

Better Training Better Care

Dr Stuart Carney

Senior Clinical Advisor, DH

Deputy National Director, UKFPO

Objectives

- Background to the BTBC Programme
- National Framework
- Local Implementation and Pilots
- Questions

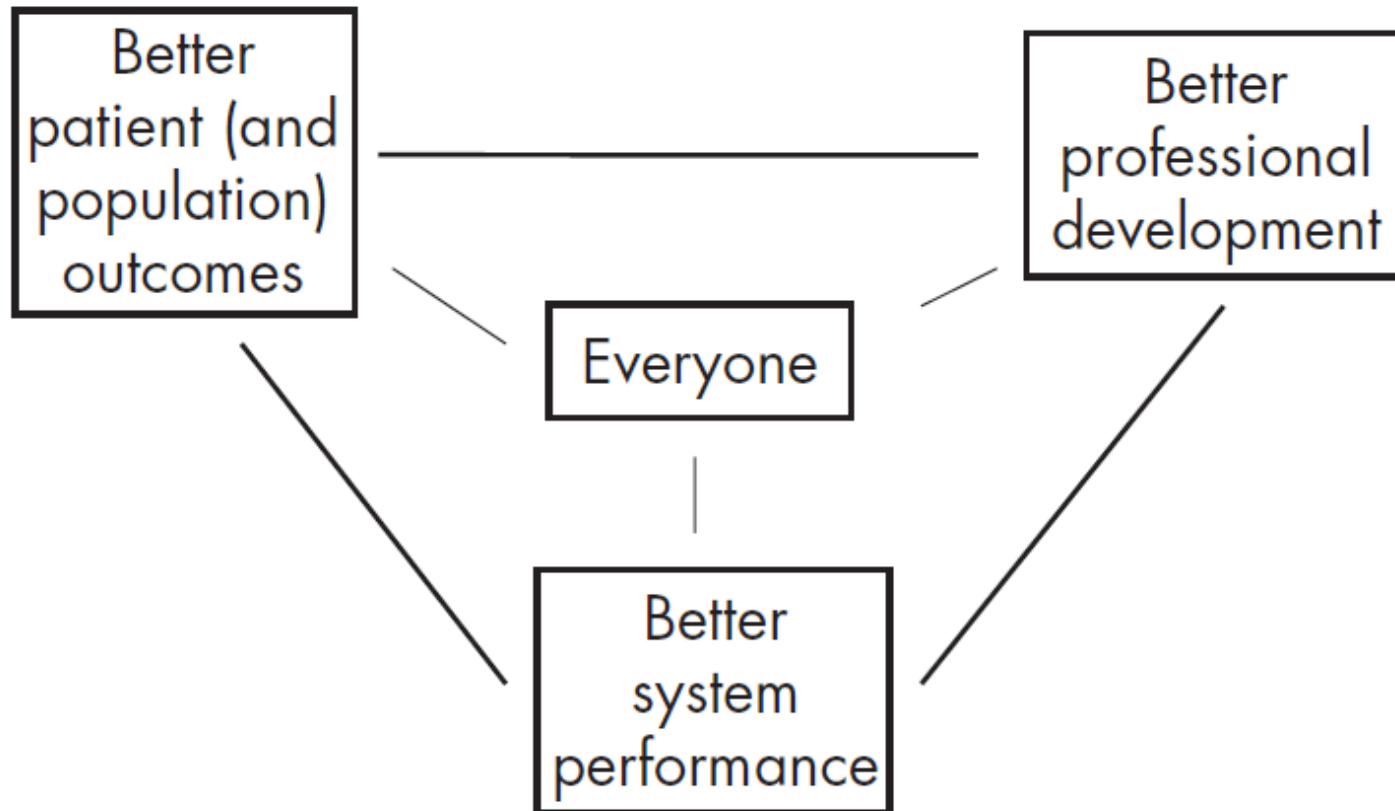


Relationship: training and care

	Dependent variable		
	Deaths after emergency surgery	Deaths after hip fractures	Mortality index
Sophistication of training policy	-0.158 (51)	-0.069 (48)	-0.306 (51)*
Team working	-0.346 (44)*	-0.183 (42)	-0.369 (44)*
Appraisal	-0.391 (36)*	-0.372 (33)*	-0.340 (36)*

