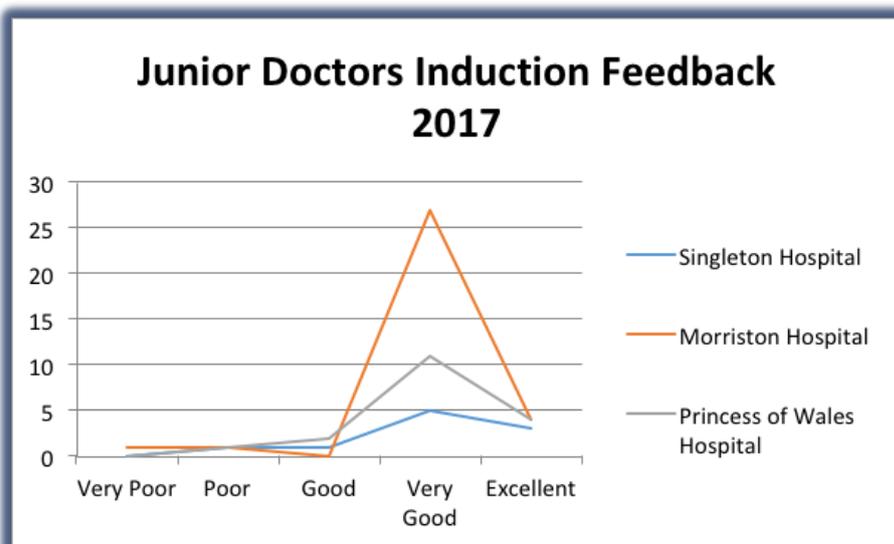


Achievements in 2017-18

The ABMU Best Trainee Awards celebrated excellence among junior doctors, highlighting their contribution to service delivery, quality improvement and education.



- Medical Trainees Induction was revamped, incorporating recordings of updated information which can now be used for Ad hoc starters and 'out of sync' trainees. The feedback received from trainees has been extremely positive.



- Practical Assessment of Clinical Examination Skills (PACES) Examinations successfully organised and hosted in collaboration with the RCPE.
- Hosting Foundation Programme Year 2 Regional Study Day.
- Core Medical Trainee Study Day.
- Coordination of the ABMU Careers Fair
- Professional Support Unit Deanery Course for Educational Supervisors.
- Two dedicated MRCPsych teaching days for psychiatry trainees (Cefn Coed and Bridgend)
- Rehousing of the doctors on call accommodation and common room into the Education Centre to improve training experience.

Examples of Impact on Health Care Delivery and Education

- No gaps in Foundation Year 1 or Foundation Year 2 rotations.
- Core Medical Trainee Simulated Teaching/Core Medical Trainee weekly teaching provides a variety of different specialities opportunities to keep up to date with the hot medical topics which is bleep/phone free as part of their continuing professional development.
- The recorded Induction information is available for ad hoc and 'out of sync' starters. Trainees can access this information throughout their posts.
- Trainees were able to attend wards promptly following Induction.
- The Medical and Dental Education website and twitterfeed provides up to date information for trainees on education routes and both internal and external training programmes are advertised.



Intranet : <http://nww.abm-meded.wales.nhs.uk/home>
Internet : <http://www.abm-meded.wales.nhs.uk/home>



Follow us

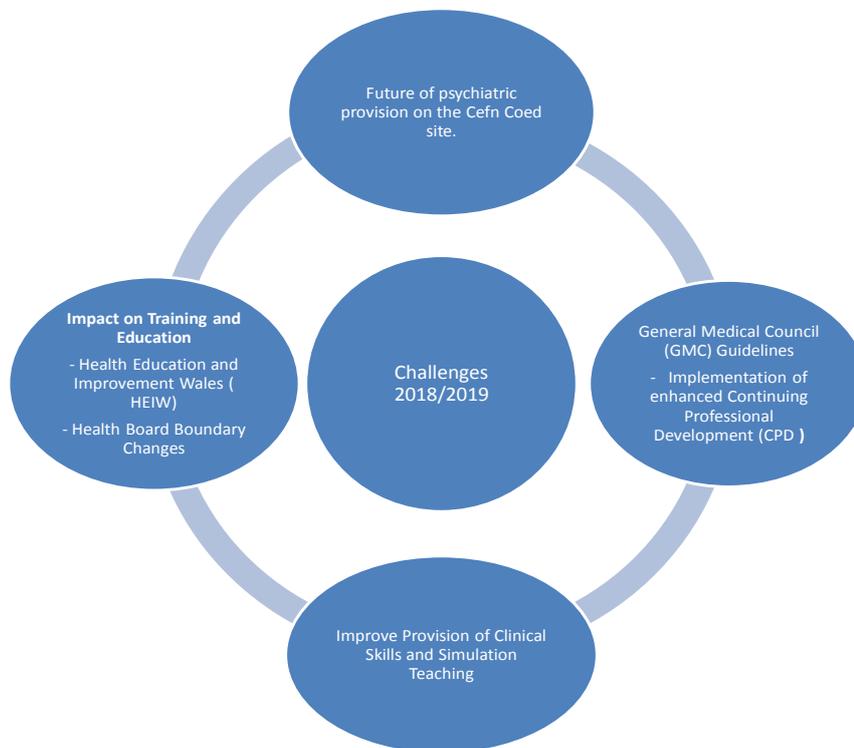
@ABMMedEd

- The Best Trainee Awards rewards and recognises the high standards achieved by trainees.
- Web-streaming is available monthly as an evening webinar. Two Continuing Professional Development (CPD) points are awarded for attendance at this webinar. Thus enabling the attendee to keep up to date with information and earn valuable CPD points.
- Video Conferencing is widely used enabling a more economic use of time and finance. Video Conferencing is a valuable aid to networking and working across the Health Board sites.
- Grand Round / Clinical Meetings provide opportunities for junior doctors to practice their presentation skills and to network with consultants to discuss the topics that are presented.
- Near Peer Teaching pilot – Run August 17 to July 18 in conjunction with Wales Deanery.
- Close working with Undergraduate team to implement the harmonization between the medical students and Foundation years.
- Dental Foundation Training is the first phase of continuing postgraduate education after graduation and is recognised as a part of career pathways in all sections of the dental profession.
- Dental Core Training offers a recognised career pathway after the completion of Dental

Foundation Training (DFT). Dental Core Training Year 2/3 posts (DCT2 or DCT3) - These posts are normally undertaken following completion of training at DFT and DCT1.

- Dental Postgraduate Section provides a variety of courses covering all areas of dentistry. These include dental simulation (hands-on), traditional study days, conference and are for General Dental Practitioners to continually improve their knowledge and skills. Dental evening meetings lectures are arranged to keep dental teams up to date with current thinking/changes.
- The locally provided MRCPsych course enables trainees to access training at point of care.
- The new Health Board wide psychiatry teaching programme has increased access and communication between all sites and the provision of teaching via Video Conferencing is not ideal or preferred but enables all staff to attend from their workplace.

