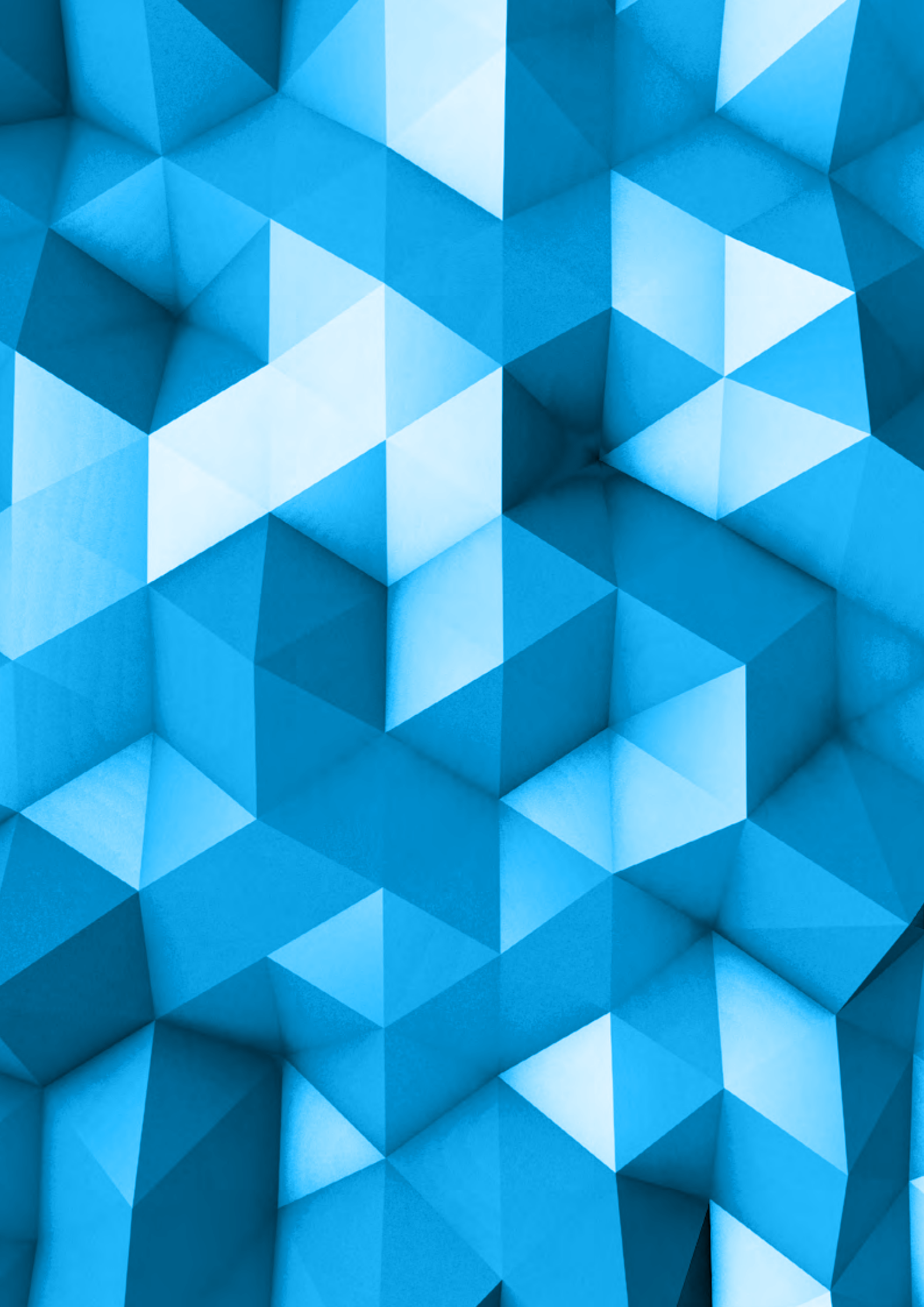


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NHS Scotland Academy Annual Review



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Part 1

Summary of the Year

In the last 12 months, to 14 March 2024, the NHS Scotland Academy (NHSSA) has provided training opportunities for 6,838 learners who currently work, or are aspiring to work, in roles in health and social care.

The learning modules provided by the NHS Scotland Academy for people new to roles in health and social care have been used by 4,431 learners in the last 12 months.

New nurses and midwives recruited to NHS Scotland from overseas are required to pass a Nursing and Midwifery Council (NMC) Examination as part of the registration process to work independently in the UK.

683 learners from Boards across Scotland have used the NHS Scotland Academy resources for Objective Structured Clinical Examination (OSCE) preparation in the last 12 months.

263 existing NHS staff have used the resources designed to help them support their new recruits through the process. 655 learners have used the Cultural Humility resource since its launch on 24 November 2023.

Through its perioperative workforce programmes, the NHS Scotland Academy has provided training to 89 people who have moved into or are preparing for new roles in the perioperative environment. This includes a mix of new and existing staff.

NHS Scotland Academy has provided 228 additional training opportunities to existing NHS staff (mainly senior medical trainees and Consultants) through its National Endoscopy Training Programme. These include technical and non-technical skills. The programme includes delivery of immersive training lists, through which an additional 1,987 patients have accessed a procedure they had been waiting for.

Through its National Ultrasound Training Programme, NHS Scotland Academy has provided additional training opportunities for 25 new ultrasonographers and 26 doctors in training at ST1-6. The immersive training lists provided by this programme have enabled 5,537 patients to receive ultrasound procedures they had been waiting for.

NHS Scotland Academy has provided additional clinical skills training opportunities for 398 existing primary care colleagues who have been upskilled to prescribe and dispense in the community without the need for a GP or A&E appointment.

NHS Scotland Youth Academy is supporting Skills Development Scotland in the delivery of the pilot pathway qualification into healthcare to 30 learners from S4-S6.

NHS Scotland Academy's newest programme, the National Bronchoscopy Training Programme has delivered the first advanced skills course in Endobronchial Ultrasound (EBUS) for 11 Consultants, with invited faculty from the Netherlands and Ireland.

The NHS Scotland Academy Skills and Simulation Centre is now in use, and well on its way to being fully equipped and staffed. There are now 4 exciting new roles which have been created to support the centre. These will help ensure that we maximise the full benefit of the centre, including access to the education resources we are now able to generate in a realistic theatre environment.



We are working towards a formal opening of the centre in early 2024. In the last financial year, 2023/24, the funding available to the NHS Scotland Academy has been £4.206m.

This included £2.5m for core Academy costs, £1.4m for National Treatment Centre costs and £306,000 for bespoke programmes carried out by NHS Golden Jubilee.

It has been agreed with Scottish Government that £500,000 of the funding will be used to equip the learning environment, specifically the Skills and Simulation Centre.



Part 2

NHS Scotland Academy Programme Review

Introduction

Externally accredited NHS Scotland Academy programmes are subject to annual external review, with standards set by the accrediting body.

For most programmes, we supplement this by using the internal processes and frameworks we have developed for the assurance and enhancement of our output.

For internal programmes, we conduct an Annual Review as part of our commitment to effective quality assurance. These reviews follow a similar structure, though adapted to meet the needs of the regulatory and professional bodies relevant to that workstream.

The structure of our internal annual reviews is:

- Introduction and background to the programme/commission Assurance: Delivery, Attendance and Organisation
- Assurance: Competency Frameworks and Accreditation
- Evaluation and Enhancement
- Teaching and Learning Approaches
- Feedback

This report presents a summary from each established programme, using curated content from our annual reviews, metrics from our Power BI reports on activity and engagement, as well as collated feedback from learners, supervisors, and clinical service managers.

It should also be noted that it will never be possible to attribute all development of individual learners to NHSSA. We are just one part of the learning and workplace environment with multiple factors beyond our control and remit that will impact and effect an individual's performance.

We collect feedback from learners at several points in each programme. We also collect feedback from supervisors during the programmes and on completion. This is followed up with service managers after 6 and 12 months after the learner has completed their training.

This is the best measure available to us to ascertain the longer term impact of our programmes and how these have affected the service where they are employed.

NHSSA's portfolio includes a range of programmes at different stages in the annual review process, but all are subject to ongoing quality review and continuous improvement.

Equality, Diversity and Inclusion

Our education design and assessment strategy is created with best practice inbuilt, aimed at eliminating differential attainment by any characteristic(s).

As the evidence base for best practice grows, we will update our design and assessment tools accordingly. We are conscious that we cannot fully mitigate the impact on an individual from the environment in which they live and work, but we can provide a psychologically safe space in which to learn, and in which to explore the impact negative interactions have on us all.

All NHS Scotland Academy programmes are built on principles of ally-ship, civility, and empathy. Our [inclusive learning policy](#) is published on our website.

Our resource on Cultural Humility is designed to promote self-awareness of power dynamics and is expected to have a significant impact in years to come.

Purpose of NHS Scotland Academy

The NHS Scotland Academy is a partnership between NHS Golden Jubilee and NHS Education for Scotland. It was launched in October 2021 to offer accelerated training for a wide range of health and social care roles and professions.

The Academy provides an opportunity for staff to improve their skills in specific areas, using residential, distance and simulated learning. It offers attractive training programmes linked to recruitment and career progression.

The Academy draws on the strengths of both parent organisations. It uses both the state-of-the-art clinical and simulation facilities, and patient waiting lists, at NHS Golden Jubilee and the educational expertise and technology-enabled learning offered by NHS Education for Scotland.

The Academy is supporting NHS Scotland to develop additional capacity and new capabilities. It adds to existing educational programmes and responds to evolving and emerging workforce needs. By addressing recruitment gaps and training needs, it helps ensure the health and social care workforce is prepared for future needs in Scotland.

Learning Design in the NHS Scotland Academy

NHS Scotland Academy uses the NHS Scotland Academy Learning Design Roadmap (SALDR), which is used when we have a clear and credible specification of the programme needs and the expectations of commissioners (i.e., after Business Cases have been approved and funding secured). This helps to ensure that service and learner needs are met as specified.

SALDR is a 2-session, collaborative, team based, development workshop. This has been designed to facilitate development of a robust, learner-centred and outcomes focussed curriculum for NHS Scotland Academy Programmes.

By the end of the second session, the team have completed a roadmap (plan) for either a full programme, or block within a programme, according to the purpose of the SALDR.

SALDR is adapted from similar roadmaps including ELDeR by the University of Edinburgh, and CAleRO by the University of Northampton, both of which are based on Professor Gilly Salmon's Carpe Diem 5 Stage Model.

SALDR also uses the Scottish Credit and Qualifications Framework (SCQF) Domains and Level Descriptors. The domains are

1. Knowledge and understanding (mainly subject based)
2. Practice (applied knowledge and understanding)
3. Generic cognitive skills (e.g. evaluation, critical analysis)
4. Communication, numeracy and IT skills
5. Autonomy, accountability and working with others

The SALDR process includes an appropriate mix of people in the design team. This includes:

- a learner representative
- reality checkers from at 2 directorates in NES if possible
- subject experts
- critical friends (employers, service users, peers from other subject areas, support staff),

It also uses any learner feedback that may be available from previous iterations.

The SALDR itself was approved for use by the NES Education and Quality Executive Group (EQEP) on 15th September 2022.

It has been used in development of all new programmes, and for review of existing programmes, and is a useful tool in the quality management of NHSSA's work.

Assessment strategy for NHS Scotland Academy

NHS Scotland Academy Programmes accelerate learning and advance key skills within a supportive and facilitative learning environment. Our ability to assess learner knowledge and skill development must be occupationally relevant and must incorporate industry-relevant standards.

In this dynamic landscape of accelerated learning the alignment of diverse assessment methodologies is essential to ensure effective evaluation of learners' capabilities and to meet the accelerated pace and demands of our programmes.

Each assessment method we use serves a unique purpose, contributing to a holistic evaluation process that emphasises not only the acquisition of knowledge but also its application, critical analysis, and real-world relevance.