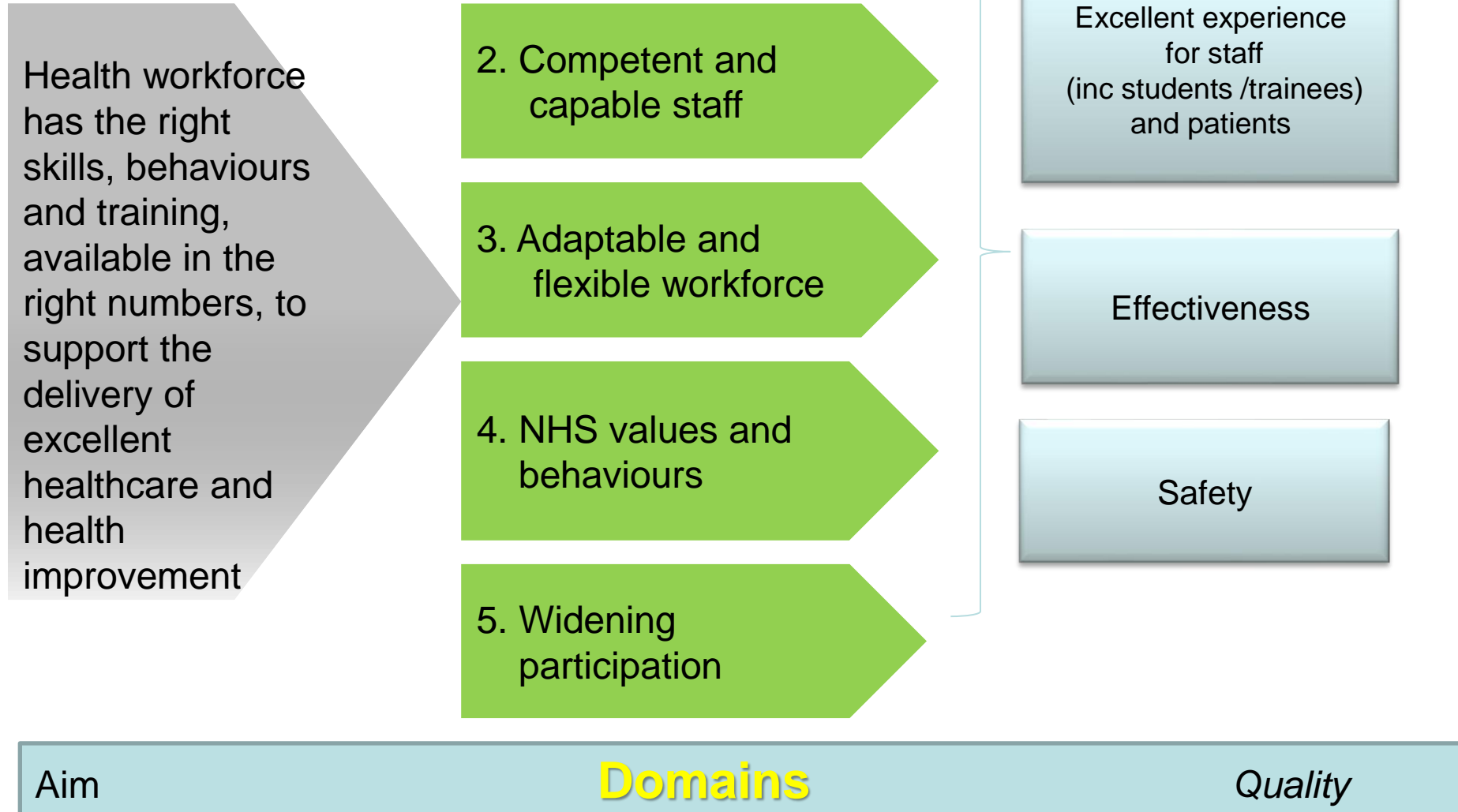
West, MA, Borrill C, Dawson J, Scully J, Carter M, Anelay S, Patterson M, Waring, J. The link between the management of employees and patient mortality in acute hospitals. *The International Journal of Human Resource Management*, 2002;13(8):1299-1310.