Current Challenges in 2018-19



Examples of engagement within and outside the Health Board

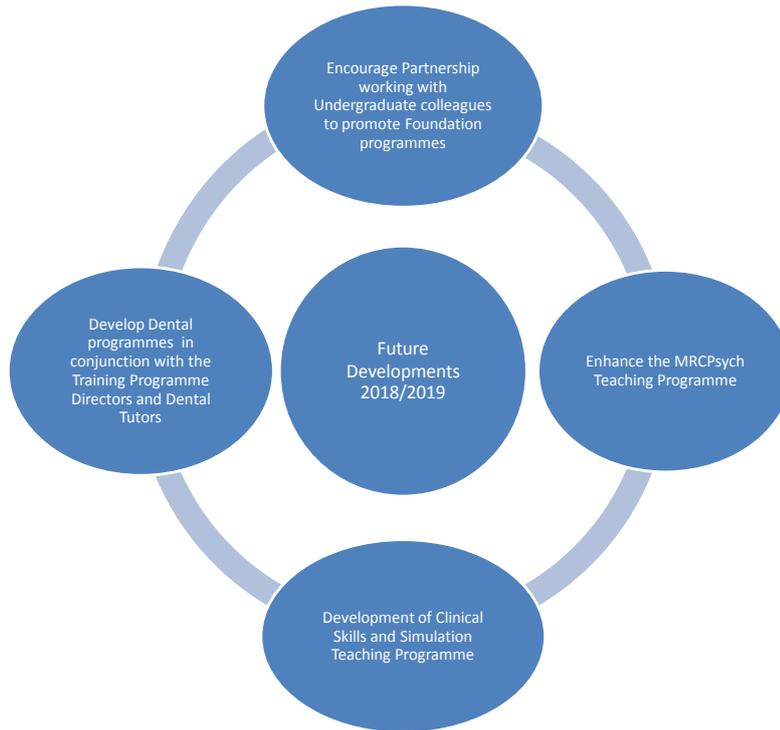
- Health Board Careers Fair incorporating needs of Junior doctors, Physician Associates and Medical Students.
- Inviting all Core Medical Trainee Doctors to our simulated/clinical skills teaching sessions throughout the Health Board.
- Ensuring strong lines of communication and links across sites to support teaching and training opportunities are fully met in line with Wales Deanery.

- Practical Assessment of Clinical Examination Skills (PACES) exams held in collaboration with Royal College of Physicians Edinburgh.
- Attendance at All Wales Foundation Administrators/Programme Directors meetings.
- Live web-streaming held on a monthly basis from the Royal college of Edinburgh. Continuing Professional Development (CPD) points are awarded for this attendance and so there are close links with the College.
- Speakers for Foundation Programme, General Practice Vocational Training Scheme (GPVTS) Scheme, Journal Club, Geriatric Lunchtime Meeting and Medical Case Presentation.
- Joint Dental Foundation and Section 2 Continuing Professional Development (CPD) courses.
- Joint Dental Core training with Cardiff and Vale University Health Board.
- Dental Core placements (Hospital and Community) cover a variety of Health Boards: Cwm Taf, Cardiff and Vale and ABMU Health Board.
- Dental Foundation placements (general dental practices) cover the following Health Boards: Hywel Dda and ABMU Health Board.
- Working closely with the Undergraduate Department & all specialties within the Health Board.
- Working closely with the Wales Deanery and counterparts across other Health Boards within Wales.
- Attendance at many meetings including Local Postgraduate Board, Faculty Meetings, Library Committee, COIN Committee, AWHILES meetings (all Wales), Deanery events, School of Medicine committees etc.
- The Education Centre at Cefn Coed is truly multidisciplinary and houses the Postgraduate, Library and Undergraduate Departments for Psychiatry. The Centre is used by staff from across the Health Board including management, community staff, ambulance service etc.

Education and ABMU HB Values

We have an “open door” policy for all staff medical or clinical and we do our best to provide a friendly and caring environment. Everyone is treated as a valuable individual and open communication is the key to our success. We encourage good working relationship with other departments to make a seamless transition from day one for our trainees. Caring for each other being friendly, helpful and welcoming. Treating everyone with dignity and respect and working together with colleagues across Health Board.

Future plans and direction of focus for 2018-19



References to publications/website demonstrating output

<http://www.abm-meded.wales.nhs.uk/home> - Medical and Dental Education Website

<https://www.walesdeanery.org/> - Wales Deanery

<https://dental.walesdeanery.org/training-programmes/dental-foundation-training> - Wales Deanery - Dental Foundation Training

<https://dental.walesdeanery.org/training-programmes/dental-core-training> - Wales Deanery - Dental Core Training

<https://dental.walesdeanery.org/dental-courses> - Wales Deanery - Dental CPD

<http://www.copdend.org//data/files/Downloads/Curriculum%202016%20Printable%20-%20reverse%20colourway.pdf> – Dental Foundation Training Curriculum.

<https://www.gdc-uk.org/professionals/cpd/enhanced-cpd> - Enhanced CPD

6. Graduate Entry Medical (GEM) programme Postgraduate diploma in Physician

Associate Studies (PA)

Educational Activity

GEM: learning week delivery (lectures and tutorials)

- Delivery of learning opportunities in a clinical setting (LOCS).
- Hosting students on clinical placements: apprenticeships, assistantships, specialty attachments; interviews for prospective medical students and providing interviewers; and clinical exams.
- Providing access to and teaching in clinical skills (32 skills as prescribed by the GMC).
- Simulation training– arranged within specialty attachment placements.
- Ongoing review of SIFT funding.
- Hosting 'elective placements' for medical students from other institutions. (Approximately 13 per year).
- Clinical work observation placements for prospective medical students aged 16+.
- Providing observation placements for Applied Medical Science students.

Physician Associate (PA) programme:

- Teaching on specific subject areas
- Hosting students on placements: medicine and specialty placements.
- Hosting interviews for prospective PA and providing interviewers.
- Delivery of Faculty training sessions such as PA Educators day.

Achievements in 2017-18

- A Service Increment for Teaching (SIFT) funded Teaching Registrar in Medicine has commenced employment in Singleton.
- Continuation of clinical tutor posts in Women's Health, ENT and Stroke Medicine (Morrison).
- Collaboration with IT to enable students to have access to clinical systems within ABMU.
- Successful implementation of second year of PA programme with specialty placements
Feedback generally very positive.
- Organisation and delivery of successful PA Educators day.
- Introduction of a new five week placement focusing on the needs of frail elderly people.

Current challenges in 2018-19

- Working toward increasing transparency and consistency in Service Increment for Teaching (SIFT) funding for teaching and the recognition for teaching in job plans.
- Creating an on-line resource for workplace based assessments.
- Planning for the possibility of increased medical student numbers.

- Reviewing the faculty development programme for clinical teachers. Uncertainty on the proposed student number increases.
- Continuing challenge to identify and deliver clinical placements with overstretched services and staff shortages in clinical areas.
- SIFT funding and recruiting to clinical tutor posts.

Examples of engagement within and outside the Health Board

Health Board:

- Liaising with IT to allow students seamless access to IT systems across Health Board boundaries.
- Contribution to the Health Board Education Committee; annual SIFT review meeting; Job Planning Implementation Board; Morriston Education Centre Governance and Steering Group.

Outside Health Board:

- Medical school committees and working groups.
- Hywel Dda annual SIFT review meeting.
- Visits to partner hospitals that host Swansea Graduate Entry Medicine (GEM) students.
- Working with Health Boards to deliver Physician Associate (PA) programme.
- GEM senior faculty includes 83 doctors across Abertawe Bro Morgannwg University (ABMU) and Hywel Dda Health Boards.
- Trainer recognition: - The implementation of TRA continues in line with GMC guidance. The faculty development group within GEM programme has worked closely with Cardiff University School of Medicine and the Wales Deanery to set standards for recognition of trainers.
- A shared recognition has come into place whereby trainers recognised for one activity (e.g. educational supervisor) will automatically be recognised for others e.g. undergraduate teaching.

