

Paper 16

<b>Recommendation</b> <input type="checkbox"/> <b>DECISION</b> <input checked="" type="checkbox"/> <b>NOTE</b>	The Board is asked to receive the annual Education Report and note the highlighted areas of pressure/risk.
<b>Reporting to:</b>	<b>Trust Board</b>
<b>Date</b>	8 February 2018
<b>Paper Title</b>	Integrated Education Summary Report 2016-17
<b>Brief Description</b>	<p>The Trust has a considerable programme of education and training across the entire workforce, some of which is ongoing, to meet core skills and knowledge needs and some of which is designed to meet new and emerging risks and needs.</p> <p>It should be noted that the Equality Impact Assessment (Appendix A) identified areas for further investigation that form part of the Trust's Equality Delivery System (EDS2) Action Plan for 2017-18 and 2018-19.</p>
<b>Sponsoring Director</b>	Workforce Director
<b>Author(s)</b>	Head of Education and Education Leads from across the Trust
<b>Recommended / escalated by</b>	<b>Workforce Committee</b>
<b>Previously considered by</b>	
<b>Link to strategic objectives</b>	<p>SAFEST AND KINDEST - Develop innovative approaches which deliver the safest and highest quality care in the NHS causing zero harm</p> <p>VALUES INTO PRACTICE - Value our workforce to achieve cultural change by putting our values into practice to make our organisation a great place to work with an appropriately skilled fully staffed workforce</p>
<b>Link to Board Assurance Framework</b>	
<b>Equality Impact Assessment</b>	<p><input type="radio"/> <b>Stage 1 only (no negative impacts identified)</b></p> <p><input checked="" type="radio"/> <b>Stage 2 recommended (negative impacts identified)</b></p> <p><input type="radio"/> negative impacts have been mitigated</p> <p><input checked="" type="radio"/> negative impacts balanced against overall positive impacts</p>
<b>Freedom of Information Act (2000) status</b>	<p><input checked="" type="radio"/> <b>This document is for full publication</b></p> <p><input type="radio"/> <b>This document includes FOIA exempt information</b></p> <p><input type="radio"/> <b>This whole document is exempt under the FOIA</b></p>

# Integrated Education Summary Report 2016-17



*“We will focus on developing our people; all of our people make a contribution to the care our patients and their families receive.”*

*SaTH Organisational Strategy 2016*

## THE SHREWSBURY AND TELFORD HOSPITAL NHS TRUST INTEGRATED EDUCATION SUMMARY REPORT 2016-17

### FOREWORD AND CONTENTS

SaTH is committed to improving its services to patients and families in Shropshire and mid-Wales and we recognise that staff education and learning is a key element in addressing the challenges we face. As services are more and more pressurised, we recognise that efforts in training and developing staff can be frustrated if we fail to organise ourselves effectively, focus on our priorities, and keep our patients at the heart of our decision-making. Our strategic objectives reflect this and are particularly focused on effective working practices (Transforming Care Institute), effective Leadership at all levels (Leadership Academy) and continual improvement in clinical skills.

At an individual level, education and learning, together with new ways of working can result in new skills and confidence. This supports staff engagement and commitment to the work of the organisation and improves our services to our patients. As pressures grow in the NHS and time is even more precious, it is becoming a priority that we are able to release staff from their pressured day-to-day roles so that they have protected time and space to reflect and learn new skills. This is one way in which the Trust will truly become a 'learning organisation'. We continue to explore the process of identifying how we characterise SaTH as a 'learning organisation' in 2017-18 and this is an explicit element of the People Strategy. In addition, we are working towards formal recognition of SaTH as a Teaching Trust, reflecting the significant contribution of the Trust to the development of large numbers of clinicians at the beginning of their careers.

In addition to focusing on getting the basics right, such as our multi-disciplinary core clinical skills training and meeting our statutory and mandatory training requirements, we will support education and learning that helps staff embrace new technologies and more flexible ways of working, particularly as we embrace service reconfiguration across the healthcare economy and in support of the Sustainability and Transformation Partnership in Shropshire.

We value the skills and learning of every single member of the team in SaTH and support them to develop further to make our service to patients even safer and kinder.