Quality Improvement



Batalden PB, Davidoff F. What is “quality improvement” and how can it transform healthcare? *Qual Saf Health Care* 2007;16:2-3

Education Outcomes Framework



Better Training Better Care

- Service delivery must explicitly support training
- Training must reflect needs of the service
- Making every moment count
- Consultant present service
- Enhanced supervision



Better Training Better Care

1. Identification, piloting, evaluation and dissemination of good education and training practice
2. Improvements to curricula and the underpinning education and training frameworks



Better Training Better Care

National framework

- Role of trainees
- Role of trainers
- Career management
- Technology Enhanced Learning
- Foundation Programme
- Quality metrics
- Workforce planning
- Regulation

Local

- Pilots
- Good practice implementation
- Foundation Programme delivery



Better Training Better Care

National framework

- **Role of trainees**
- **Role of trainers**
- **Career management**
- **Technology Enhanced Learning**
- **Foundation Programme**
- **Quality metrics**
- **Workforce planning**
- **Regulation**

Local

- **Pilots**
- **Good practice implementation**
- **Foundation Programme delivery**



Roles: doctors

- Synthesises conflicting and incomplete information
- Deals with uncertainty
- Multi-tasks
- Identifies and manages risk
- Decisive and delivers
- Compassionate
- Accept ultimate responsibility for actions

Roles: trainees

38% of Foundation doctors reported
that they were asked to act beyond their
competence or experience

(cf: 44% reported in 2010)

Roles: supervisors

18% of all trainees reported they did not always know who their supervisor was (2010)

57% of foundation doctors felt educational supervision was useful (2011)

Roles: supervisors

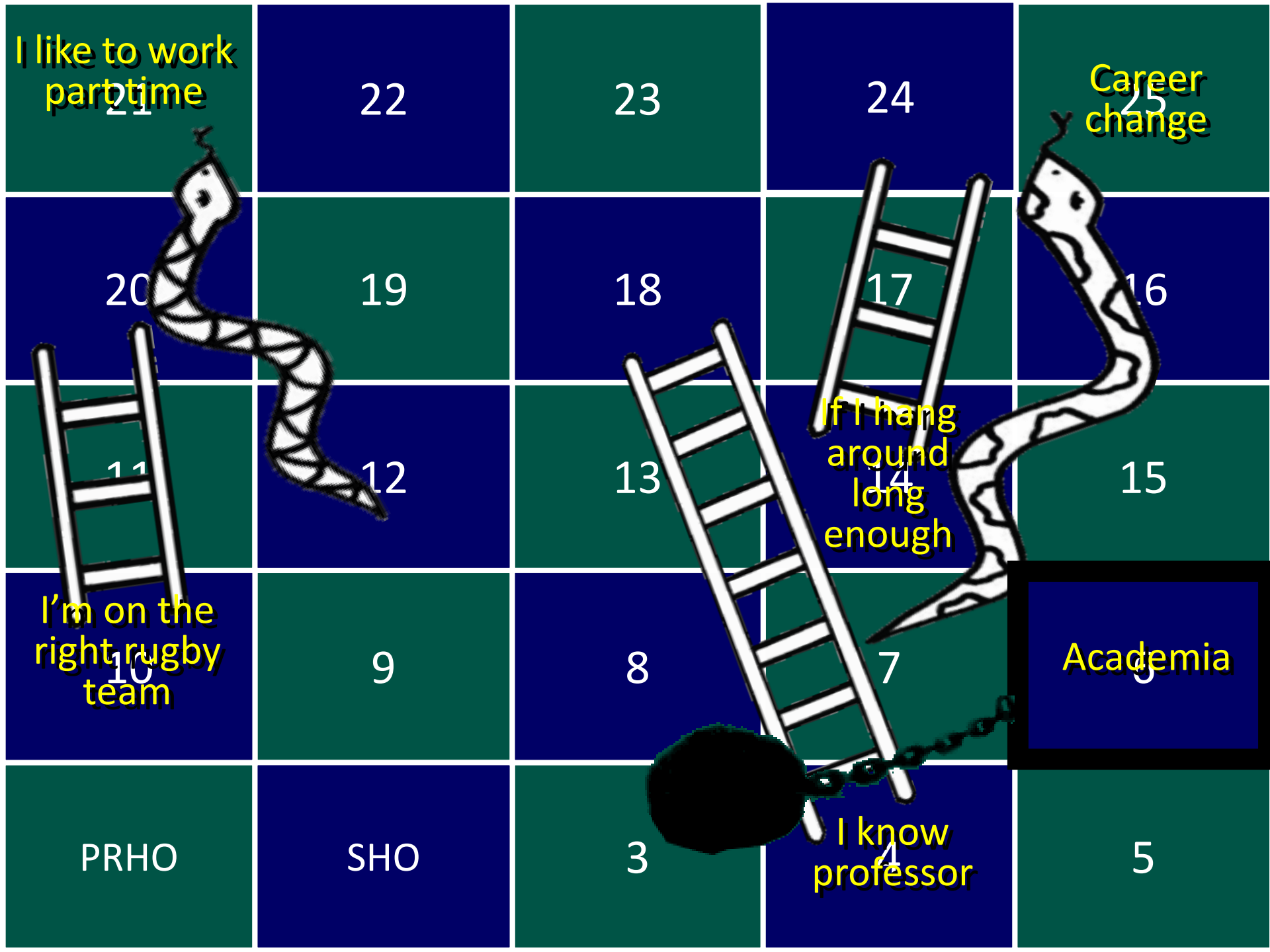
19% of consultants were aware of trainees being signed-off when they had not met the appropriate standard