How Education aligns with the ABMU HB Values

- Offering an open and friendly office for students to feel welcomed.
- Treat each student as an individual and attend to their specific learning needs.
- Providing pastoral care to each student when required.
- All students and clinical teachers are expected to behave in a professional manner to all patients, families and carers and staff members. There are policies in place for breaches of professional practice.
- Students are encouraged to listen to patients and provide them with support.
- We have recently introduced a new five-week clinical placement that specifically focuses on

the needs of frail elderly people.

- Strong support services for our students on placement with an open door policy.
- Constant improvement of student learning experience.
- Collaborations with Swansea University, other Health Boards, Cardiff University, Wales Deanery.
- Attend and participate in ABMU and Swansea University Medical Education Meetings to ensure information is being shared to all parties.

Future plans and direction of focus for 2018-19

- Continuing with the SIFT review with a focus on recognising excellence in clinical teachers.
- Developing a junior faculty of trainees.
- Focusing on faculty development for clinical teachers.
- Development of electronic assessment app to replace paper version with automated integration to ISR.
- Increased medical student numbers.
- Primary Care Academy based in West Wales.
- Enhanced learning and cluster-based learning in primary care.

7. Undergraduate Education: Princess of Wales Hospital: Medical Students from Cardiff University

Educational Activity
<ul style="list-style-type: none"> The organisation of clinical placements and teaching sessions for Cardiff University medical students (Years 1, 2, 3, 4 and 5 of the C21 curriculum).
Achievements in 2017-18
<ul style="list-style-type: none"> The All Wales Summary of feedback is not yet available for 2017-2018 as we are still within that academic year. Individual block feedback received to date has been positive. In the All Wales Summary of feedback for 2016 – 2017, Princess of Wales Hospital, for the majority of placements, was equal to or above the All Wales average.
Examples of Impact on Health Care delivery and Education
As from August 2017, two Clinical Fellows in Medical Education were appointed to help organise a faculty of junior doctors to assist with the delivery of the Case Based Learning sessions for Year 1 and Year 2 students. These posts are funded out of Service Increment for Teaching (SIFT).
Current Challenges in 2018-19
<ul style="list-style-type: none"> High student numbers continue to be a challenge and as intake numbers are set to increase will remain a challenge in the years ahead. Engaging medical staff to deliver Undergraduate Education during times of service delivery pressure. This is somewhat relieved by the appointment of the Clinical Fellows.
Examples of engagement within and outside the Health Board
Liaising with academic and administration staff in Cardiff University Medical School (C4ME) and Undergraduate Departments throughout Wales. Work Experience placements via local comprehensive schools/pupils (Year 12) and in 2017 a Primary School visit (Year 6).
How Education aligns with the ABMU HB Values
<ul style="list-style-type: none"> All students attend a welcome meeting where they are reminded to be professional at all times during their placement. We provide a friendly, approachable environment with an “open door” policy.
Future plans and direction of focus for 2018-19
The 2018-2019 curriculum has been distributed by Cardiff University. Teaching rooms in the Muti Professional Education Centre (MPEC) have been reserved for the whole academic year. Timetables will be updated during the Summer of 2018. The Clinical Fellow post/s has been advertised (15 February 2018).

References to publications/website demonstrating output
Output is demonstrated by the annual All Wales Summary distributed by Cardiff University / Swansea University Medical Schools.

8. College of Human and Health Sciences, Swansea University

Educational Activity

The College is the location for Wales' largest provider of pre-registration nurse education in the fields of adult, child and mental health, through its Department of Nursing. There has been a significant increase in commissioned numbers each year since 2015. In 2017, two new pre-registration programmes were introduced which run alongside the traditional 3 year full time BSc programme:

- A part-time programme for Healthcare Support Workers, where students are paid a salary (16 hours a week by WEDS and 6.5 hours a week by ABMU). The programme employs a blended learning approach.
- A pre-registration MSc in Nursing. This is a full time course run over two years, which also employs a blended learning approach.

The College also provides a range of Undergraduate and Postgraduate degrees that help develop knowledge related to public health, health promotion and primary care practice. These include MSc Community and Primary Health Care Practice, BSc (Hons) / Grad Dip / PG Dip / MSc in Public Health and Specialist Community Public Health Nursing (Health Visiting and School Nursing), BSc (Hons) / Grad Dip / PG Dip / MSc in Community Health Studies (District Nursing) and BSc (Hons) in General Practice Nursing. A variety of modules that focus on developments in public health and primary care practice are also provided.

The College contribution to Midwifery education and training is based around a range of programmes including:

- Pre-registration midwifery degree (short and long programmes).
- Certificate in Maternity care.
- MSc Enhanced Professional Midwifery Practice.
- Leadership and Professional Issues in Midwifery.
- Professional Practice in Sexual and reproductive Health.
- Maternity care module on Pre-registration Nursing programmes (Adult, Child, Mental health).

The College also provides education and training for a number of other health professions. The Department of Inter-Professional Studies has six different disciplines in healthcare science practitioner training programmes, namely:

1. Cardiovascular, Respiratory and Sleep Science
 - i. BSc Healthcare Science (Cardiac Physiology).
 - ii. BSc Healthcare Science (Respiratory Physiology).
2. Neurosensory Science
 - i. BSc Healthcare Science (Audiology).
 - ii. BSc Healthcare Science (Neurophysiology).
3. Medical Physics
 - i. BSc Healthcare Science (Nuclear Medicine).
 - ii. BSc Healthcare Science (Radiotherapy Physics).

and hosts a wide range of tailored sessions in relation to the Health Boards' mandatory training programme and updates for staff on developments in policy and law.

Achievements in 2017-18

The Health and Wellbeing Academy opened in 2017 and has been pivotal in establishing important clinical service provision in partnership with clinical colleagues in ABMU Health Board. Examples of collaboration include the neurological rehabilitation services delivered from the Academy for patients with traumatic brain injury; a community wound care service that supports student placements and an echocardiography screening service for patients in the health board to help address waiting list issues. These are indicative of the growing partnership between clinical services and research made possible by the HWA model. The unique clinical environment provided by the HWA also supports the joint ambitions of the Health Board and the University via ARCH and the Academy was the first project to be realised from the ARCH programme. The Academy offers great potential for supporting CPD for staff in both organisations, widening opportunities for student engagement, service development and collaborative research.

Nursing at the College has been ranked in the top 100 in the QS World Rankings for nursing programmes in universities across the world.

Current Challenges in 2018-19

The College will be having a 9% increase in commissioned numbers in Nursing, which will have implications for placements within the Health Board.