**Victoria Maher**  
Workforce Director

**Edwin Borman**  
Medical Director

**Deirdre Fowler**  
Director of Nursing and Quality

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## SECTION A - INTRODUCTION AND LINKS TO STRATEGIC OBJECTIVES

The significant challenges facing the Trust and its staff are identified in the Trust, Care Group and Directorate Strategic plans, and delivery of these is supported by the Trust's 5-year People Strategy. We identify, provide and resource learning opportunities for our staff that reflect the Care Quality Commission's guiding principles of services that are Safe, Effective, Caring, Responsive and Well-Led and which are directed by the Trust's Vision, Mission and Values. We continue to respond positively to the findings of the Francis Report, Cavendish, Carter, Berwick and Keogh Reviews as well as facing up to the local structural issues that impact negatively on the quality of our services and our performance. In common with many areas of the NHS, we also face significant cultural challenges, changing technologies and an increasingly difficult operating and financial environment.

Throughout all the structural, clinical and organisational changes, the various multi-disciplinary providers of education and learning within SaTH are challenged to respond flexibly, as well as planning proactively, for a significantly fast moving healthcare environment. Key challenges and the relevant areas of educational focus are shown below.

Identified Area of Challenge	2016-17 Education and Learning Focus
<b>Service Configuration and Pressures</b>	<ul style="list-style-type: none"> <li>• Priority support for specialised induction of new staff especially Nurses and HCAs</li> <li>• Continuing Nursing focus on clinical skills assessment and development through Clinical Practice Educator and Facilitator support – including targeted support for Emergency Department nursing skills</li> <li>• Targeted education interventions to address specific skills gaps when changing work areas or when services are reconfigured or services relocated to provide improved patient services</li> <li>• Engagement and support for STP including workforce and education workstreams across the healthcare economy</li> <li>• Leadership Development programmes including launch of the Leadership Academy and delivery of Values based programmes</li> </ul>
<b>Delivering Core Standards</b>	<ul style="list-style-type: none"> <li>• Effective workforce planning and role design includes planning for education</li> <li>• Focus on Maternity Services education and the Women and Children's Safety Improvement Plan</li> <li>• Education aligned to Trust objectives, competence based and, wherever practicable, assessed.</li> <li>• Implementation of effective values-based appraisal focused on supporting staff to achieve with a link to incremental progression</li> </ul>
<b>Quality of Services</b>	<ul style="list-style-type: none"> <li>• Support for the Transforming Care Institute programme with a systematic approach to engaging staff in learning about and adopting improvement methodologies</li> <li>• CQC and CQINN outcomes, focusing staff daily efforts on the highest clinical priorities including reducing falls, pressure ulcers, healthcare acquired infections, serious incidents</li> <li>• Focus on three priority areas - end of life care, acute medical needs, dementia care</li> <li>• Responding to identified areas of practice that require improvement, particularly as a result of incidents, inspections and audits</li> <li>• High quality clinical student placements support a sustainable skilled and caring workforce</li> <li>• Medical &amp; Clinical Education meets core Educational Quality standards and fully supports revalidation</li> <li>• Improved data for monthly Workforce Performance Indicators that show Care Groups how they are doing</li> <li>• Effective leadership development programmes designed and supported by Executive Directors</li> </ul>

Identified Area of Challenge	2016-17 Education and Learning Focus
	<ul style="list-style-type: none"> <li>• Achievement of statutory &amp; mandatory training targets support safe and quality services to patients</li> </ul>
<b>Improving Staff Engagement at all Levels</b>	<ul style="list-style-type: none"> <li>• Continued support for education around values based recruitment implementation for all levels of recruitment</li> <li>• Continued refinement of values based induction programme for all staff</li> <li>• Investment in Leadership and management development to improve effective engagement with staff and teams including embedding the Strengths Deployment Inventory (SDI) diagnostic tool in leadership practice</li> <li>• Development of a coaching culture that supports staff engagement and performance</li> <li>• Workforce health and wellbeing initiatives to improve attendance, performance &amp; morale</li> <li>• The measurement of key engagement indicators is supported by robust action plans</li> </ul>
<b>Sustainable Services and Financial Strength</b>	<ul style="list-style-type: none"> <li>• The 5-year People Strategy and Workforce Plan outlines the proposed staffing numbers and skill mix required to meet service requirements, including education plans. This is kept under review as service configuration plans are developed.</li> <li>• The continuing provision of excellent medical and clinical student placements helps ensure the sustainability of clinical services and are reported quarterly via the Learning and Development Agreement Census to access funding support,</li> <li>• Education teams source and manage ring-fenced educational funding from a variety of sources to release pressure on organisational funds, highlighting areas of concern</li> <li>• Robust, valid and focused organisational objectives ensure demonstrable multi-disciplinary Education contribution to Trust performance</li> </ul>

The Trust organisational model for Education is that of delegated responsibilities for educational and learning activities that are organised, delivered, recorded and monitored by a variety of teams and individuals in the Trust. Responsibility and oversight at Director Level is maintained by the Workforce Director, Medical Director and Director of Nursing and Quality.