10% of GPs were aware of trainees being signed-off when they had not met the appropriate standard

Recognition of trainers

- Standards for trainers
- Training
- Accreditation
- Appraisal
- Time in job-plans
- Mentoring





I like to work parttime

22

23

24

Career change

25

20

19

18

17

16

11

12

13

If I hang around long enough

14

15

I'm on the right rugby team

10

9

8

7

Academia

6

PRHO

SHO

3

I know professor

4

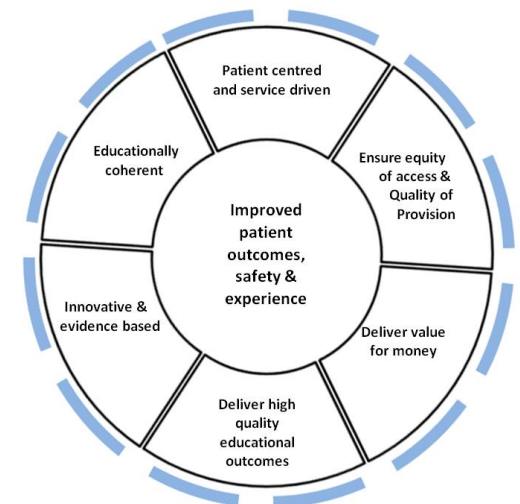
5

Career management

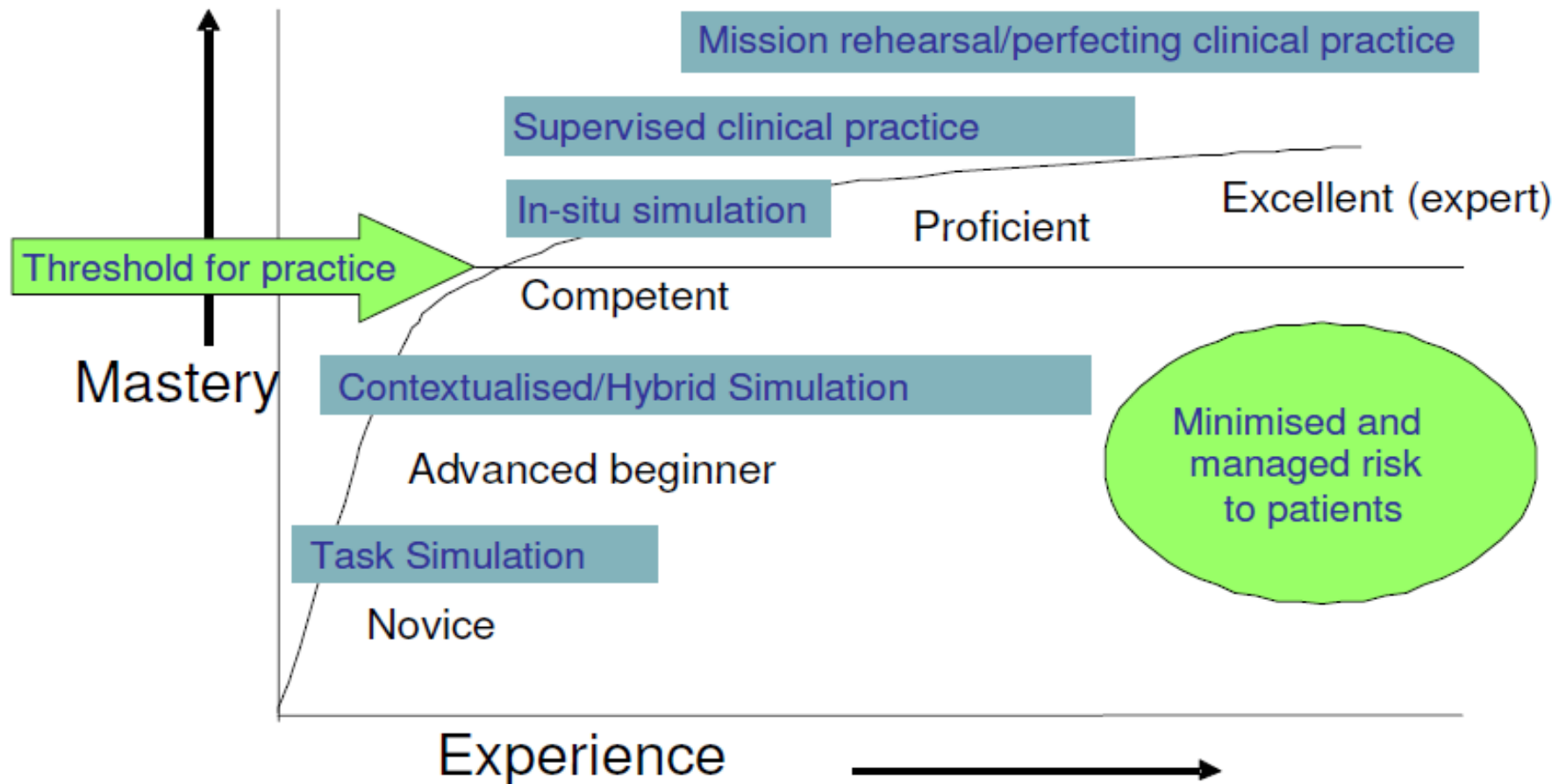
	No. of posts	Fill rate
General Practice	2724	99%
Core Medical Training	1117	99%
Core Surgical Training	612	100%
Core Psychiatry Training	436	78%
Paediatrics	376	100%
Anaesthetics	341	96%
Obstetrics and Gynaecology	211	100%
Emergency Medicine	187	90%
Clinical Radiology	185	97%

Technology Enhanced Learning

Recommendation 1: As part of a managed learning process and where appropriate, healthcare professionals should learn skills in a simulation environment and using other technologies before undertaking them in supervised clinical practice.



Technology Enhanced Learning



FP: Agreed Purpose

- Builds on undergraduate education
- Provides generic training
- Provides opportunities to develop leadership, team-working and supervisory skills
- Provides variety of workplace experience to inform career choice
- Prepare foundation doctors for specialty (including GP) training