References to publications/website demonstrating output

<http://www.swansea.ac.uk/humanandhealthsciences>

9. Pharmacy, Pharmacy and Medicines Management

Educational Activity

- **Pharmacy Assistants (ATO):** Pharmacy Assistants are currently unregistered members of staff, but as they are directly involved with pharmacy services must undertake formal education and training against requirements set out by the General Pharmaceutical Council (GPhC). ATOs are enrolled onto GPhC-accredited courses to attain a Level 2 National Vocational Qualification (NVQ) or equivalent. These are provided by external education providers; WCPPE (Apprenticeships) and Buttercups and take 6-12 months for completion. Each Pharmacy Assistant is assigned practice-based supervisors as appropriate. ATOs are recruited and funded locally into permanent contracts.
- **Pre-registration Technicians (PRPT):** Registration as a Pharmacy Technician requires completion of a 24-month programme in practice. PRPTs are enrolled onto an Apprenticeship scheme and undertake a Level 3 NVQ. This is provided by external education providers (WCPPE & Buttercups). Programmes are GPhC-accredited via the education providers. At present, programmes are hospital based only and commissioned by the Workforce Education and Development Service (WEDS) into Annex U contracts.
- **Pre-registration Pharmacists (PRP):** Registration as a pharmacist requires graduation from a pharmacy degree (MPharm) and completion of 12-month pre-registration. At present, programmes within ABMU are hospital based only and commissioned by WEDS, accredited by the GPhC.
- **Foundation Pharmacist Programme (FPP):** The FPP is mapped against the Foundation Framework set out by the Royal Pharmaceutical Society (RPS) and comprises a Postgraduate Diploma in Clinical Pharmacy accompanied by a workplace programme of guided learning and formative assessment. At present, FPPs are hospital based. Some are enrolled onto a course at Cardiff University and are 50% commissioned by WEDS. Others are enrolled onto distance learning courses, Belfast and De Montford and are locally funded. Sites are accredited for teaching and learning in line with HEI requirements.
- **Qualified staff, extended roles, Band 4 and above:** Registered Technicians extend their roles by undertaking Medicines Management (MMPT) or Accuracy Checking (ACPT) training. This comprises a programme of competency completed over 12-months in practice.
- **Advanced Pharmacist Programme (APP), Band 7 and above:** The APP is mapped against a Faculty Framework set out by the RPS and comprises of several advanced practice qualifications. Pharmacists undertake IP training with Cardiff, Swansea and Queen's University Belfast

Universities.

- **Pharmacy Undergraduate Education:** Pharmacy teams are committed to the education and training of its future workforce. At present, pharmacy provide 0.4 WTE pharmacist to teach on the Cardiff Undergraduate (UG) programme. Pharmacy also hosts 3rd Year students for 1-week placements from the University of Cardiff and Bath.
- **Medical Undergraduate Education:** At present, there are 1.3 WTE pharmacist) to teach on the Swansea Medical School / Physician Associate programmes. Pharmacy also provides workshops to Cardiff University medical trainees attending Princess of Wales hospital.
- **Medicines Safety / Quality improvement:** The safety of medicines use is a high priority area for pharmacy. Pharmacy staff deliver induction talks to nursing and medicine. Antimicrobial teams are in place HB-wide to educate the multi-professional workforce on antimicrobial therapy. Talks are delivered to Foundation doctors and pharmacists, final year medical undergraduates and the extended pharmacy team. In line with the HBs Improving Quality and Safety agenda, all pharmacy staffs undertake IQT Bronze training (mandatory requirement).
- **Work Experience:** Pharmacy presently offers a wider range of opportunities including open afternoons and summer placement.

Achievements in 2017-18

- **Pharmacy Assistants (ATO):** Outsourced training to new provider, Buttercups. 100% pass rate. This has saved the Health Board £950/employee and 83% (50hrs) of supervisor time per student.
- **Pre-registration Technicians (PRPT):** Roll out of a new Quality Assurance (QA) Framework. 100% pass and retention for 2017.
- **Pre-registration Pharmacists (PRP):** 100% pass and 90% retention for 2017.
- **Foundation Pharmacist Programme (FPP):** 100% pass and 85% retention for 2017.
- **Advanced Pharmacist Programme (APP):** Roll out of a new advanced level rotational training framework for band 7 pharmacists. Supported four members of staff through the Bevan exemplar and Fellowship programmes.
- **Pharmacy Undergraduate Education:** ABMU pharmacy hosted 3rd Yr Bath and Cardiff UGs.
- **Medical Undergraduate Education:** POW pharmacy delivered 14 x 2hr sessions to Cardiff Medical UGs. Successes for Swansea UG programmes are reported by the University.
- **Medicines Safety / Quality improvement:** Two members of staff successfully attained their IQT Silver accreditations.

Examples of Impact on Health Care Delivery and Education

- **Leadership:** Three members of pharmacy staff completed the Bevan exemplar programme this year with one member of staff completing the Bevan fellowship.

- **Singleton Assessment Unit (SAU)/Virtual clinics:** For example, biologics at Princess of Wales and Singleton.
- **Primary Care Services: including** pharmacist prescribers/advanced technicians in GP surgeries and out of hours care/NHS 111 services.

Current Challenges in 2018-19

- **Pharmacy role extensions:** Challenges: ensuring the right governance frameworks exist for extended roles. Resource commitment to train. Engagement from peers e.g. securing consultants/GPs to mentor prescribing courses.
- **Foundation Pharmacist Programme (FPP):** A review of training capacity is on-going and partnership working across sites and Primary Care are being explored.
- **Advanced Pharmacist Programme (APP):** Further work is required for advanced practice mapping against Faculty frameworks.
- **Quality improvement:** The uptake of IQT Silver has been slow due to certain barriers, most notably, suitably equipped mentors and time allowances for completion.
- **Primary Care Services:** Commissioners are supporting the continued advancement of pharmacy service expansions in Primary Care.

Examples of engagement within and outside the Health Board

Within the HB

1. This year pharmacy set up Education and Training Groups to strengthen quality assurance.
2. To ensure a smooth practice commissioning, therapies, pharmacy and nursing have teamed up to discuss and determine allocations on an annual basis.

Outside the HB

1. Each HB in Wales has a nominated lead to sit on national groups.
2. Pharmacy has a good working relationship with all education providers used to train its staff; Buttercups, WCPPE, Swansea, Cardiff and Bath Universities.
3. Pharmacy are always engaging with our professional leadership body, RPS Wales. Regularly supporting local events, consultations and content development.

How Education aligns with the ABMU HB Values

- **Working together:** The pharmacy team (assistants, technicians, pharmacists, trainees) work together to provide a seamless and safe service.
- **Always improving:** Evidence-based prescribing with continuous professional development.
- **Caring for each other:** Staff encouraged to support a culture for learning, improvement and work-life balance.

Future plans and direction of focus for 2018-19

- **Leadership and Innovation:** The creation of a Pharmacy Prudent Innovation Network to help boost leadership opportunities.
- **Engagement:** Build new and extend existing relationships with Primary and Community Care for training developments and programme expansions.
- **Work Experience/Recruitment:** Centralising a new work experience programme will help conserve staff time and increase student exposure.
- **Advanced practice:** Continue in the development of extended roles with focus on enhancing pharmacist prescribing.
- **Programme development:** A new programme for an integrated PRP programme will be developed for successful accreditation in 2019.

References to publications/website demonstrating output

<http://www.bevancommission.org/bevan-innovation-exemplars-2017>

10. Library Services

Educational Activity

ABMUHB Libraries provide a high quality, multidisciplinary service for staff based at hospital, community and primary care sites including:

- Enquiry and advice service for staff on Degree, Masters and PhD programmes.
- Literature searches by professional librarians to support patient care, audit, presentations, guideline creation, CPD and teaching.
- Physical library environment & equipment – study space and computer rooms available 24/7.
- Computer access (NHS/University/wireless networks) allowing staff to prepare assignments and presentations, access e-learning modules etc.
- Purchase, manage and promote local e-resources (Up-to-date, Clinical Key, specialty related journals).
- Manage 2000+ Open Athens accounts enabling access to online resources.
- Ensure book stock is relevant and current editions available.
- Highly efficient article and book supply service, free of charge through all Wales network.
- Subscriptions to BMJ Case Reports and BMJ Open Quality allow staff and students to publish research and QI projects. (21 successful submissions published).