NHS Scotland Academy aligns the assessment methodologies closely with the programme's objectives and the unique needs of accelerated learners. We employ a wide range of assessment methodologies which have been tested for validity and reliability by Royal Colleges, Higher Education Institutions, and other partners in the skills sector.

Methodologies we use include direct observation of practice (DOPs), which serves as a potent assessment tool, offering real-time insights into learners' application of knowledge and skills. This recognised approach not only provides immediate feedback but also fosters experiential learning, a cornerstone of accelerated programmes, by immersing learners in authentic, hands-on experiences that enhance retention and mastery of skills.

Complementing direct observation, the integration of professional organisation work-based learning competencies into assessment frameworks, including Association for Perioperative Practice (AfPP), Paediatric Critical Care (PCC) and NES, ensures alignment with industry standards and expectations.

These competencies serve as a benchmark for evaluating learners' readiness in the workplace, covering a range of essential and extended knowledge and skills areas specific to their field of practice. By incorporating these competencies into our assessments, accelerated learning programmes not only validate learners' proficiency but also enhance their employability. This provides tangible evidence of their readiness to excel in their field of practice.

Case-based discussions facilitate deep learning by encouraging learners to analyse real-world scenarios, apply theoretical knowledge, and propose solutions, thereby honing critical thinking and problem-solving abilities. This approach not only reinforces conceptual understanding but also cultivates analytical skills, creativity, and adaptability, which are essential for success in the rapidly evolving health and social care environment.

Critical reflections serve as a complementary assessment tool, prompting learners to engage in metacognitive processes that enhance their self-awareness and learning autonomy.

Through structured reflection activities, learners evaluate their own learning experiences, identifying key insights, challenges, and areas for growth. This process not only strengthens their ability to self-regulate their learning but also encourages continuous improvement and lifelong learning. This is widely considered an essential mindset for contemporary healthcare.

Poster presentations offer a unique opportunity for learners to demonstrate their understanding, creativity, and communication skills in a visual format. By requiring learners to distil complex concepts and research findings into concise and engaging posters, educators can assess their ability to effectively communicate ideas to diverse audiences which is an essential skill in professional contexts.

Poster presentations foster collaboration, peer feedback, and public speaking skills, further enriching the learning experience and preparing learners for success in their future careers.

Finally, multiple-choice question examinations (MCQs) serve as a valuable method for assessing foundational knowledge and facilitating quick and effective feedback. These are thoughtfully integrated into our assessment frameworks, with multiple-choice questions providing an efficient means of evaluating learners' grasp of essential concepts, identifying knowledge gaps, and guiding instructional decision-making.

The alignment of diverse assessment methodologies is critical to the success of our accelerated learning programmes. By adopting these methodologies educators can comprehensively evaluate learners' capabilities, foster deep learning, enhance critical thinking, and prepare learners for success in our rapidly evolving clinical environments.

Development of NHS Scotland Academy Educators

The NHS Scotland Academy has been established at speed with significant recruitment of new staff members. The Academy often recruits educators directly from clinical practice settings which helps to ensure a staff body with current clinical skills and knowledge. These individuals are often experts in their field of practice. In many cases, these individuals have limited backgrounds in educational delivery and do not have clinical teaching experience that extends beyond workplace learning.

The Academy programmes are reliant on our educational team to design, develop and deliver intensive, accelerated learning through a variety of different teaching modalities. This means it is essential to have a workforce with this capability.

NHS Scotland Academy has created our faculty development programme to introduce the new educator to some of the basic principles of clinical teaching. This aims to facilitate programme design and delivery within the Academy and beyond.

This is achieved through introduction to the educational theory that drives programme design and delivery, with practical introductions and examples of how this theory can be put into practice. The programme has been developed by a team of educationalists with extensive experience in the design and delivery of clinical education and many years of experience in helping others to achieve the same.

Our Academy structured programme brings together the key aspects of educational theory, digital learning and technology, and developing skills in simulated practice, all of which enhance effective teaching practice. Understanding educational theory provides educators with a solid foundation for designing, developing, and implementing effective teaching practices and enables our faculty to make informed decisions about curriculum development, instructional strategies, and assessment methods based on evidence and best practices. Investing in faculty development allows our educators to continuously improve their teaching skills and stay updated on advancements in educational research, technological advancements, and best practices

The programme consists of two parts: part one is a 3-day introduction to education in Health and Social Care with curated reading and exploring supplemented by interactive workshops on clinical teaching, simulation and digital learning, and part two, a 2-day programme was developed in collaboration with the Scottish Centre for Simulation and Human Factors and focusses on simulation as an educational tool. Please see appendix 1 for further detail of this programme.

For medical programmes, Upskilling and Train the Trainer courses are run for potential faculty members as part of our recruitment strategy.

NHS Scotland Academy ultrasound trainers have all completed the HEI GCU or Cumbria Ultrasound Assessors Course to enable them to perform staged and final practical assessments for learners.

New faculty who teach on the pharmacy clinical skills days do not need to be involved with learning design as they deliver set content created for them. There is a programme in place to support their delivery style, including shadowing, peer observation and feedback, and learner feedback, which is essential to this process.

The Academy faculty development programme encourages educators to reflect on their teaching practices, beliefs, and assumptions. Through reflection and peer review, educators gain insight into their teaching effectiveness, identify areas for growth, and make intentional changes to improve student learning outcomes. Each educator receives formal feedback on their teaching at least once a year, supporting their appraisal process.

Well-prepared and skilled educators have a significant impact on student learning outcomes, engagement, and overall satisfaction with educational experiences.

Assessing Impact of NHS Scotland Academy Programmes

Measures of success

The NHS Scotland Academy Annual Review processes contain available measures of success including engagement, completion rates, learner satisfaction, supervisor satisfaction, feedback from patients where appropriate.

Service Evaluations

Measuring service impact and evaluating our learning programmes is essential for informing decision making, demonstrating accountability, promoting continuous improvement. This is also essential for ensuring that resources are effectively used, can demonstrate the return on investment and address the needs of stakeholders / sponsors to achieve the desired outcomes.

NHS Scotland Academy programmes incorporate impact and evaluation as a key design component of the SALDR. All our programmes, whether accelerated, immersion, online or simulated practice, seek to measure and evaluate the impact of the effectiveness of learning programmes, along with their impact on service delivery.

Our evaluation processes align to the Kirkpatrick model, a recognised framework for evaluating the effectiveness and impact of training and learning programmes. The model provides a systematic approach which is incorporated into our feedback design, to ensure we gather comprehensive data on the effectiveness of our programmes. This allows us to make informed decisions about future investments in training and development initiatives.

Our accelerated training programmes source triangulated feedback data from learners, supervisors and service managers. This will be expanded to include patients as applicable.

This data is captured after each learning experience from learners and supervisors at the end of the learning experience. It will then be gathered from service managers at 6 and 12 months post-programme.

Collecting feedback from multiple sources allows us to gain a comprehensive understanding of the training initiative's impact in the short, medium, and longer term.

This triangulation approach allows us to validate our findings, enhancing the credibility and reliability of the evaluation process.

Our structured evaluation processes serve as a quality assurance mechanism, making sure our programmes meet established standards of excellence.

By regularly assessing our performance and outcomes, we continuously assesses the quality of our programmes, highlighting areas of excellence, identifying areas where quality may be lacking, and implementing measures to assess any deficiencies. This approach enables us to adapt accordingly, whilst responsive to changing circumstances, emerging trends, and new challenges.

Measuring our service impact and evaluating our learning programmes is essential for determining whether our efforts are achieving the desired results as well as identifying areas for improvement.

Data collated from evaluation enables NHS Scotland Academy to make evidence-based decisions regarding resource allocation, programme modifications, and strategic planning. This ensures that resources are directed towards initiatives that yield the greatest impact and align with our organisational goals.

Through our transparent reporting of our achievements, outcomes, and impact, we can demonstrate accountability to our stakeholders / sponsors.





Part 3

Annual Review of Programmes

National Endoscopy Training Programme (NETP)

The educational governance of all elements of the NETP are met, in part, by our achievement of becoming a Royal College of Physicians Joint Advisory Group on GI endoscopy (JAG) accredited training centre.

This is a very difficult to attain accreditation, and is renewed annually. As part of that accreditation, we participate in the training centres governance group: the Federation of Regional Training Centres.

We support the Federation in the timely delivery of courses matched against demand both locally and nationally. We also fully engage with the quality assurance of the faculty and all courses provided as defined by JAG. Detail of the standards can be [found on the JAG website](#).

In addition to assessment by JAG, the awarding of external Continued Professional Development (CPD) credits by the Federation of the Royal Colleges of Physicians in the UK, speaks to the quality of our courses. Each individual course is assessed by the CPD Directors and subject specialists as part of the CPD credit-rating process.

The purpose of this report is to provide assurance that appropriate educational governance is in place for our courses so we will avoid being distracted by reporting on activity. However, for context in the annual year 2023, we provided training for:

- 30 people from 6 health boards on upskilling courses in colonoscopy 12 people from 6 health boards on upskilling courses in upper GI 49 People from 11 health boards on Endoscopy Non-Technical Skills courses 12 people from 4 health boards on Train the Colonoscopy Trainer courses, expanding our own faculty
- 16 people from 7 health boards who received two weeks of immersion training

Learner feedback

13 of the 16 immersion trainees completed the feedback form. These individuals had completed 545 procedures and 129 Direct Observation of Procedural Skills (DOPS) during the training.

Here are a cross section of their comments:



An extremely valuable training experience. My confidence was significantly increased in a short space of time and the progress made in technical skills overtook any other period in my fairly protracted scope training.



Thoroughly enjoyable week and felt that my trainers (especially Mr Oliphant) managed to finesse my technique and improved my skills significantly.

I feel I will be better placed to offer a higher quality of colonoscopy to patients and later down the line, train others to do the same. Thank you for making such concerted efforts to develop future colonoscopy providers. The experience is unrivalled and very enjoyable.

I had an excellent 2 weeks of immersion training. I'm now definitely more confident in colonoscopies and understand almost all of the concepts and techniques. All my trainers were very dedicated, supportive and eager to teach. The nurses were also very supportive of training.

Impact

Over 350 individuals have taken part in the NETP programme since its inception, and it should be noted that the training programme is only one part of the solution to improve outcomes. Other areas which need addressed include investment by a number of Health Boards in newer generation endoscopes and processors are essential in reaching the outcomes we seek.

The additional capacity that will be provided through the new endoscopy rooms and decontamination unit as part of the expansion of NHS Golden Jubilee is essential to reduce waiting lists, and to provide the space for NETP to provide more training, which will improve quality.

So far, we have focussed mainly on colonoscopy, and the national quality audit that will be published in spring of 2024 contains evidence of statistically significant improvement in colonoscopy outcomes.

This is encouraging, but we know that NETP will have a much greater impact and has more to offer for improving colonoscopies. We are confident we can replicate that success with upper GI in the near future.

Competency Framework

The training needs of Consultants are likely to reference JAG standards and are established via the statutory appraisal process and agreed with their appraiser/Responsible Officer.

Our learners in medical or surgical training programmes will be using the e-portfolio for their curriculum, which states the assessments (i.e. for immersion training that will be the number and type of DOPS) required.

The curriculum is set by the Royal Colleges in conjunction with the General Medical Council (GMC). Learners in SAS grade posts may also be working to the training curricula using the Certificate of Eligibility for Specialist Registration (CESR) route to become a consultant.

Non-medical endoscopists use NES frameworks and have well-established career pathways and the NES NMaHP Acute team have recently published the [new non-medical endoscopist career development framework 2024](#).

National Assistant Practitioner (Endoscopy) Programme

NHS Scotland Academy developed this programme to help facilitate the accelerated development of Healthcare Support Workers (HCSWs) currently operating at career level 2 to career level 4.