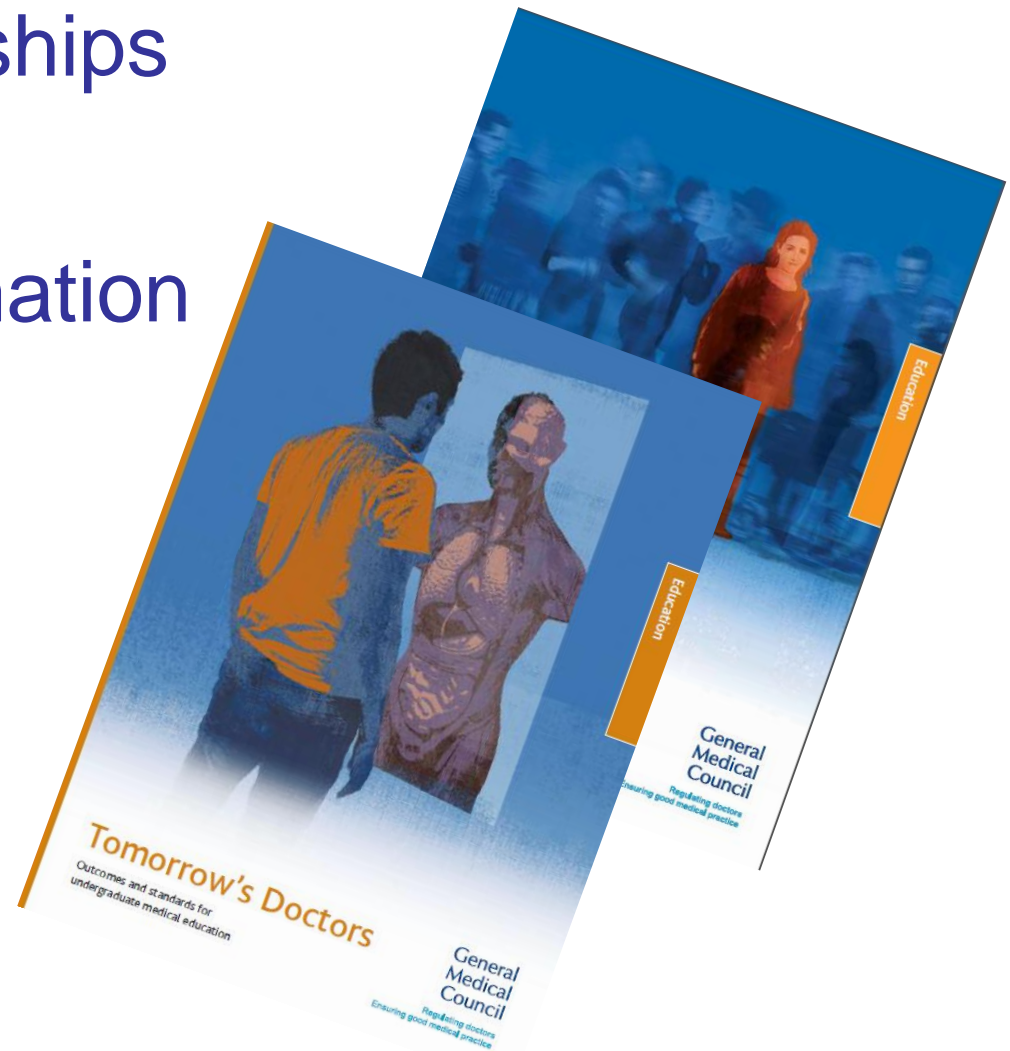
FP Curriculum (2012)

- Outcomes step up from F1 to F2
- Focus on patients with long-term condition
- Streamlined assessment
- Supervised Learning Events



FP: Safe transition

- Clinical assistantships
- Shadowing
- Transfer of information



Better Training Better Care

National framework

- Role of trainees
- Role of trainers
- Career management
- Technology Enhanced Learning
- Foundation Programme
- Quality metrics
- Workforce planning
- Regulation

Local

- **Pilots**
- Good practice implementation
- Foundation Programme delivery



Pilots: Purpose

To identify, develop, evaluate and share good practice aimed at improving training and learning and patient care

- Appropriate supervision and/or implementing a consultant present service
- Service delivery explicitly supporting training
- Making every moment count



Pilots: Funding

- Total MEE funding available of £1m
- Submissions to a maximum of £100k
- Trusts should describe what resources or funding will be committed



Pilots: principles

- High level support
- Pilot sites must embrace and implement the dual objectives:
 - improve quality of training
 - improve patient care and safety
- Change(s) must be measurable
- Commitment to adoption and dissemination



Pilots: Timeline

10 January 2012

- intention to apply

8 February

- Bids received

Late February

- Bids evaluated

Early March

- Short list and invitation to interview

April

- Release funds by MoU or contract



Educational Outcomes Framework



Ensure the health workforce has the right skills, behaviours and training, available in the right numbers, to support the delivery of excellent healthcare and health improvement

- 1. Excellent education and training
- 2. Competent and capable staff
- 3. Adaptable and flexible workforce
- 4. NHS values and behaviours
- 5. Widening participation

- Meet standards set by independent regulatory/ statutory bodies
- Promote, professional development Research utilisation and innovation
- Support the NHS constitution values and behaviours
- Promote health and wellbeing and address health inequalities
- Promote effective team and multidisciplinary working
- Respond to changing service demands
- Meet strategic national & local workforce & commissioning plans

Excellent experience for staff (inc. students / trainees) and patients

Effectiveness

Safety

National Required Indicators for 2012/13

- 1. Board level engagement in workforce planning, education, training and leadership of all staff.
- 2. Safe trainee/student supervision



“The quest stands upon the edge of a knife. Stray but a little, and it will fail, to the ruin of all. Yet hope remains while the company is true.”



J.R.R. Tolkien
The Fellowship of the Rings