Achievements in 2017-18

- **2017 figures submitted to Wales Deanery report:** 24,473 books issued; 13,832 articles requests; 1107 literature searches; Training delivered to 582 students and members of staff.
- **NHS Wales Library satisfaction survey (2018):** 100% satisfaction with ABMU library services.
- **Clinical Librarian service (2017):** Qualified Librarian on hand to provide evidence at point of need to inform decision-making.
- **New quiet study and group meeting space (2017):** available at Morryston Library (2017)

Examples of Impact on Health Care delivery and Education

- Searches requested on specific topics for patient diagnosis and treatment, service redesign.
- Current awareness service. Staff are alerted when new research and guidelines published.
- Library service administers the Health Board's online Clinical Guideline intranet site (COIN)
- The all Wales website for obstetrics, gynaecology and midwifery (WISDOM), www.wisdom.wales.nhs.uk/home

Current Challenges in 2018-19

- Uncertainty over funding arrangements for Health Education and Improvement Wales (HEIW).
- Formation of HIEW may impact access to Cardiff University's e-resources which training grade doctors, dentists and educational supervisors enjoy.
- Possible Health Board re-structuring. Current license arrangements for resources include

Princess of Wales site. Contracts would have to be renegotiated.

- Increased costs of electronic resources (5% -12%p.a.)

Examples of engagement within and outside the Health Board

- Library service managers attend site based Postgraduate Boards, are part of the Faculty teams and Health Board Education Committee. Regular meetings held with IMT to discuss network, equipment and information governance.
- The Health Board Library Committee has representation from stakeholders and all staff groups.
- ABMU Librarians are active members of the NHS Wales Library partnership (AWHILES). Susan Prosser (Singleton) has recently been elected chair.
- Membership of the NHS Wales e-Library for Health Service Board.
- The new Clinical Librarian has formed links with a number of departments and services including Burns and Plastics, and Cardiac Rehabilitation.

How Education aligns with the ABMU HB Values

- ABMU Library service is multidisciplinary- all staff receive a high level of service.
- The recent survey highlighted the patience and respect our staff demonstrate to users on a daily basis. We are widely regarded as a helpful, supportive and professional service.
- We continually strive to improve with feedback, and make changes accordingly.
- Along with our NHS Wales Library colleagues we set rigorous performance standards to ensure information is provided quickly and efficiently to our users.
- Rhys Whelan (Morrison) went to The Gambia with Vision2020 to teach information literacy.

Future plans and direction of focus for 2018-19

- Develop Clinical Librarian service to provide access to relevant evidence at point of need.
- Promote library service to staff and students in primary care settings.
- Improve service promotion via website and social media.
- Analyse and respond to survey feedback.

References to publications/website demonstrating output

ABMU Library service website: <http://www.abmlibraryservices.wales.nhs.uk>

WISDOM: <http://www.wisdom.wales.nhs.uk>

Clinical Online Information Network (COIN): howis.wales.nhs.uk/sites3/home.cfm?orgid=926

ABMU Library Twitter@ABMU_libraries5

11. Family Therapy service/ Psychology department/ Mental health and learning disability delivery unit

Educational Activity
<ul style="list-style-type: none"> • Psychology doctoral students regularly work within all departments. Staff regularly contribute to the South Wales Doctoral Programme in Clinical Psychology and offering clinical placements • Neuropsychology deliver training across the region and offer placements to postgraduate clinical psychologists at Cardiff University and MSc students at Swansea University. • Specifically, Psychology, Neuropsychology, Mental Health and Learning Disability Service Delivery Unit provide placements, teaching, professional training for doctoral Courses in Clinical and Counselling Psychology; Placements MSc attachments in Abnormal and Clinical Psychology, Systemic Psychotherapy, Arts Therapy; and work experience in undergraduate Psychology Courses. • Collaboration exists with Cardiff University, Swansea University, the University of South Wales, Cardiff Metropolitan University and the University of the West of England.
Clinical Placement Evaluations
Clinical Placements are evaluated through formal placement evaluation feedback to the education providers. Good feedback from individual students.
Achievements in 2017-18
<ul style="list-style-type: none"> • Poster presentations on patient stories and goal planning work accepted by IMPACT therapies conference (February 2018) and British Burns Association conference (April 2018). Publication in Clinical Psychology Forum (2018) from supervised research of DCLinPsy student. • Senior clinician won the 2018 ABMU AHP Impact Research Award.
Examples of Impact on Health Care delivery and Education
<ul style="list-style-type: none"> • Contributions to CPD and ongoing staff training. • Trainees on placement work with local teams to contribute to clinical sessions, groups, service development and evaluation. An innovative Neuro- rehabilitation work has been evaluated and presented at conferences around the UK.
Current Challenges in 2018-19
<ul style="list-style-type: none"> • Rooms in which to meet families is a particular challenge in the Bridgend locality which has an impact on being able to offer educational opportunities in Bridgend. • Recruitment of trainees and the paperwork required impacts on time including clinical time. • Recruitment of qualified Psychologists is a current challenge. • There is no provision of travelling expenses or salary/bursary for undergraduate interns or trainee placements in community teams.

Quality Improvement Programmes
<ul style="list-style-type: none"> • Joint project with Cleft Specialist nurses. • Joint project with ward M and play specialists to develop Hospital Passport to reduce procedural anxiety and stress for children coming for surgery with the cleft team.
How Education aligns with the ABMU HB Values
<ul style="list-style-type: none"> • Service development work and vision comes from partnership working between staff, patients and families. To achieve the shared service vision requires additional training, education and support is available equitably for all staff members. • The department plays a lead role in organising a Brain Injury Conference every year, speaking and running workshops. Staff also support patients to run workshops, present and chair sessions.
Future plans and direction of focus for 2018-19
<ul style="list-style-type: none"> • To offer a place to a clinical psychology student in 2018/19. • Brain Injury Conference on cognitive problems that can be accessed by staff in ABMU/ Hywel Dda. • Increased research links between the Universities and the Health Board. • Explore ways to 'grow' our own psychological workforce to support recruitment and retention of an effective, motivated and resilient workforce.
References to publications/website demonstrating output
<ul style="list-style-type: none"> • Morgan S, Moses J, Speck L (2018) "Getting on with life": Experiences of post-traumatic growth following a myocardial infarction. <i>Clinical Psychology Forum</i>, March 2018, no.303, p.36-41. • Comparison of two psychology audit measures in the Welsh Centre for Cleft Lip and Palate: Does the SDQ identify those children and families requiring psychological input at ages 5 and 10 and what is the nature of this psychological input? • Developed a 'Positive Psychology Treatment Manual' and a series of manualised presentations. • Kemp AH, Arias JA, Fisher Z. (in press). Social ties, health and wellbeing: A literature review and model. In: A. Ibáñez, L. Sedeño, and A.M. García (Eds), <i>Neuroscience and Social Science: The Missing Link</i>. Springer International). Together with colleagues at Swansea University, hosting a research topic for <i>Frontiers in Psychology</i>, which is now the largest journal in psychology and the most cited. The topic is titled: A Biopsychosocial Approach to Improving Wellbeing in Patients with Chronic Conditions: Theory, Evidence, and Opportunities. • Psychologist from the Health Board represented Wales on the Professional Practice Guidelines for Psychology in UK, which are also translated into Welsh.

12. Healthcare Science

Introduction

- Health Sciences at ABMUHB comprises a range of professions including Audiology, Clinical Physiology, Medical Physics and Clinical Engineering, Pathology, Perfusion and Radiography. This group support and develop current and future staff, undertake research to improve patient outcomes and work together with education providers to enhance education and clinical training.
- Leadership is provided by the Director of Therapies and Health Sciences' team who recently hosted a Therapies and Health Sciences IMPACT conference.
- There have been many successful student placements with excellent feedback.
- There has been an increase in the number of staff lecturing and holding joint posts with neighbouring universities e.g. a Swansea University Clinical Scientist provides ABMU with magnetic resonance safety expert advice.
- Health Sciences continue to maintain accreditation with national and professional bodies. Re-accreditation with the NSHCS and IPEM has enabled Medical Physics to continue to provide PTP and STP clinical training, with all Pathology disciplines being granted IBMS training status approval for support staff, pre-registration and post-registration training.
- Health care science staff have been actively involved in promoting their careers throughout 2017, working in close association with Careers Wales.