This is done through facilitating knowledge, skills, and competence in the delivery of safe, effective, compassionate, patient-centred care in the endoscopy environment.

This is a role that can be developed at pace by adopting a blended learning constructivist learning approach.

The educational aims are:

- To promote the development of HCSW career level 4 to contribute to current and future healthcare demands associated with endoscopy care.
- To support the accelerated development of knowledge, capabilities, and essential clinical skills of HCSWs to career level 4, to care for people across the endoscopy environment.
- To promote the development of values consistent with their role functioning (HCSW career level 4) within mixed disciplinary teams.

The programme is a 6-day hybrid course comprising online digital resources delivered via the TURAS and JETS (JAG Endoscopy Training Scheme) Workforce ENDO1 ELfH (eLearning for Health) platforms which are accessed independently by learners, accompanied by 2 face-to-face learning days including simulated practice and 4 days of online teaching.

All the online resources provide preparatory and post-session work for each session and can be re-accessed at any time.

The module titles are as follows:

- Introduction to the Programme
- Anatomy and Physiology
- Quality and Communication
- Safety, Risk, Principles of Care in the Endoscopy Environment
- Simulated PracticeConsolidation.

Competency Framework

Learners enrolled in the programme should have completed the Mandatory Induction Standards for Healthcare Support Workers as well as compulsory basic training during their board induction programme. This should be completed before the commencement of the Assistant Practitioner (AP) Programme.

Endoscopy units each have their internal competencies which must be achieved by the individual to be deemed competent for independent practice however each unit should now be moving over to the standardised JETS workforce competencies. The AP programme is underpinned by the JAG standards and the Jets workforce ENDO1 competencies. The Scottish Vocational Qualifications (SVQ) framework and Proof Positive E-Portfolio are used for learners to evidence their learning and competence throughout the course. Our dedicated NHSSA SVQ assessors visit learners in practice, conduct DOPs, and help facilitate reflection on practice/learning.

The learners are assessed on SVQ competencies to complete the AP programme and should be signed off competent on basic and some therapeutic Endoscopy skills via JETS workforce by the end of the 12 months.

The Jets competencies are assessed by their employing endoscopy units. Sign-off is dependent on the types of procedures learners can gain practice in. For this reason, we advise they continue with some therapeutic skill practice and sign off after the 12-month term but should be well on their way to completion.

For the SVQ itself, learners must submit evidence towards 5 endoscopy specific SVQ units and 3 mandatory SVQ units. This evidence can be gathered through DOPS (Direct Observation of Procedural Skill), reflection and expert witness statements.

Learner feedback



I wasn't previously aware of the different types of consent or what these meant for the patient, I am much more aware now of things.



I found the pathology and specimen part of this block very helpful and the scenarios' discussed will stay with me in the future when checking specimen.



I found all aspects of the course extremely useful but especially the practical use of endoscopy accessories.



I found the practical session particularly useful, it was great to try out a range of scenarios and equipment in a non-stressful situation.



Pitched at correct level. Enjoyed overall experience and no suggestions on how to improve.

Programme Review

The first annual programme review was completed in September 2023.

The review was completed by an internal programme team member; supported by the educational resource developer; and peer-reviewed by a member of the NES team.

Before the annual review, feedback on the format, content, and use of the resources was collated through our operational group, from a range of professional lead members, as well as learner and mentor course feedback post-programme sessions. All feedback was considered during the review process.

The review process prompted the trial of opening the programme to Registered Nurses who are new to the endoscopy environment to make use of space capacity: the NHSSA Executive Programme Group approved an SBAR that recommended this change in October 2023.

Surgical First Assistants Programme

The NHS Scotland Academy Accelerated Surgical First Assistants (SFA) programme is externally accredited by Glasgow Caledonia University for 40 credits at SCQF Level 10. The University requirements are built into the educational governance of this programme, including an annual audit by a team from the University each September.

The programme has been delivered in its entirety once, with 5 learners, and the second cohort of 10 learners began in March 2024. The programme is for practitioners working at career level 5 / 6 Registered Nurse or ODP who are experienced within perioperative practice.

This programme delivers:

Accelerated training

Significant reduction in training time, from 12-18 months at an HEI in England to 34 weeks. This is accomplished via a specially designed programme targeted at adult, professional learners.

Workforce development

Essential workforce development through 'Once for Scotland' approach, delivering trained SFAs to clinical areas and increasing overall workforce skill level via accredited AfPP portfolio development.

Guaranteed learner support

Enhanced learner mentorship, support for work-based learning access to clinical experience and protected learning time. Access to Academy educators, fully contextualised learning resources and support.

Extended skills

Included as standard via fully mapped, bespoke competency framework and delivered through comprehensive skills and simulation workshop programme.

Enhanced assessment

Robust, enhanced assessment portfolio including enhanced work-based skill assessment through competencies, DOPS and critical reflective practice.

Professional development

Ensures additional skills training and access to work-based development difficult to access as an individual learner. Peer-review and development of professional values and critical mindset through application.

Career progression

Supports career progression through completion of a comprehensive portfolio of evidence required for practice as SFA and application to SFA roles. Foundations for evidencing revalidation and registration requirements through e-portfolio/logbook.

Learning outcomes

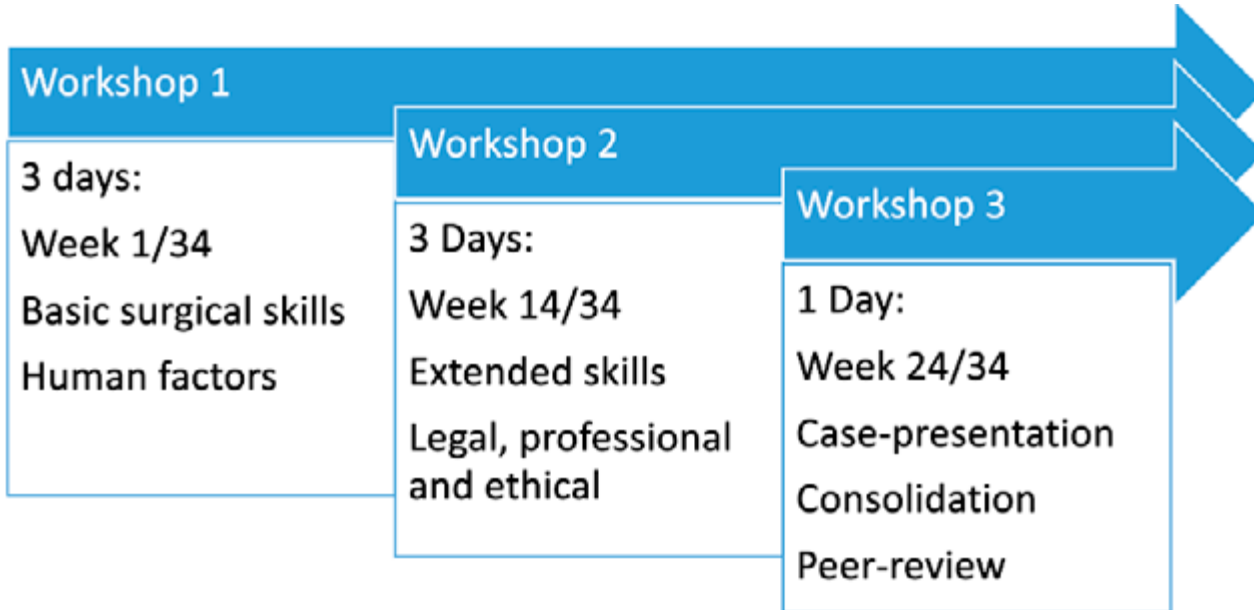
By the end of the Surgical First Assistant Programme and on completion of the Surgical First Assistant Competency e-portfolio the learner is able to:

- Demonstrate an in-depth of knowledge, understanding and application of the range of psychological and sociological factors that may influence effective communication within the multi-disciplinary perioperative environment to ensure safe and effective person-centred practice.
- Establish a critical understanding of a range of legal, ethical, and professional principles governing the role and scope of practice of the surgical first assistant.
- Demonstrate knowledge, understanding and application of a range of surgical skills and techniques that contribute to effective care of the surgical patient.
- Critically apply knowledge and understanding of the physiology of wound healing including wound drainage, prevention of wound contamination and surgical dressings for effective care of the surgical patient.
- Apply knowledge and understanding of the aetiological classification of disease and disorders of tissue growth and demonstrate application of the principles of safe tissue handling.

Programme framework



Delivery



Competency Framework

5
Learners

Statement	Agree	Strongly Agree
The workshop content was relevant to my SFA training	100.00%	100.00%
The workshop will help me to complete the SFA competencies	20.00%	80.00%
The venue was comfortable and well serviced?	100.00%	100.00%
The faculty were supportive and facilitated my learning?	100.00%	100.00%
The faculty were knowledgeable and able to answer my questions?	100.00%	100.00%
The faculty were friendly and approachable?	100.00%	100.00%
The equipment and resources provided at the workshop met my learning needs	100.00%	100.00%
The environment was good for learning	100.00%	100.00%
The catering, refreshments and facilities were excellent	100.00%	100.00%
Total	2.22%	97.78%

Rating of components (out of 5)

Component	4	5
Day 1: Patient Positioning	100.00%	100.00%
Day 1: Surgical site/skin preparation and draping	100.00%	100.00%
Day 1: Surgical Wound Care	100.00%	100.00%
Day 1: Urethral Catheterisation	100.00%	100.00%
Day 2: Assisting with surgical haemostasis	100.00%	100.00%
Day 2: Principles of Minimal Access Surgery and Camera holding	100.00%	100.00%
Day 3: Human factors and the SFA role	20.00%	80.00%
Day 3: Introduction to Turas and ePortfolio	40.00%	60.00%
Introduction to the workshop and objectives	100.00%	100.00%
Q and A and course close	100.00%	100.00%
Total	6.00%	94.00%

Overall Rating



Impact of programme

We request feedback from service managers on completion of the programme, and will follow up after 6 months and 12 months. Learners have only recently completed, and we received feedback from 2 out of a possible 4 Boards. We are pleased that all 5 learners successfully completed the programme, and are now working as SFAs in a diverse range of specialties. Comments are:



SFA was able to gain qualification earlier than expected. The practical elements were very good and extremely beneficial.



The programme has allowed the workforce to have a clear career development pathway, allows additional capacity for increase in theatre activity. This has supported an ongoing reduction in the long waiting lists that have been created due to pressures on theatres.



Having another qualified SFA has eased staffing concerns. The accelerated Academy programmes on the whole have helped my department immensely.



We have had 2 > 12-month SFA vacancies we are now able to support by employing 2 trainees on annexe 21 and attend the course starting in March 2024. This is a significant saving as the alternative course was in England at considerable expense from Aberdeen for F2F sessions.

- All service managers agreed the programme had increased learner competence in the workplace.
- All service managers would recommend this programme to other learners within their department.

Programme Review

The first annual programme review was completed in March 2024.

Anaesthetic Practitioner Programme

This programme enables acceleration of completion of the NES Core Competency Framework for Anaesthetic Practitioners. This aims to increase workforce capacity within National Treatment Centres (NTCs) and other theatre environments to deliver planned perioperative care. Anaesthetic Practitioners are one of several priority roles for development at scale to support this need.

Work-based learning is already in place in NHS Boards using the NES Core Competency Framework for Anaesthetic Practitioners on its own. However, extensive discussion with Stakeholders highlighted widespread and significant delays, beyond the recommended 6-12 months, in competency completion throughout Scotland.

The aim of this workshop-based programme is to support the accelerated completion of the Core Competency Framework through development and assessment of key knowledge and skills.

Collaboration with NHS Boards has identified aspects of the core competencies as 'high impact and low exposure'. These are the elements that are hard to gain exposure to in the clinical environment and are there for identified as rate limiting in the completion of the core competency training. These 'high impact and low exposure' competencies were targeted as the key focus of the programme.