Education activity in SaTH is supported and guided by Health Education England – Midlands Central and North. The national NHS Leadership Academy provides a national framework for leadership education and professional bodies provide frameworks and guidance. Additionally we work closely with a range of educational partners to achieve our objectives, including Universities and Higher Educational Institutes.

Continuing to underpin all our education and learning programmes and partnerships is the provision of an excellent and quality assured Library service that supports the delivery of an evidence-based service to our patients and that provides integrated services to our Commissioning and Community Health partners via Service Level Agreements.

## ORGANISATIONAL STRATEGY





## SECTION B –INTEGRATED EDUCATION REPORTS

### Staffing and Service Pressures

Pressure on service areas particularly around staffing shortages, financial pressures and the drive to reduce agency/bank usage has impacted significantly on training attendance. It should be noted that during 2016-17, training attendances reduced by 11.5% from the previous year and this is a significant factor in our failure to meet our statutory and mandatory training targets. We continue to try to mitigate this by the provision of tailored and flexible learning that meets the needs of teams and individuals.

### Financial and Resourcing Pressures

During 2016-17, a continuing key organisational focus was ensuring that members of staff in clinical roles have access to underpinning knowledge and skills development and the Trust accessed over £130,000 from the ring-fenced Learning Beyond Registration NHS funds to support continuing professional development of registered healthcare staff in nursing, midwifery, allied health professionals and healthcare scientists.

A key resourcing achievement in 2016-17 was the opening of the Copthorne Clinical Training Centre (CCTC) to provide appropriate training space and enable the TCI to move into the Link Dining Room. This was done with no capital cost to the Trust as a small grant from Health Education England enabled the minor works to be completed to provide a very basic clinical training space. Ongoing revenue costs are met from the Corporate Education non-pay training expenses budget. This means that the Trust is able to provide sufficient Statutory and Mandatory training places for every member of staff provided they are able to book in advance and be released from their work areas. In addition, nursing clinical skills training can be supported in this multi-disciplinary area with no additional cost – newly appointed Nurses and Healthcare Assistants are already benefitting from this development. Areas of key focus have included Audiology and Healthcare Sciences which are subject to commercial and service pressures in terms of sustainability,

Future developments for this area may include computer networking, upgrading presentation equipment, improving the soundproofing of rooms for effective teaching and implementing some form of temperature control in the training rooms.

### Quality and Safety - Combined Education Focus

- Transforming Care Institute education programme which has a systematic approach to engaging staff in learning about and adopting measurable improvement methodologies and tools
- CQC and CQINN outcomes, focusing staff daily efforts on the highest clinical priorities including reducing falls, pressure ulcers, healthcare acquired infections, serious incidents
- Focus on three priority service areas - end of life care, acute medical needs, dementia care
- Responding to identified areas of practice that require improvement, particularly as a result of incidents, inspections and audits - in particular the Women and Children's Safety Improvement Plan
- High quality clinical student placements that support a sustainable skilled and caring workforce
- Medical & Clinical Education that meets core Educational Quality standards and fully supports revalidation
- Undergraduate Medical Education following Tomorrow's Doctors GMC 2009 ensuring safe standards of Clinical Procedural skills
- Undergraduate Medical Education courses in High Fidelity Simulation, ILS, Acute Illness Management, and SECO focusing on patient safety outcomes and leadership to improve student experience
- Improved data quality for monthly Workforce Performance Indicators show Care Groups how they are doing
- Effective leadership development programmes designed and supported by Executive Directors
- Achievement of statutory & mandatory training targets that support safe and quality services