Educational activity

- Education, learning and development are at the forefront of the Health Sciences with a heavy focus on training the future workforce. Over 35 PTP placement students were present within ABMU during 2017 with a staggering 19 of these working within Audiology.
- There continues to be very close working links with a variety of education providers, with one example of best practice being the All Wales Biomedical Scientist Trainers Forum, a unique collaboration between Cardiff Metropolitan University (CMU) and its NHS partners.
- Strong links with Swansea University are being developed where we have seen a growing number of ABMU staff hold joint posts, and also with the Medical School where we have a representation within Radiotherapy Physics.
- Close links with Manchester University supporting MSc programmes. Master's degree in their chosen specialism.
- There is a commitment within the health science disciplines for professional staff to undertake post registration training with staff pursuing Masters in areas including Radiography, Biomedical Science, Clinical Science (Medical Physics), Medical Radiation Physics and

Management through a range of providers that include Cardiff University, Nottingham Trent University, Swansea University and the University of Ulster.

- Higher and Expert practice qualifications enhance expertise enabling career progression with advanced practice qualifications consolidating highest levels of knowledge and expertise. Within the Health Science Radiographers undertake further training in areas such as reporting MRI and CT courses and in Audiology, staff accessing extended practice Ear-care courses, which are aimed at providing appropriate skills to move demand from GPs and ENT to Audiology. Cellular Pathology encourages specialist biomedical scientists to complete IBMS Diplomas of Expert Practice in areas. Senior Cellular Pathology staff undertake advanced practice training through the RCPATH/IBMS in areas.
- ABMU has been leading the way within Wales with its introduction of Apprenticeships and diplomas. ABMU are currently the only Health Board in Wales to offer the pathology support apprenticeship, and as such, training staff have completed the Level 3 Certificate in Assessing Vocational Achievement, and the Pathology Clinical Training Manager is working toward the Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice to become an IQA for Pathology apprentices throughout Wales.
- Developing leaders of the future is of particular importance within Health Science and the learning and development department offer courses based on coaching, leadership and quality improvement such as coaching for impact, Bronze and Silver IQT.
- Support for medical students in training within most disciplines with audiology clinics, pathology laboratories and the mortuary hosting LOCS and SSMS placements. A number of key staff lecture at local Universities, Conferences and CPD events.

Quality improvement Programmes

- Quality of education and training is monitored by accreditation bodies e.g. NSHCS, IPEM and IBMS.
- Clinical departments undertake audits to ensure the placements provide maximum experience for students in each academic year with results passed on to staff through CPD sessions and departmental meetings.
- The Regional Collaboration for Health (ARCH) project, a collaboration between ABMU, Hywel Dda and Swansea University, continues its quality improvement work through workforce redesign to ensure a future workforce of health staff, medics, researchers, academics and innovators, which is fit for purpose with changing service models, patient expectations and overall needs.

Achievements in 2018-19

- The commitment to education by health sciences is evident by the increasing number of joint contracts between its staff and neighbouring Universities; and the appointment of a Pathology Clinical Training Manager, and Regional Training Manager for Public Health Wales
- Despite challenges, Healthcare Science staff have worked tirelessly in the past 12 months to support numerous PTP and STP students through work-based learning placements. The successful completion of such courses, allowing eligibility for AHCS and HCPC registration is testament to the high-quality teaching, education commitment and support that our staff and mentors continue to provide to learners.
- As previously mentioned, ABMU is becoming a centre of excellence with regards to apprenticeships for the professions that comprise health sciences.
- ABMU is the only Health Board in Wales to offer the Level 3 Diploma in Pathology Support at present which has resulted in Pathology having to undertake the Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice to become an IQA for Pathology apprentices throughout Wales.
- A Clinical Scientist from Radiotherapy Physics received the 'Rising Star' award and Clinical Engineers from Rehabilitation Engineering won the Innovation Award at the UK National Healthcare Awards. Radiographers are undertaking specialised courses throughout the country, two completing the Post Graduate Diploma in Medical Ultrasound at the University of West England (UWE) and one undertaking the Mammography training course in Cardiff
- There continues to be a great deal of research taking place within health science, both by placement students and ABMU staff.

Examples of Impact on Health Care Deliver and Education

- Student Placements allow the health sciences to train a workforce readily equipped to work in areas of specialty.
- Undergraduate students are participating in research and are encouraged to complete departmental audits with feedback being provided to clinical staff via CPD events.
- The introduction of the Pathology apprentices has improved services within the Morriston site contributing to improved healthcare delivery.

Current Challenges in 2018-19

- The health science disciplines are committed to supporting the education and learning of its current and future workforce and are challenged to be able to maintain an acceptable level of time for supervision, discussion, instruction and assessment whilst also maintaining service provision with expected timescales.
- ISO15189 (2012) accreditation for Pathology laboratories has brought about a significant

amount of extra work for all staff at all levels. This reduces the capacity of the current staff to participate in and deliver training.

- Pathology must continue to consider workforce redesign as a way to address current problems with recruitment and retention.
- It is clear that future service provision will present a resigned workforce and that education and learning will remain fundamental to achieving a skilled workforce undertaking new roles in order to meet the needs of changing health care.

13. Therapy Services

Introduction

- Therapy services comprise a diverse group of professions representing Physiotherapy, Occupational Therapy (OT), Speech and Language Therapy (SaLT), Nutrition and Dietetics (N&D), Orthoptists and Podiatry. All registered professionals are educated to degree level.
- Therapists work through the whole spectrum of healthcare from neonates, to end of life care. They work across primary care, secondary care, social care and education having the ability to treat, educate, and influence a large proportion of the population.

Educational activity

Undergraduate education

- ABMUHB therapy teams have made a significant contribution to Undergraduate education in Wales, working with Cardiff University (Physiotherapy and OT) and Cardiff Metropolitan University (SaLT, N&D, podiatry) providing student clinical placements throughout the Health Board.
- Pass rates among the therapy professions remain high, and much of this can be credited to the excellent experience students have when on clinical placement e.g. Physiotherapy 2017, 94% of students achieved a first or 2:1 degree.

Education providers and collaborative Working

- In addition, Occupational Therapy has a part-time secondment into an Associate Lecturer post at Cardiff University.
- A small number of therapy staff hold honorary contracts with Swansea University, mainly linked to on-going research collaborations. Podiatrists hold honorary contracts with Cardiff Metropolitan University.

Student placements

- ABMUHB is one of the highest provider of clinical placements across Wales. For example, during 2017, Physiotherapy provided over 250 separate clinical placements across 53 separate teams, in secondary, community, MH and LD.
- Placements timetables differ depending on the course structure and some areas can provide up to 8 different placements during an academic year. This requires a great deal of collaborative working with the Universities, but also a large investment of clinical time, to ensure that students get a good experience, which in turn has benefits in attracting the graduates locally.

Post graduate education

- In recent years, there has been an increase in the numbers of staff being able to access Masters, and higher-level courses to ensure the workforce has the appropriate set of competencies to respond to the needs of the local population and the modernisation of health and social care.
- There are currently 3 Physiotherapists who have completed research-based PhDs in collaboration with Swansea University, two Occupational Therapists and a Speech and Language Therapist who are currently working through their PhDs.