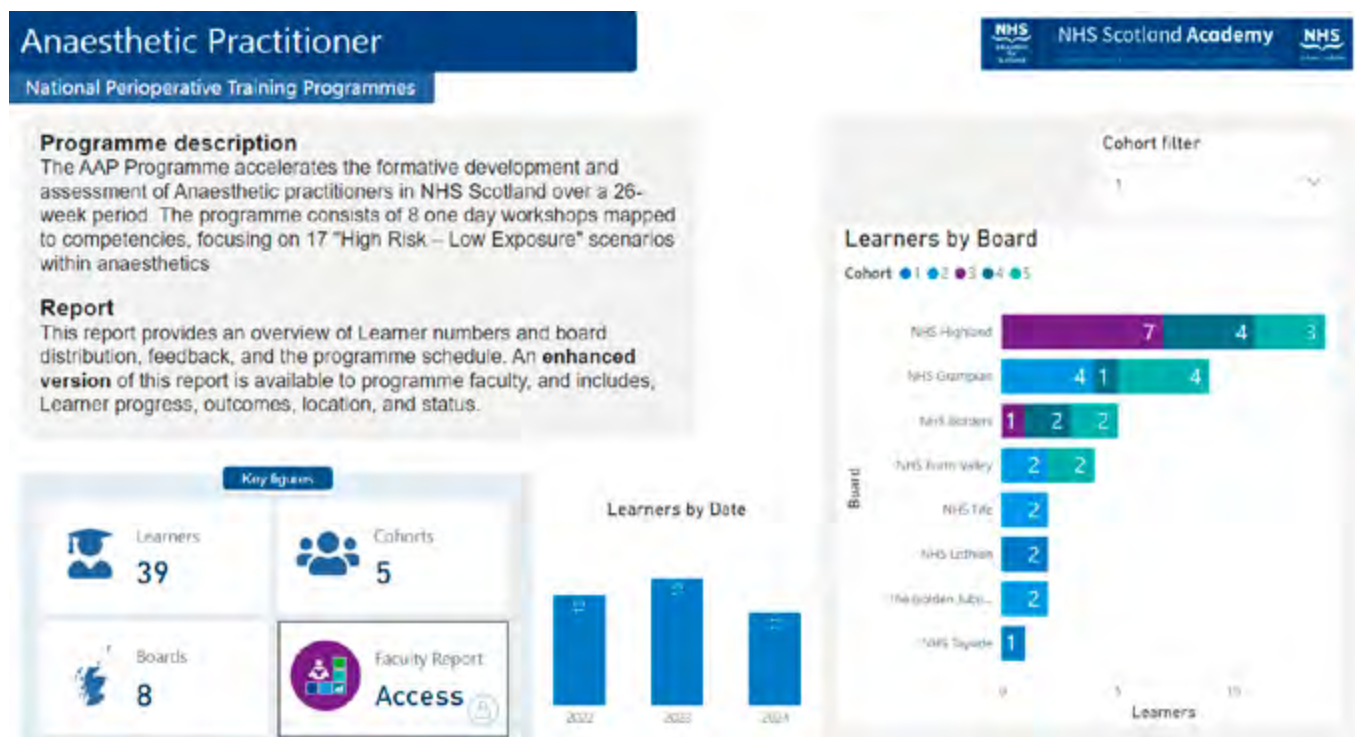
The NHSSA supports NHS Boards by facilitating more rapid development through a simulation-based education approach, thus ensuring that learners can meet essential requirements, and the full range of competencies is completed in a shorter time.

Learning outcomes

The programme aims to:

- Support increased capacity and diversification of the non-medical surgical workforce in support of the NTC programme.
- Promote the development of Anaesthetic Practitioners to help meet current and future healthcare demands.
- Support accelerated development of the knowledge, essential and extended clinical skills of Anaesthetic Practitioners across Scotland.
- Support the development of personal and professional values consistent with the Anaesthetic Practitioner role within the perioperative team.
- Elevate the over-all level of skill and experience within the perioperative workforce, producing Anaesthetic Practitioners capable of mentoring and supporting future trainees, and supporting alternative career pathways into Anaesthetic Practitioner roles and beyond.

Activity



Competency Framework

The NES Core Competency Framework for Anaesthetic Practitioners (2022) sets out the core competencies that registered nurses, preparing for the role of an Anaesthetic Practitioner must complete in NHS Scotland. This is to ensure that they are equipped with the knowledge and skills to work at a minimum level of competency.

The NES Competency framework document, on which the programme is structured, was updated in 2022.

The NES Core competency Framework for Anaesthetic Assistants (2022) came into effect in December 2022 and replaced the NES Core Competency Framework for Anaesthetic Assistants (2018).

As a result of this, a full mapping exercise was carried out to ensure that there were no substantive changes to the competencies upon which the programme was written.

Although minor changes to wording were made in some of these competencies, there was no requirement to change the indicative content of any of the workshops. The programme as delivered remains unchanged as is evidenced in full in the programme Curriculum Mapping document.

Feedback from learners



This was an excellent course the e-learning and workshops have been well written and delivered by experienced practitioners. I feel that this combination with sims being high risk and low exposure certainly accelerates learning and improves professional competence and confidence.



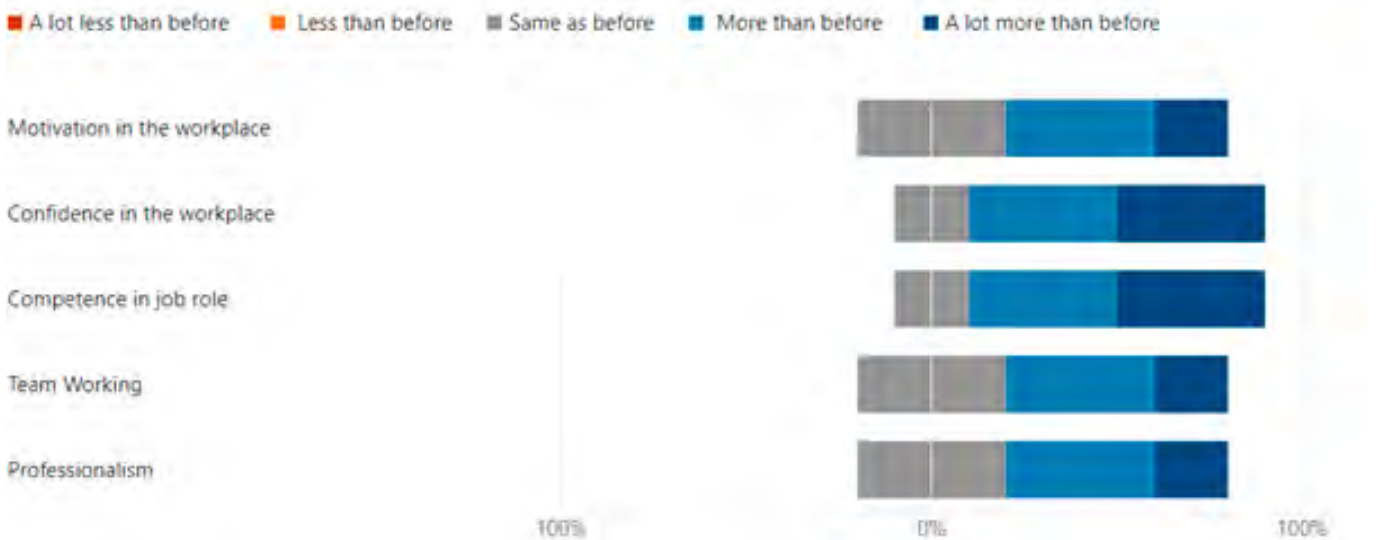
I will use my learning in everyday practice.



I feel prepared to undertake the role of anaesthetic practitioner.

Impact of programme

Service providers were asked “How would you rate Anaesthetic Practitioner learners who have completed the programme compared with before?”



We request feedback from service managers on completion of the programme, and will follow up after 6 months and 12 months. We've received feedback from 5 out of a possible 8 boards, and comments include:



Accelerated programme gives clear instructions on what criteria to focus on and gives the learner and supervisor direction.



It fast-tracks staff in 6 months. It can take other staff about 12 months or more to complete anaesthetics otherwise through the in-house training.



The programme has assisted us in expanding our anaesthetic cohort of staff.



Increased flexibility within the workforce.



The National programme accelerated our progress for NGN recruitment and flexibility in the workforce. We now have internal support for learners so they can meet the 6-month sign-off for APs. Newly Graduated Nurses (NGNS) feedback is that it is an excellent development.

- All service managers would recommend this programme to learners within their department.
- All service managers agreed that the programme increased learner competence in the workplace.

We note the NHS Scotland Academy programmes are still new, and as more learners complete the programme and become Anaesthetic Practitioners, our ability to gain impact data will expand.

Programme Review

The first annual review of this programme was published in September 2023.

Foundations of Perioperative Practice (FPP)

This programme aims to develop the capabilities of the post-qualified nurse in acquiring the necessary core knowledge, skills, and attributes to deliver safe and effective person-centred perioperative care. By exploring wider roles and responsibilities, the learner will have the opportunity to demonstrate proficiency in practice and contribute to multi-disciplinary team working.

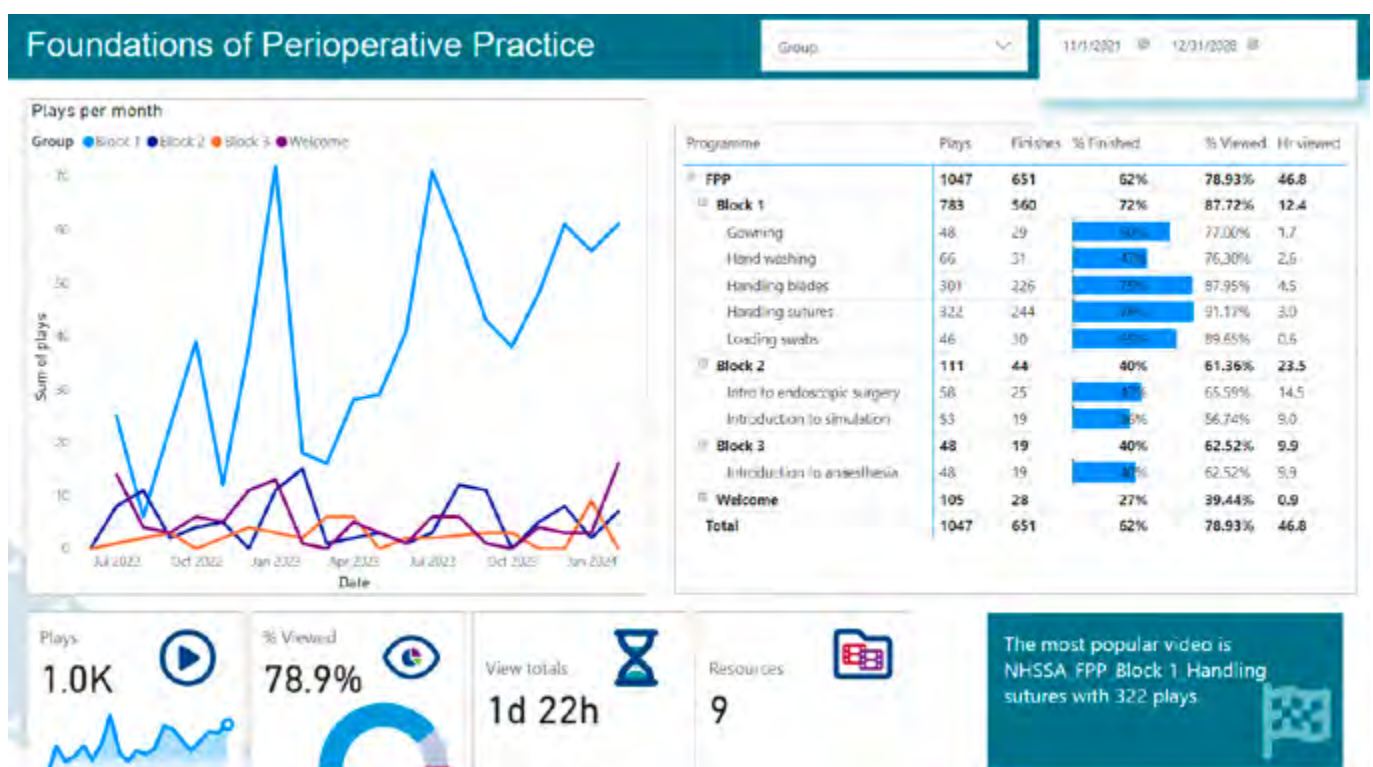
The programme is open to people who are working at career level 5 as Registered Nurse and are new to the perioperative environment.

The educational aims are:

- To promote the ongoing development of the post-qualified nurse in contributing to current and future healthcare demands associated with perioperative care.
- To support the development of knowledge, capabilities, and essential clinical skills to care for people across varied contexts of the perioperative environment.
- To promote the development of values consistent with post-registration nursing practice in acting as competent, confident, and compassionate professionals, functioning within mixed disciplinary teams.
- To promote independent, resilient practitioners, who, as critical thinkers, appreciate the complexity of perioperative practice, and therein, the application of evidence-based practice.

Learner engagement

Using a proxy measure of percentage of video content watched, against an industry average of 54%, parts of this programme score lower than we would like, and this will be picked up in our annual programme review process.



Feedback from learners:

Working as a newly qualified band 5 nurse in a busy theatre in a small area the training I have received on the foundations of perioperative scrub course has allowed me to broaden my knowledge in areas I was unfamiliar with. It has improved my practice and how I control my standards whilst scrubbed or circulating on the theatre floor.

The course staff have been nothing but stand out with the guidance and knowledge they bring to the course and I am fully grateful for that. Thank you for the help and providing me with better standards.

Being new in the world of scrub this course has helped to develop the skills and understanding needed to feel more confident within a theatre. The team are amazing and help to build your knowledge while making it enjoyable. The course has also given great insight into how other parts of theatre teams work and gives a better understanding of ways in which to contribute with other teams.

Without this course I wouldn't have the foundation of knowledge and skills that the introduction into perioperative practice has provided. It has allowed a safe place to learn and share experiences between others who are also new to working in a theatre environment. I believe this will allow me to become a safer and more competent theatre/scrub nurse.

Impact of programme

We request feedback from service managers on completion of the programme, and follow up after 6 months then 12 months. For the FPP programme feedback has been received from 5 Boards out of a possible 8. Comments include:

“The theoretical aspect of the course gave the learner more confidence of working within the perioperative environment, time out of clinical that would not have been achieved if not on the course. At the time of attending NHS Tayside Theatres had no access to clinical educators”.

“Allows the individual to switch between scrub/floor if we're short.

“Increase the flexibility of the workforce and increase skills in the department.

Feedback also demonstrated that:

- Compared to other learners undertaking the same role who have not taken part in the FPP.
- NHSSA FPP learners demonstrated more confidence in the workplace (89% noted this) as well as more competence in their role (100% noted this).
- All service managers agreed that the FPP programme has made a positive impact on the learner's capability in the perioperative environment.
- All service managers agreed that the FPP programme has made a positive impact on the learner's early integration into the workforce.
- 4 out of 5 service managers agreed that the FPP programme has helped to build capacity within the workforce.

Competency Framework

The curriculum encompasses themes and topics that are relevant to the development and proficiency of the perioperative nurse and targets the work-related personal skills associated with higher order learning. These include effective multidisciplinary team working, decision-making and enhanced communication.

The programme is designed for career level 5 nurse registrants, who have recently taken up posts within the perioperative care environment or who are early career post-registration graduates.

The content was informed by the Career Development Framework for the Perioperative Nursing, Midwifery and Health Professions (NMaHP) Workforce (NHS Education Scotland (NES) 2020) and the NMAPH Development Framework (NES, 2021), and the Scottish Credit Qualifications Framework (SCQF) level 10 Descriptors.

The programme's curriculum content has drawn on the expertise offered by NHS Scotland Academy, Development Team/Clinical Education Team and added Board representation via the Stakeholder Reference Group.

This work has been further informed by a wide range of existing evidence-based perioperative literature and educational frameworks, including the National Core Curriculum for Perioperative Nursing (Association of Perioperative Practitioners (AfPP), 2017), Core Competency Curriculum Perioperative Nursing (European Operating Room Nurses Association, 2019), AfPP Standards and Guidance documents, Refreshed Core Competencies for Anaesthetic Assistants (NES, 2020) and the Career Development Framework for the Perioperative Nursing, Midwifery and Allied Health Professions (NMAPH) Workforce (NES, 2020).

The competencies of the programme detailed within the online competency document have been mapped to Key Sections 1 and 2 of the AfPP National Core Curriculum for Perioperative Nursing competency statements.

Programme Review

The first annual review of this programme was published in March 2023.

Due to the timing of writing this report before the March meeting of the NHS Scotland Academy Executive Programme Group (EPG), the 2024 review is still underway, and will be included as an item for noting at EPG when it is complete, before being included in the next annual report to EQC.

National Clinical Skills for Pharmacists' Programme

NHS Scotland Academy helps equip pharmacists who have completed their Independent Prescribing (IP) qualification with the skills and confidence to begin prescribing, with the aim of reducing pressure on GP services and increasing local access to care in communities across Scotland.

The University of Dundee have a contract from NES to deliver clinical skills days, and they outsource the provision of these days throughout Scotland, with the vast majority of activity being delivered by NHSSA.

Educational governance of this programme sits in the University of Dundee, who will be accountable to NES for the delivery of the contract. The NHSSA team have been able to influence the content and structure of the days to ensure they meet the needs of learners.

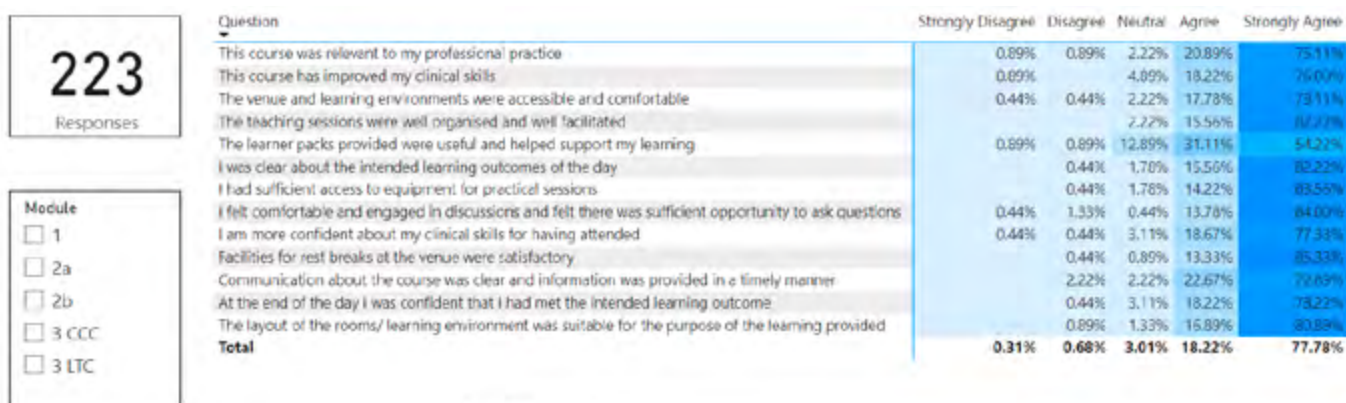
As a GP-lead project, it has been particularly useful to have input from our Lead Pharmacist and Associate Postgraduate Dean into the programme review processes within the University.

The programme consists of 4 modules, all delivered in person:

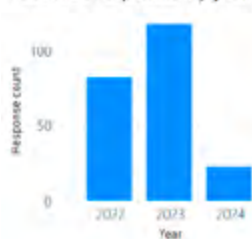
- Module 1: Foundations of Clinical Communication
- Module 2a: Basic Examination skills part 1
- Module 2b: Basic Examination skills part 2
- Module 3: Application of Clinical Skills

In total, we have had 916 learners attend skills days, with 352 learners attending between 1 January and 31 December 2023. These 352 learners attended 936 modules between them.

Feedback from learners



Feedback responses by year



Impact of programme

In the longer term, it may be possible that the impact of this can be measured by analysing the increase in prescribing by people who have attended this programme after completing their IP qualification.

The days delivered by NHS Scotland Academy are part of the wider commission run by NES through the University of Dundee. This was commissioned partly in response to data that people who had completed the IP qualification and were able to prescribe but were not doing so.

A joint research proposal has been submitted to the University of Dundee Ethics Committee, and if approved, will enable us assess what skills are being used and the frequency of use by people who have completed the clinical skills days.

NMC OSCE Preparation

This programme is an online digital resource delivered via the TURAS platform which can be accessed independently and asynchronously by learners.

The resource consists of two modules, one for Nurse Educators and one for Nurse Learners (internationally educated nurses undertaking NMC Test of Competence). There is no time limit for completion and module progress can be saved and picked up for completion later.

We designed the NMC OSCE Preparation Programme to support workforce capacity by providing educational resources for NHS Scotland health boards recruiting international educated nurses.

Internationally educated nurses (IENs) need to complete the NMC Test of Competence (ToC) to become registered in the UK (United Kingdom). The NMC ToC consists of two parts: the Computer Based Test (CBT) and the Objective Structured Clinical Exam (OSCE).

The CBT is usually completed in the candidate's home country and the OSCE is completed in one of five test centres within the UK.

The NHS Scotland Academy digital resources are designed to complement those provided by the NMC test centres and those provided by boards, HEIs and private providers. This includes a programme of simulation-based learning and a mock exam to prepare IEN's for the NMC OSCE.

The NHSSA Educators' Resource prepares NHS health board nurse educators who are supporting or delivering OSCE preparation for IENs.

The module titles are:

- OSCE Preparation for Nurse Educators
- OSCE Preparation for Nurse Learners (Adult Nursing)
- OSCE Preparation for Nurse Learners (Adult Mental Health Nursing)
- OSCE Preparation for Midwifery
- Cultural Humility

The module on Cultural Humility was developed in response to demand and is reported on in a separate section, below.

The OSCE resources have been well used within a range of sectors and organisations nationally, including health boards, social care providers, higher education institutions (HEIs), public health and private healthcare organisations. User and stakeholder feedback has been highly positive.