Advanced practice

- A number of Therapists work as advanced practitioners. The staff will have undertaken a formal period of advanced practice study or have achieved a Masters degree and have submitted an additional portfolio of evidence to Swansea University.

Educational provision to other groups

- Medical student training is University based. Physiotherapy provides over 450 hours teaching per annum to the Medical School at Swansea University, mainly on MSK teaching skills, SaLT provide education on Swallowing difficulties, Communication difficulties and Head and Neck Cancer.
- Physician Associates-University based. Physiotherapy and SaLT provide teaching at Swansea University.
- Medics induction- SaLT, Dietetics, diabetes for podiatrists.
- Medics and nursing staff in ward areas, and community eg enteral feeding, falls prevention, nutrition in the burns patients.
- GP training- physio, podiatry, PT4L training.
- Nurse Induction programme. SaLT and Dietetics provide education on Hydration, nutrition and swallowing issues.
- Local Authority education departments and schools. Education is provided, particularly in relation to children with additional learning needs by SaLT, OT, PT.

Quality programmes, and Leadership Development

- All clinical staff are encouraged to complete the IQT Bronze level and many complete this now as part of their undergraduate degree. Many senior staff have undertaken the IQT Foundation and IQT silver levels.

Achievements

- ABMU is the only Welsh HB with two consultants and most Health Boards do not have any physiotherapy consultants.
- There is evidence of therapy staff having presented at conferences, displayed posters at both

local, UK and international conferences this year e.g. British Renal Society, British Orthopaedic Society, Danish Sports Medicine Conference and winning awards such as the NHS Wales Awards.

Impact on Health Care Delivery and education

- Working in specific areas, therapists are now able to make non-medical referrals, particularly for diagnostic tests.
- Therapists are ideally suited to working in developing roles, they have degree level education and undertaking tasks that previously may have been only within the remit of medics. Role redesign and roles that cross traditional boundaries are essential within the modern health service.

Current Challenges

- Increase in student placements with no additional funding or resource.
- Releasing staff to undertake training to support student education.
- Formation of HEIW and how this may impact future education for the therapy professions.
- Research capability not built into job plans, therefore relying on a very small number of staff who have expertise to drive through change.

Future Plans, and Action points

- Building research capacity into job plans.
- Leadership development is encouraged, but there is no formal training tailored for therapists.
- Building on the momentum and success of the IMPACT Conference.

14. Learning and Development

Educational activity

- Delivery of Personal Appraisal Development Review Training for managers.
- Delivery of group PADR Training.
- Delivery of Corporate Induction and follow-up session.
- Delivery of bespoke Ad-hoc requests including team development, change management, teams in trouble, Myers Briggs, Positive Psychology, Influencing.
- Delivery of Footprints Behavioural Programme.
- Development of Consultant Development Programme and Apprentice Academy Development Days.
- Facilitating 360 reviews (including for the Medical Leadership Programme, Senior Unit Teams).
- Delivery of E-learning Development Sessions; Equality Sessions for Senior Medical Workforce; Coaching for Impact introduction to Coaching.

Achievements in 2017-18

- Over 300 Managers and Supervisors have attended Footprints. Footprints is a novel approach used in the development of managers before. Previous focus was on technical skills for these levels of management. Therefore, it was a brave move to go from a culture of technical skills training to a process of behaviour based reflexive learning. The target audience of Bands 4-7 represents a move from the traditional development programmes aimed at higher level management with a cascade of skills to influencing through escalation of behaviours from ground up.



To date feedback demonstrates the success that Footprints has had. As a means of working differently, feedback has been developed into a visual format.

The work is supported by the following examples of comments

“Footprints has given me the tools to help and support my staff team to embrace change, and to effectively support them to manage and overcome the barriers they feel. I will now not be overwhelmed by the experience of another person/candidate when going for a band 7 post as this course has taught me the skills required to be a good manager.”

“The footprints ‘handbook’ is an excellent reference tool to keep close by and refer to when you need it so make sure you use it!

It’s improved my confidence in difficult situations already, it’s helped me plan my approach and problem solve more effectively than I did before.

1% marginal gains is a great place to start when you are in the early stages on being a manager.....smaller goals and improvements are more manageable for both you and staff and the impact of the is quicker to see that larger more complicated pieces of work that you may not be confident enough to undertake just yet”



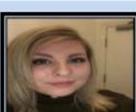
ABMU Apprenticeship Academy



Bwrdd Iechyd Prifysgol
Abertawe Bro Morgannwg
University Health Board



We are really proud of what we have achieved in the Academy - helping apprentices gain a career within ABMU.



My apprenticeship was an unbelievable experience I was able to gain qualifications as well as learning on the job.

First Steps: ABMU Apprenticeship Academy started in October 2016 with the recruitment of 10 apprentices across the Health Board; with the Apprenticeship Levy looming, we linked with a local training provider who deliver the learning element of the apprenticeship and advertised the vacancies in IT, Business Admin and Customer Service.

Main Steps:
Partnerships
Engagement & Raising Awareness
Workforce Planning
Recruitment & Diversity
Pastoral Support
Review & Evaluation
Publicity & Profile
Future planning



Above left: HCSW and former apprentice Molly Cornelius explains her progression to the Minister and Board Member Prof. Tom Crick.



Above right: Some of the new cohort of HCSW apprentices –Feb. 2017

Results: 117 apprentices since Oct. 2016. First 4 year apprentice in Medical Electronics who will complete a HNC qualification. Apprentices on the following frameworks:

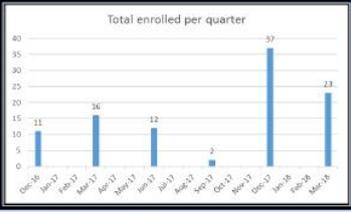
- Business Admin
- Customer Service
- Warehousing
- Pathology
- Electrical Installation
- Carpentry
- ICT

20+ apprentices progressed to permanent posts or moved to higher level programmes

Benefits
Widening Participation - Widening the pool of people who enter the NHS.
Transferability / Progression - ABMU growing own talent; supporting career pathways
Improved Patient Care - Apprentices are eager, motivated and flexible.
Skilled, Motivated and Qualified Workforce - recognised qualifications that benefit both apprentices and employers
Cost Effective Recruitment and Training - Lower overall training and recruitment costs.



Above: WG Minister, Euned Morgan AM visits the Apprentices



Quarter	Total Enrolled
Oct-16	11
Jan-17	16
Apr-17	12
Jul-17	2
Oct-17	37
Jan-18	23

Above: Number of apprentices recruited since October 2016

Apprenticeship Team: Kay Myatt, Head of L&D; Ruth Gates, Apprenticeship Academy Manager; Mitchell Jones and Ruth Harding, Apprenticeship Coordinators; Glorgia Towns, Apprentice.

How Education aligns with the ABMU HB Values

The footprint programme motives managers and supervisors to create a positive ethos in their area and the impression that the participants make to their staff, being that role model and “planting those trees that you will not see”. The programme starts with recognising the behaviours, knowledge and experiences of the participants attending and building on that knowledge by thinking creatively and being open to new ways of thinking through a wide variety of activities and different components of leadership.

Future plans and direction of focus for 2018-19

- Roll out of the new Consultant Development Programme.
- Continued focus on Footprints – extension to above roles.
- Focus on Talent Development.
- Train further Coaches to enable extra delivery of Coaching.