Activity

OSCE for Learners

982
Learners

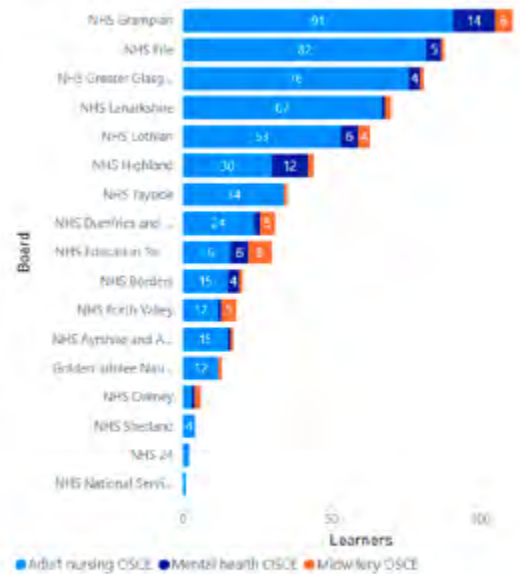
831
Adult

82
Mental Health

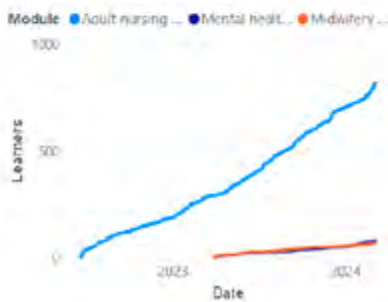
69
Midwifery

- Module
- Adult nursing OSCE
 - Mental health OSCE
 - Midwifery OSCE

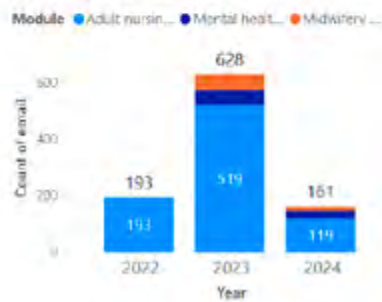
Learners by Board and Module



Learners by Date and Module



Learners by Year and Module



OSCE for Educators

435
Learners

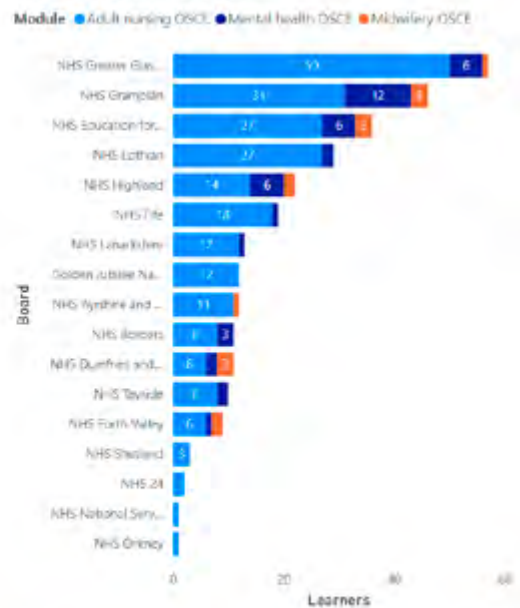
343
Adult

67
Mental Health

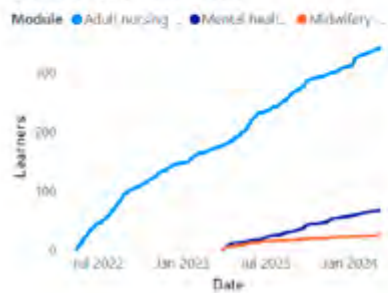
25
Midwifery

- Module
- Adult nursing OSCE
 - Mental health OSCE
 - Midwifery OSCE

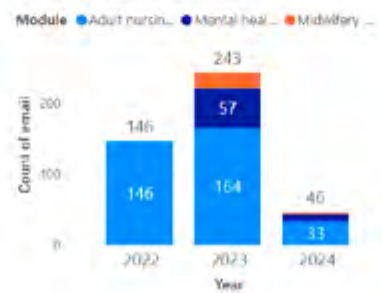
Learners by Board and Module



Learners by Date and Module



Learners by Year and Module



Competency Framework

The programme is not linked to a competency or formal accreditation framework. IENs completing the programme are pre-registered nurses up until the point of successful pass at NMC OSCE.

The programme is designed to prepare IENs for assessment of competency during OSCE rather than being a means of assessment. Although there is no formal assessment process for the programme, there is a multiple-choice quiz at the end of each resource to support identification of areas of strength and future learning needs.

Quizzes require an 80% percent pass rate and can be taken as many times as required to achieve a pass. Learners can repeat quizzes and modules as many times as they wish which offers an opportunity to review, reflect and address individual learning needs.

Programme Review

The first annual review of this programme was published in June 2023.

This review took place before the addition of the modules for Midwives, Adult Mental Health Nurses, and the development of the Cultural Humility resource. The new modules will be included in subsequent annual reviews.

The programme was reviewed by 2 internal programme team members; supported by the Digital Skills Learning Resource Manager; and peer reviewed by a member of the OSCE Resource Development Group. Additional content and digital changes made during the review process underwent subsequent NES digital review.

Prior to annual review, stakeholder feedback on the format, content and use of the resources was collated through various professional networks including the NHSSA OSCE team meetings and OSCE Resource Development meetings, which include membership from a broad range of board and international professional leads.

User survey data was also reviewed via the TURAS reporting system. This determined the decision-making process for amending resources and including additional content based on recommendations from stakeholders and users.

Cultural Humility

This resource was published on 24 November 2023 and was used by 655 people in its first 4 months. It was developed as part of the OSCE preparation programme, but has much wider applicability so will be reported on separately. We have had at least 5 users from each of the 14 Territorial Health Boards.

Reach

Sector and organisation

Sector		
NHS Boards in Scotland 515	No sector 27	Higher and Further Education L... 21
GP practices in Scotland 17	Care homes, care at home, and... 15	International 14
Other Public Sector in Scotland 10	Third and Voluntary Sector in... 10	Community pharmacies in... 9
Health and Social Care... 9	Dental practices in Scotland 4	Local Authorities in Scotland 4

Professional Group and role

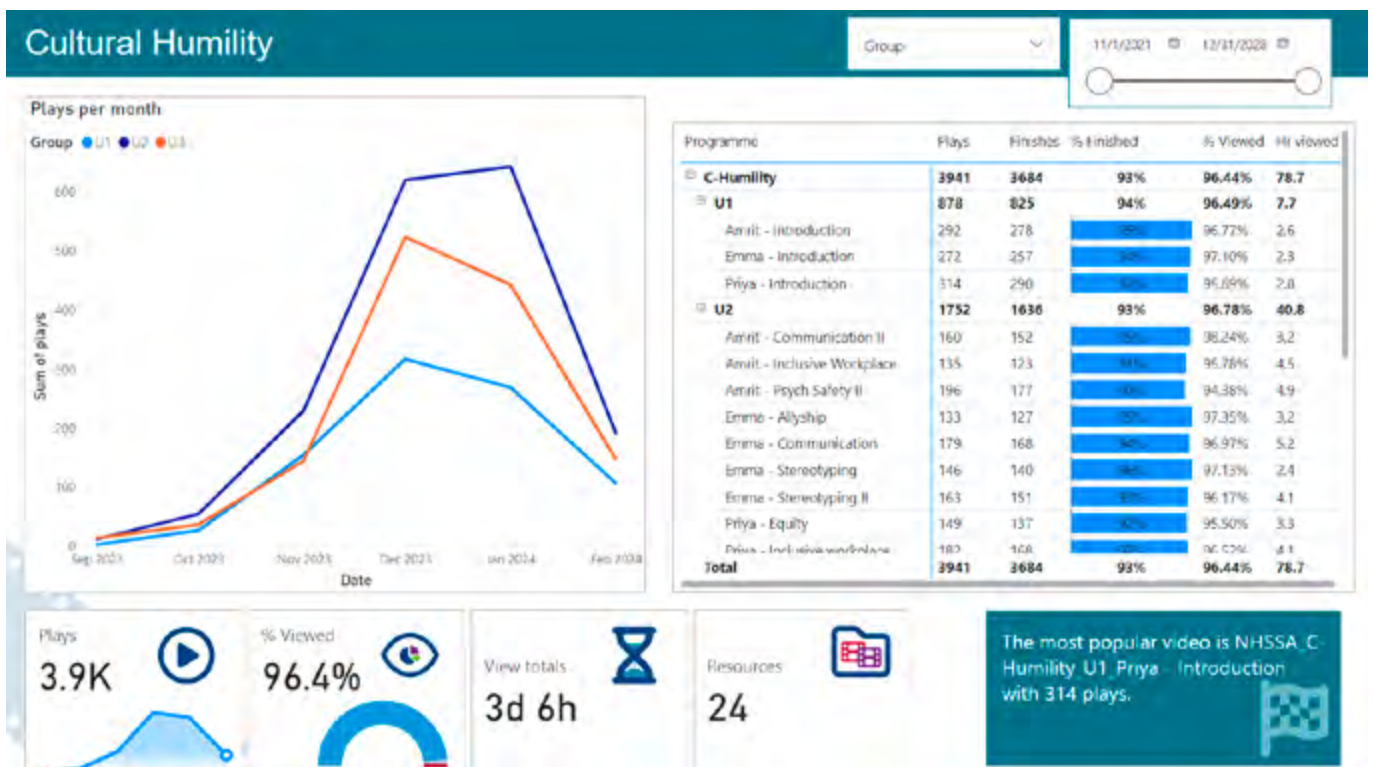
Professional Group		
238	Nursing 110	Business and administration 89
Pharmacy 52	Allied Health Professions 26	Community and social care 24
Dentistry 24	Clinical healthcare support... 22	Medicine 22
Education 15	Psychology 15	Midwifery 10
Estates and facilities 3	Healthcare science 3	Optometry 2

Engagement

One measure of engagement that we use across all NHSSA programmes is the percentage of videos viewed: industry average is 54% and NHSSA average is 82.89%.

The videos in our cultural humility resource are some of our longest, which would lead us to expect a lower completion rate, but this module is achieving an average completion rates of 93%, which provides assurance the resources are engaging the learners and holding their interest.

Note this is not mandatory EDI training, but entirely voluntary to complete.



Feedback from learners

Understanding – how users rated their understanding of cultural humility before and after the module:



Impact

Selected comments from users about how this module will improve their practice:

I am very aware of discrimination. However, I felt very emotional to see that I am not alone and you are trying to do something about it. When I first came over, I came because I married a Scottish “lad” and he didn’t have qualifications to go to work in my own country. I left my job as a solicitor, my family and friends and a place where I was appreciated to come here to have my family. I felt lonely and people made me feel undermined. If it wasn’t for my husband reassuring me that I had 2 degrees, a post-graduation and a master degree and I was working in another language, I would start to believe that I was stupid. Have a lot of talking about inclusion on the clinical side and social work. Areas that you are lacking staff to work on. I am in the corporate side of the organisation and I haven’t seen in my Board a person from another culture working on a high level post.

When my colleagues have completed this course, I am hoping it will lead to conversations how we can incorporate inclusion into our team.

I feel inspired and re-energised to be an ally and to be courageous to role-model cultural humility and person-centredness, and to constructively challenge unhelpful behaviours. It has developed my awareness of cultural humility and reinforced the need for me to reflect on my daily communications and interactions so that I can explore any bias I may have and avoid discriminatory behaviours in my practice and day-to-day life. It has also reinforced my resolve to speak up and be an ally if I observe discriminatory behaviours or practices.

I think it will give me more confidence to constructively challenge unacceptable behaviour and it will make me think more around how I can help new colleagues to orientate themselves to working in Scotland and within the NHS. I would like to think that I can become an ally. That would be my goal.

I work in a multicultural team, I feel that this will help improve relationships with colleagues, understanding of different cultures, and support an inclusive working environment.

Further Impact

selected comments from users about what they will do differently after completing the module:



Approach relationship building and getting to know people in a way that looks for our similarities, no matter the cultural heritage or race, rather than cultural differences being a starting point of a conversation. Be open and self-aware and realise cultural humility is an ongoing journey of learning. I haven't finished my learning simply because I have completed this module.



Act as an Ally, address any prejudice, etc.



I will make a more positive effort to be an ally where I can.



I want to explore more about anti-racism and I will reflect on my practice in relation to this. I will share widely that this module is available and strongly encourage colleagues to complete it. I will utilise the learning in this module to help inform me when carrying out an EQIA for resources and materials I am developing with colleagues.



Speak up for someone I felt wasn't being fairly treated or spoken to.



Think more about how the way you talk to people and the words we use can make them feel, we want to make everyone feel included and valued.



I will always think about inclusion in the workplace, and life in general.



Identify poor behaviour, become an ally and offer support where i can.

Preparing for work in health and social care in Scotland

This NHS Scotland Academy resource was published in winter 2021. The programme is a digital resource delivered via the TURAs platform which is accessed independently and asynchronously by learners.

The resource consists of 8 modules which can be completed individually or in their entirety depending on individual learning needs. Modules can be accessed in any order.

There is no time limit for completion and module progress can be saved and picked up later

The module titles are:

- Who's who in Health and Social Care
- Personal Care
- Continence and Catheter Care
- Nutrition and Hydration
- Clinical Observations
- Acutely Unwell Patients
- Bed Making
- Comfort and Care Rounds

There is an additional section entitled Non-Technical Skills containing links signposting learners to several relevant educational resources on TURAs delivered by National Health Education Scotland (NES) and on the Scottish Social Services Council (SSSC) digital platform.

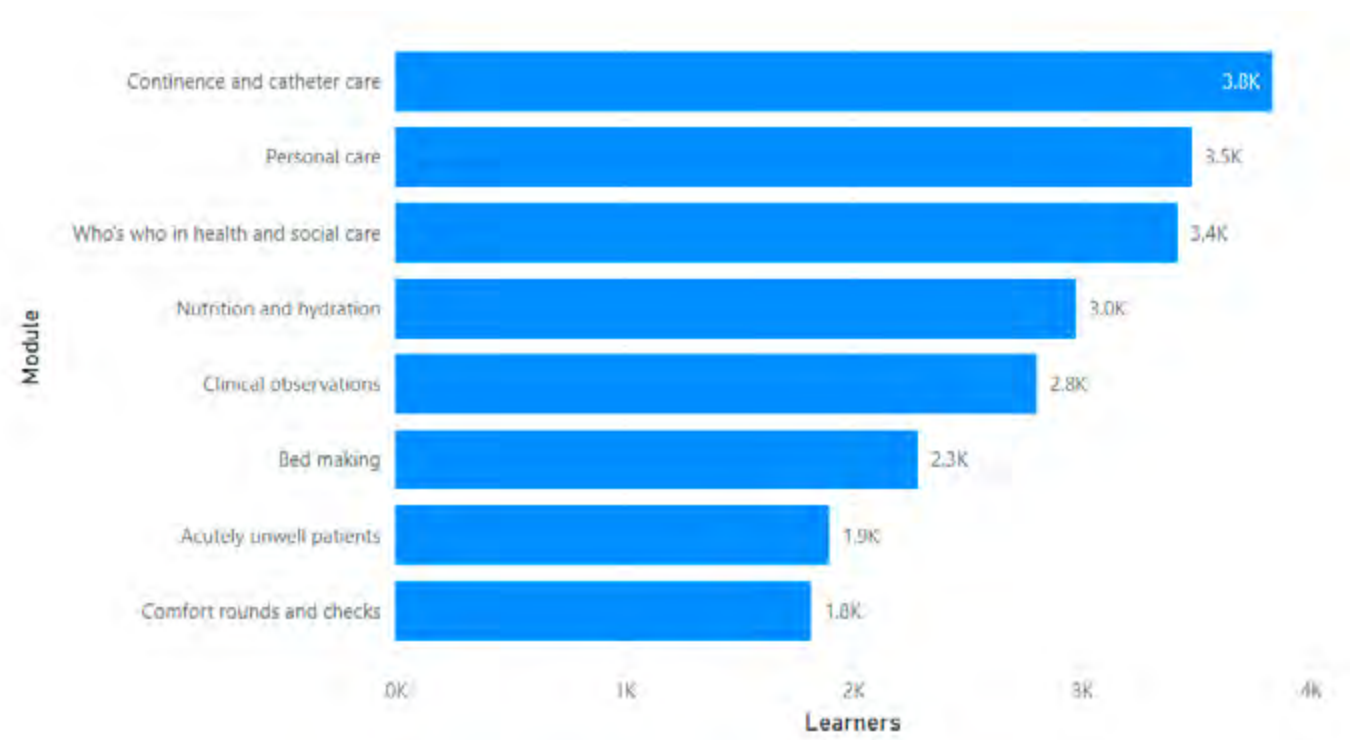
The resource has had consistently high usage from a range of sectors and organisations nationally including health boards, social care providers, higher and further education institutions, GP surgeries, community pharmacies, hospices and third and voluntary sectors. User and stakeholder feedback has been highly positive.

The resource has now been used by 7,802 learners, with 4,048 learners using the resource between 1 January and 31 December 2023. These 4,048 learners completed 11,508 modules between them.

Organisation and sector of all users by 12 March 2024

Sector	Learners
Care homes, care at home, and day care in Scotland	2893
Community pharmacies in Scotland	9
Defence Medical Services	1
Dental practices in Scotland	4
GP practices in Scotland	12
Health and Social Care Partnerships in Scotland	502
Higher and Further Education in Scotland	705
Hospices in Scotland	28
International	17
Local Authorities in Scotland	195
NHS Boards in Scotland	3057
No sector	71
Northern Ireland Medical & Dental Training Agency	2
Other Public Sector in Scotland	41
Private Healthcare in Scotland	43
Third and Voluntary Sector in Scotland	262
Total	7802

Modules completed by 12 March 2024



Learner feedback from 2023

On completion of each module, learners are asked to rate the module on a scale of 1 (low) to 5 (high), and are invited to give free-text feedback as well.

In 2023, 571 free-text comments were received. Eleven of them are constructive, 1 negative (“this module was a waste of time”) and 562 positive.

It is difficult to select only a few comments for this report, but as we don't have objective impact measures available to us for this resource we are putting the learner voice at the heart of this section:

“Another great introductory course which is well informed on all aspects of nutrition. I found the sections on nutritional screening interesting as it helps to understand how and why a nutrition monitoring plan for some individuals comes about. Once again, the links to the relevant tools and websites e.g. The Malnutrition Universal Screening Tool “MUST” and IDDSI for more information on dysphagia and diet were very useful.

“This is a good course as it help you too show compassion and help you to learn how to make you patients more relaxed and comfortable.

“Good information. I have learned the preferred technique for washing a patient in the NHS as their technique is different from at my current place of employment.

“Very good information for new starts or people who have never worked in a care environment. Good refresher for more experience care workers.

“Very good information for new starts or people who have never worked in a care environment. Good refresher for more experience care workers.

“Very informative. I have learned about the NEWS2 scoring chart and how to detect what is a normal range when taking observations.

Competency Framework

The programme is intended as a pre-cursor to formal induction programmes provided by employers. It is not formally linked to a competency or formal accreditation framework since recruitment into entry level health and social care support roles is not aligned to a particular qualification and learner baseline knowledge and skills are varied and undetermined.

Once in employment, healthcare support workers employed in boards, will complete the Mandatory Induction Standards for Healthcare Support Workers during the 3-month induction period.

Although not formally aligned; some of the basic knowledge and skills gained from completion of the modules in this programme will overlap and build upon those required to meet the competencies linked to the HCSW standards.

The HCSW Induction Standards and Workbook are under review. Since programme development and implementation in 2021, the NES HCSW Learning and Education Framework has been developed.

This framework provides information about bridging from healthcare support worker to registered practitioner for which the some of the content in this programme provides an appropriate initial informal introduction and insight into future career pathways.

There is no formal assessment process within this programme but there is a multiple-choice quiz to aid learning at the end of 4 of the modules. Quizzes require an 80% percent pass rate and can be taken as many times as required to achieve a pass. Learners can repeat quizzes and modules as many times as they wish which offers an opportunity to review, reflect and address individual learning needs.

Programme Review

The second annual review of this programme was published on 12 March 2024.

The programme was reviewed by an internal programme team member; supported by the Digital Skills Learning Resource Manager; and peer reviewed by a member of the NES NMAHP team. New content and digital changes underwent subsequent NES TEL review.

Prior to annual review, stakeholder feedback on the format, content and utility of the resources was collated through a NES NMAHP HCSW Team stakeholder group from a range of board and professional lead members and considered during the review process.

A scoping and mapping exercise was completed to source existing educational content and resources across TURAS and SSSC platforms and board induction programmes (i.e., Learn-pro and in-house training) directed at health and social care staff.

The purpose was to identify existing gaps, consider where collaboration would be valuable and reduce duplication in resource development. This determined the decision-making process for adjusting resources and including additional content based on recommendations from stakeholders and users.

NHS Scotland Youth Academy: Skills Development Scotland Healthcare Pathway Pilot

The educational governance of the Healthcare Pathway Pilot sits with Skills Development Scotland (SDS), who have commissioned colleges to deliver this programme that has been developed in collaboration with the NHS Scotland Youth Academy.

SDS are leaders in school-based pathways and are the right partners to oversee the content and delivery of this programme.

The pathway qualification is accredited for 24 credits at level 5, and will enable those who complete it to apply for roles as Healthcare Support Workers.

It consists of three challenge projects:

- 1. Spaces and Places:** Exploring the relationship between the physical environment (e.g. hospital or care home) and how people are cared for.
- 2. Community and Wellbeing:** Learning about how health and care supports the wider community.
- 3. Creativity:** Look at the creative solutions to a health/care challenges and understand the importance of creativity skills in the workforce.

Over 30 learners from S4-S6 are taking part in the pilot, which will be evaluated by SDS.

Due to the difficult funding environment, SDS have confirmed that the programme will not be run again in school year 2024-2025, but the learning from running the pilot will be valuable to both SDS, and to NHS Scotland Youth Academy in informing future work in engaging senior-phase learners.

National Ultrasound Training Programme

NHS Scotland Academy implemented the National Ultrasound Training Programme (NUTP) in November 2022.

Traditionally trainee sonographers would be enrolled in a postgraduate qualification in Medical Ultrasound at a Higher Education Institute (HEI) that provides a Consortium for the Accreditation of Sonographic Education (CASE) accredited master's level course. Trainees would learn in their home board with a named mentor and access to other sonographers for support.

This work-based ultrasound learning has been the model in NHS Boards since ultrasound training inception. However, it was recognised that this model raises several issues with capacity, patient numbers and possible delays in training due to the practicalities and patient access opportunities involved in training to be a sonographer.

The programme is based in the Academy Ultrasound rooms within the Golden Jubilee University National Hospital (GJUNH), with the academic component of the training unchanged and delivered by the HEI provider.

NUTP provides sonographers with five, one-week blocks of focused, accelerated training over the academic year, working in conjunction with their local mentor in their permanent placement. Using dedicated training lists on live patients, learners are taught knobology, practical scanning, and reporting skills.

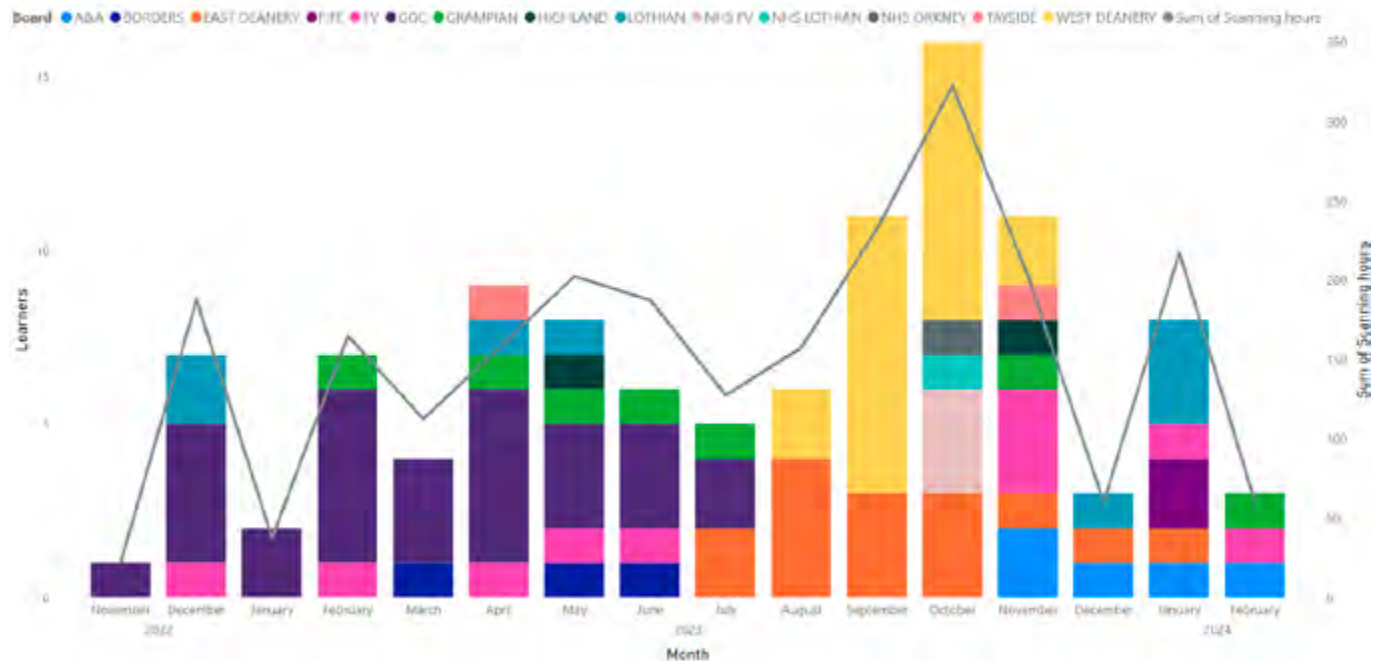
Access to the NUTP is available to all trainee sonographers across Scotland in year one of their general medical and gynaecology training.