15. Appendices

Appendix I: Postgraduate Medical and Dental Faculty Team

Educational Activity
<p>The Faculty oversees, monitors and promotes a safe and high-quality training environment for all medical trainees and trainers across all sites within ABMUHB. The members of the Medical Education and Dental Faculty are listed in Appendix II.</p>
Achievements in 2017-18
<ul style="list-style-type: none">• Development of a close and clear working relationship with those having overall responsibility for delivering medical education within specialties (Clinical Directors, Royal College Tutors, Training Leads).• Establishing a governance and reporting framework that incorporates the Medical Workforce Board, Unit Medical Directors, Executive Medical Director and Assistant Medical Director for Education.• Promotion of the Faculty by branding attached to communications and via a web site http://www.abm-meded.wales.nhs.uk and Twitter http://twitter.com/ABMMedEd.• Enhanced Induction process for trainees joining ABMUHB and promotion of the Faculties roles and responsibilities at induction.• Promoting greater involvement and engagement of trainees by leading on the development of TDEC (trainee doctor education committees) which replace junior doctor liaison groups. These seek involvement and input from all specialties and are looking to develop a trainee held chairing role that will follow a trainee doctor to their next placement hospital. This is a first for Wales and involves working with Faculty groups in other Health Boards.• Promoting quality improvement in health care delivery by working with the Health Board Quality Improvement Unit (QIP) and securing funding for the British Medical Journal (BMJ) Quality journal which allows the publication of Quality Improvement work in peer-reviewed publications and also provides access to on-line education resources in quality improvement.• Closer working between General Practice and Secondary care training with the appointment of a GP Training Programme Director to the Faculty Team.• The development and delivery of trainer days to provide Continuous Professional Development opportunities for trainers in ABMUHB.• Hosting a BEST trainee award process annually to promote educational and professional achievement in both primary and secondary care.

Examples of Impact on Health Care Delivery and Education

- Excellent feedback from trainee doctors attending induction.
- Creation of an up to date contact list for all education leads in all specialties across the Health Board.
- All trainers within the ABMUHB are recognised and accredited.
- The closure of risks on the Deanery risk register and the downgrading of others (increased safety of training environment and patient safety).

Current Challenges in 2018-19

- Delivering a safe and high-quality training environment with rota gaps that are difficult to fill.
- Maintaining a coherent service during the transition from Cardiff University to Health Education and Improvement Wales (HEIW) (threats to access to educational resources within Cardiff University and Library Services).
- Lack of time to develop closer educational links between General Practice and Secondary care as both services face unprecedented increases in demand.

Examples of engagement within and outside the Health Board

- Faculty now liaises and meets with the Medical Workforce Board and Service Managers to link education provision and planning with the delivery of health care services and recruitment.
- Liaison between the Faculty, via the Assistant Medical Director for education and the Unit Medical Directors to promote the education quality agenda directly to specialties within the four separate localities.
- Representation of the Faculty at joint meetings of the Deanery with Medical Managers and other Faculty groups from around Wales.
- Liaison directly with other Faculty groups over the creation of TDEC (trainee doctor education committees) where members can transfer these roles when moving to different hospitals in different Health Boards.

Briefly describe how Education in your department aligns with the ABMU HB Values

Caring for each other

- Promoting and highlighting the roles of the Faculty team by branding and publishing a 'who's who' guide to Faculty members with a picture and brief personal statement from each, which is displayed on the web site and across audio-visual devices within Postgraduate Centres.
- Trainees are encouraged to contact Faculty members directly and this is promoted at induction, TDECs and through meetings held directly with trainee doctors. Confidentiality is offered when needed.

- Trainee doctor concerns and patient safety issues are placed at the heart of Faculty business.

Working Together

- Transparency, honesty and probity are core values in all communications between trainee doctors, departments and the Deanery.
- Dialogue and engagement with all trainee doctors within a department is always sought when an issue has been raised.

Always Improving

- Patient and trainee safety are core values.
- Investigation and resolution of any issues arising which detract from patient or trainee safety are immediately highlighted and shared within the robust governance structure of the Faculty and monitored until the risk can be closed.
- Quality improvement has been adopted and promoted by the Faculty through working with the Quality Improvement Programme of the Health Board and by procuring funding for the provision of access to a Quality Improvement publication.
- Good practice from one specialty is highlighted and shared with others.
Working and networking with other Faculty groups around Wales.

Future plans and direction of focus for 2018-19

All of the above are works in progress and the aims for the next 12 months are to continue to develop these.

References to publications/website demonstrating output

<http://www.abm-meded.wales.nhs.uk> and Twitter <http://twitter.com/ABMMedEd>

Appendix II: Medical and Dental Faculty Team structure

Faulty Team Role	Name	Responsibilities
AMD for Education	Professor Jeffrey Stephens	Monitoring and ensuring implementation of educational governance strategies, implementing GMC standards including supporting the HB in meeting the GMC Trainer Standards, Quality control and management systems, and providing strong links with Swansea University and the Wales Deanery.
Faculty Lead for Governance and Quality	Dr Matt Stevens	Liaison between Deanery and Faculty leads and Faculty team and back to Deanery. Responsible for collating risk register and GMC safety concerns feedback and ensuring this is fed back to Deanery against deadlines. Chairing Faculty leads group meetings and the activity of the leads group as a whole. Joint responsibility with Faculty lead colleagues for investigating risks on the risk register.
Faculty Lead for Trainers	Dr Ingo Scholler	Addressing concerns of trainers and concerns raised regarding trainers and training. Promoting education and professionalisation of trainers. Joint responsibility with Faculty lead colleagues for investigating risks on the risk register.
Faculty Lead for Trainees	Mr Nick Wilson-Jones	Addressing issues affecting trainees (training and education, concerns raised by and about trainees, pastoral care) and promotion of better training environment through educational events, liaison with TDECs, Best Trainee awards and enhanced induction. Joint responsibility with Faculty lead colleagues for investigating risks on the risk register.
Faculty Lead for Trainees	Mr Amol Pandit	Addressing issues affecting trainees (training and education, concerns raised by and about trainees, pastoral care). Joint responsibility with Faculty lead colleagues for investigating risks on the risk register.
Foundation lead	Mr Barry Appleton	Pastoral and professional oversight of all Foundation trainees in POWH / NPTH. Liaison with Deanery re: development of clinical and academic programmes. A role on Faculty team to promote improvement thinking. Joint responsibility with Faculty lead colleagues for investigating risks on the risk register.
Foundation lead	Dr Pramodh Vallabhaneni	As per Foundation lead below
Foundation lead	Mr Bilal Al-Sarireh	Oversee the Foundation doctors training within the Health Board. Support Foundation doctors trainee in difficulties Report to Foundation school on arising matters related to Foundation programme in our Health Boards Promote Foundation doctors training Ensure that the training within the Health Board complies with the requirement of Foundation doctors training programme. Carrying out ARCP for Foundation doctors Liaise with the Foundation school to ensure high quality

		training in line with national standards Regular meetings with all the other stakeholders within the Health Board including administrators, finance, medical HR, university representative, tutors and faculty leads to address any issue related to post graduate training. Joint responsibility with Faculty lead colleagues for investigating risks on the risk register.
Post Graduate Centre Managers / administration / library	Mrs Donna Hole, Mrs Sarah Morris, Mrs Wendy Jones, Mrs Marie Sheath, Mrs Jill Miles	Coordination, timetabling and administration of all Faculty meetings. Communications across the Faculty. Website and Twitter account maintenance and content. Ideas generation. Review of EPEFs. Interview planning for Faculty posts. Many more roles and responsibilities.
Library Service Managers	Susan Prosser, Emma Jones, Rhys Whelan, Sarah George	Site libraries provide study space, access to print and electronic resources, training in use of online resources, expert searching to support audit, presentations, publications and systematic reviews.

ABMU HB: Medical Faculty Structure