In year 2 of their academic course trainees select a specialist area of dedicated training, within NUTP we can facilitate training in ear, nose, and throat (ENT), transvaginal imaging (TV), and carotid doppler.

In addition to sonographer training, NUTP has successfully incorporated Radiology Year 1 Speciality Registrars (SpR) training during the HEI academic break (July-Sept). These learners are provided with a 1 week block to accelerate their training. NUTP has also supported upskilling of one Sexual and Reproductive Health Speciality Registrar and an ST4 Radiology Registrar in transvaginal scanning.

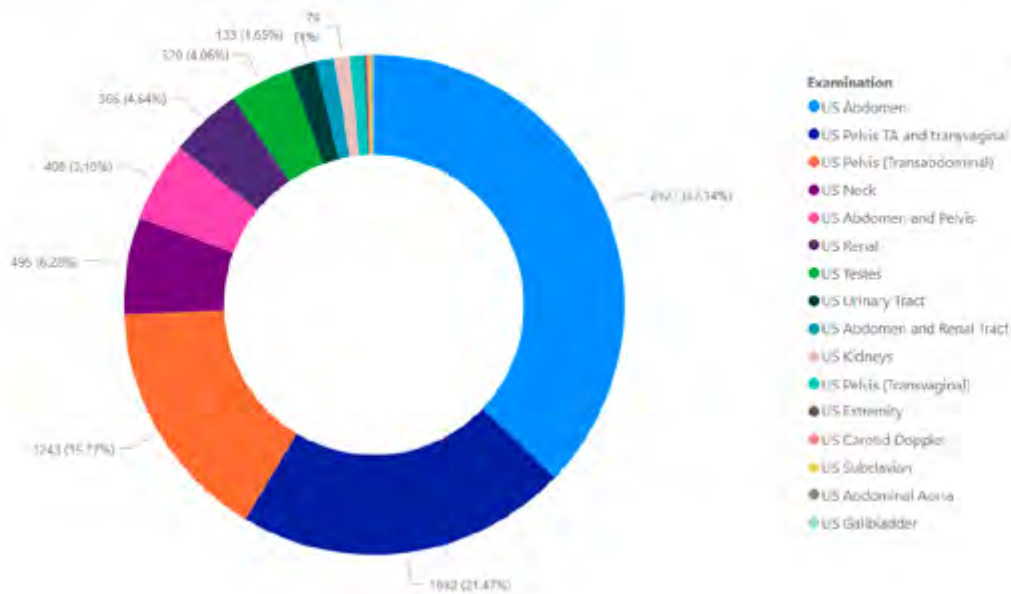
Activity

Learners by Board and Scanning Hours:



Number of examinations:

Number of Individual Examinations



7881
Total Individual Examinations

Competency Framework

Competency of the learners (sonographers) is assessed by the local boards, in line with their CASE-accredited ultrasound course.

The local mentor will conduct staged assessments for each of the five competencies required. Faculty at the NUTP provide feedback to local mentors after the learners attend; this coordinated feedback loop ensures that the learner experience is optimised and that there is no fragmentation of the learner experience.

A final assessment of competency is conducted at the end of the academic year, which incorporates all the required practical elements. This assessment can be conducted by one of the NUTP Faculty or by another external examiner deemed suitable by the HEI.

Specialist Registrars are assessed by DOPS which are included in their portfolio.

NUTP directly liaises with mentors, and clinical supervisors through feedback and completion of evaluation forms. Face-to-face meetings are also conducted with each sonographer mentor to enable an open dialogue regarding the training provided and ensure a collaborative and coordinated approach through establishing a meaningful learner-centred relationship.

Competency issues/concerns are addressed directly and a coordinated plan with the mentor or clinical supervisor is developed as appropriate.

Impact

To ensure programme relevance and assure the quality of the programme, targeted feedback and evaluation were gathered from the following groups via Microsoft Forms:

- Trainee Sonographers
- Mentors/Assessors
- Service Managers
- SPRs
- Training Programmes Directors
- Patients.

Summarised simply, more people are now able to do more, safely and confidently, at Boards throughout Scotland because of this programme.

Patient feedback

It is essential that our NUTP service is patient-centred and focuses on the patient experience. Feedback and evaluation on the acceptability and quality of the programme were sought from all patients attending the service following their ultrasound procedure.

The delivery of education during the scanning process did not appear to be regarded as anything other than a positive by patients who commended the service and the workforce involved. NUTP consistently achieves 100% patient satisfaction with the service received.

“ Staff are exceptionally professional and friendly.

“ Efficiency, treated with respect.

“ Everything was in a friendly atmosphere so nothing to add on – please keep it that way.

Mentor/assessor feedback

Our trainee benefitted from having additional training by 2 very experienced sonographers and it helped to ensure capacity wasn't reduced too significantly by the extended appointment times required to provide quality training in-house.

Service Manager feedback

Being able to scan full lists (patient) when the trainee is at the Academy, increased capacity for the board.

Training Programme Director feedback

It has been a pleasure working with the NUTP faculty - they have been extremely accommodating of our needs. I highly commend the scheme and am hoping this will continue. Thank you!

SPR feedback

The training I received at NUTP was exceptional. I achieved all my learning objectives and some, and thoroughly enjoyed my time there. I would recommend.

Feedback also demonstrated that:

- All learners reported they would recommend a colleague
- All learners reported they would return for further training
- All learners reported they are very satisfied with the training on offer

Sonographer Learner feedback:

I am unsure if I would have been able to complete my training without the NUTP. This programme was a lifeline at the start of my training as I was still required to honour my radiography rota commitments which did not allow adequate time to train in the ultrasound department. Having the NUTP provided me with a supportive, patient and cohesive learning environment which is difficult to achieve within my place of work. All trainers were very supportive and took the time to help me with areas that needed further development.'

Feedback also demonstrated that:

- All 8 learners reported NUTP had accelerated their training in Ultrasound
- All 8 learners reported they are very satisfied with the training on offer

Quality

As part of the NUTP commitment to enhancement, a quality improvement project is underway to establish a more robust way of justifying ultrasound requests from boards across Scotland to align with the British Medical Ultrasound Society Justification Guidelines.

This project aims to improve the patient journey including waiting times, improve the quality of requests, and ensure patients receive the correct examination.

Reduction in waste

Patient-focused booking has also been introduced to reduce the 'did not attend' (DNA) rate at the GJNH as non-attendance reduces training capacity, by creating a shortfall in the number of scans the learners perform. An illustration of the positive impact this improvement initiative has had is provided below.

Month	DNA Rate
September 2022	6.6%
February 2023	4.8%
March 2023	3.8%

Reduction in waiting times

“The purpose of this report is to give assurance that appropriate educational governance is in place, but it would be remiss not to acknowledge the impact on the 6,493 people who have had access to an ultrasound procedure because of the investment in this programme. The number of people scanned in Boards throughout Scotland has also increased as Boards have been able to schedule full lists when their learners were being supervised by the NUTP team, and both the number of scans and quality of scanning and reporting will have increased in all Boards as a result of this programme.”

Programme Review

The first annual review of this programme was published in December 2023. At the time of writing we are waiting to hear whether the programme will be funded for 24/25.



Appendix 1

NHS Scotland Academy Faculty Development Programme - Part 1

Introduction to Education for Health and Social Care

Programme content:

Pre-reading/ preparation

The programme has a learner pre-reading component which introduces the learner to some essential learning theories and the way these can be applied in practice. This includes:

- Educational Philosophy
- History of teaching and learning
- Key traditional and contemporary educational theories
- Exploration of different educational approaches
- Models of clinical education and their application
- Reflection on practice and development of learners own teaching philosophy
- Lesson planning, syllabus mapping, and development of learning outcomes

This takes the form of recommended reading and pre-recorded online lecture material that can be accessed by the learner in their own time.

Learners are also encouraged to explore their own approaches to learning and consider their own educational philosophy and these form the basis for an online tutorial that introduces the concept of education governance and educational discourse, as well as supporting the development of ideas for delivery of the practical face-to-face element of the programme.

This is delivered as a synchronous, online group activity prior to the commencement of the face-to-face components of the programme.

Clinical teaching workshop programme

The 2-day clinical teaching workshop programme introduces the main teaching modalities including:

- Lecturing and giving presentations
- Clinical Skills Teaching
- Continuous assessment
- Small Group Teaching
- Simulation
- Debrief, feedback and the learning conversation

Learners are introduced to a range of commonly used teaching modalities and through pre-workshop preparation guided to use these to develop and deliver short teaching sessions to their tutors and peers.

They are encouraged to experiment with their teaching style and delivery in a supportive and constructive environment, which provides the opportunity to apply the theory covered in the pre-reading with support from experienced educators.

This is delivered through a variety of simulated learning and teaching environments where the learners are asked to prepare short teaching sessions in areas relevant to their educational practice. The faculty will direct these learning sessions and simulate different learning/teaching scenarios to allow learners to explore their own teaching practice (as outlined in the programme below). This is then followed by feedback to the learner and an opportunity to repeat the session after implementing given suggestions/ feedback for development.

There is a focus on group discussion and peer feedback allowing learners to both explore their teaching philosophy in practice and develop practical teaching skills. The format of the programme allows the learner to experience these sessions from both the educator and learner perspective giving essential insight into the delivery of clinical education on a personal level.

Simulation teaching workshop programme

On-line/ digital teaching workshop programme

Post-workshop learning and consolidation

- Personal and peer review of teaching
- Critical Reflection on own performance and practice
- Examples of good practice in digital education
- Follow up tutorial with the educational team to discuss progress and practice

NHS Scotland Academy and SCFSCChF

Faculty Development Programme - Part 2

Introduction to Simulation: Making it Work.

This two-day course is a mixture of interactive, small- group teaching and practical workshops. Learning Objectives are set in advance, but each course will be adapted to include relevant learning objectives outlined by the learners at the start of the course.

Learning Objectives

- To gain theoretical knowledge of the educational theory around immersive simulation.
- To learn how to design and run immersive simulation scenarios.
- To gain insight into the range of equipment that can be used to run simulation scenarios.
- To gain practical skills in the use of use sim-man and related audio-visual equipment as well as the use of video playback
- To understand the Scottish Centre for Simulation and Clinical Human Factors method of scenario debrief
- To gain practical experience of designing, running, debriefing and meta-debriefing an immersive simulation scenario.

Programme overview

Day 1:

- Learner Generated Learning Objectives
- Overview of Immersive Simulation
- Educational Theory
- Scenario Design
- Equipment
- Scenario running
- Debriefing with Demonstration

Day 2:

- Safe Learning Environment and Educational Contract
- Running, Debriefing and Meta debriefing – practical session
- Feedback and Evaluation

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