Priority Areas of Activity	Some Key Activity and Outcomes 2016-17
<b>Audiology Education and Training</b>	
<p><b>Key priorities for 2016-17 have included:</b></p> <ul style="list-style-type: none"> <li>• Further development of advanced Paediatric assessment and rehabilitation skills, together with Advanced Complex adult diagnostics and specialist skills</li> <li>• Continuing to review competencies and skills across adult and paediatric audiology and embed skills assessments in line with IQIPS recommendations</li> <li>• Investing in developing Leadership Capabilities across the Audiology team to lead innovations in community centres</li> <li>• Embedding Health and Safety culture by investing in staff training in risk assessments/IOSH particularly those in centre lead roles and senior staff</li> </ul>	<ul style="list-style-type: none"> <li>• LBR funding/Head and Neck Charitable funds enabled staff to attend Audiology conferences, Newborn hearing refresher course and 2 Paediatric Master classes to <b>update staff on clinical practice</b> and current research</li> <li>• <b>Masters level learning</b> completed for 2 members of staff with dissertations completed on dementia and hearing loss and one on Evaluating intervention with hearing aid volunteers.</li> <li>• <b>Leadership capabilities</b> embedded through e-learning/transformation courses/masters/SDI analysis which has resulted in improving care pathways and innovative thinking. Three Band 6 staff have now had further leadership/appraisal training and now manage staff. A robust competency framework sustained.</li> <li>• <b>Health and Safety knowledge:</b> 2 staff completed IOSH training and seven staff completed risk assessment training</li> </ul>
<b>Corporate Education</b>	
<p><b>Key priorities for 2016-17 have included:</b></p> <ul style="list-style-type: none"> <li>• Continued provision of education programmes on Appraisal for Managers to support implementation</li> <li>• Refinement of monthly training reports to give line managers the information they need, including data quality work with Medical Directorate</li> <li>• Investing in developing Leadership Capabilities across the Audiology team to lead innovations in community centres</li> <li>• Embedding Health and Safety culture by investing in staff training in risk assessments/IOSH particularly those in centre lead roles and senior staff</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal rates remained consistently over 80% although the Trust target of 100% was not achieved.</li> <li>• Appraisal electronic submission form established &amp; working well</li> <li>• Appraisal data merged into Statutory &amp; Mandatory Report for easier reviewing by line managers</li> <li>• Medical appraisal data more closely linked to medical performance data</li> <li>• Training programmes delivered according to demand in Appraisal for line managers, Equality and Diversity Awareness, Equality and Diversity for Line Managers</li> <li>• E-learning on non-clinical systems IT systems delivered by free to access IT Skills Pathways learning programmes supported by 1:1 sessions and drop in clinics delivered by Corporate Education Advisor (Fire Trainer).</li> </ul>
<b>Corporate Nursing Education and Training</b>	
<ul style="list-style-type: none"> <li>• In nursing, the priority continues to be to provide practical skills training and assessment, particularly in:             <ul style="list-style-type: none"> <li>○ Medicines management and administration</li> <li>○ IV Administration</li> <li>○ Cannulation,</li> <li>○ Venepuncture</li> <li>○ Tissue Viability</li> <li>○ Catheterisation male / female</li> <li>○ Dementia</li> </ul> </li> <li>• End of Life Care</li> <li>• NG feeding tube insertion and management</li> <li>• Deteriorating patient</li> <li>• Nutrition and Hydration</li> <li>• Supporting newly appointed staff in RGN and HCA roles</li> <li>• Supporting multi-professional training</li> <li>• Role development to meet service</li> </ul>	<ul style="list-style-type: none"> <li>○ Clinical assessors identified and trained for all key areas to assess all qualified RGNs</li> <li>○ Monthly compliance reports published</li> <li>○ 282 staff trained in IV skills - 258 qualified RGNs</li> <li>○ 130 staff trained in cannulation – 90 qualified RGNs</li> <li>○ 134 RGNs trained in venepuncture – 96 qualified RGNs</li> <li>○ 721 Staff trained in EOLC</li> <li>• 215 staff trained in Dementia awareness</li> <li>• 22 RGNs trained in Male Catheterisation</li> <li>• 39 RGNs trained in Safe placement of Nasogastric Feeding Tube</li> <li>• Extended Simman (simulation) sessions for Trust staff delivered in 2016-17 with increased attendance of nursing staff to enhance multidisciplinary communication, leadership, human factors knowledge and teamwork</li> <li>• Development of core clinical competencies for all band 5 and 6 registered Nursing and Midwifery staff. Band 7/8 in development</li> <li>• Delivery of Master Class for Band 6 Nursing Sisters and Charge Nurses with a focus on resilience, accountability and Professionalism</li> </ul>

Priority Areas of Activity	Some Key Activity and Outcomes 2016-17
<p>challenges eg Non-Medical prescribing</p> <ul style="list-style-type: none"> <li>• Provision of high quality student placements for trainee nurses, Operating Department Practitioners in conjunction with Higher Education Institutes</li> <li>• Learning Beyond Registration funding used to meet clinical and service requirements as well as supporting individual Continuing Professional Development</li> </ul>	
<b>Health and Safety and Fire Safety</b>	
<ul style="list-style-type: none"> <li>• Annual programme of training to support key identified risks</li> <li>• Focus on Stress and resilience</li> <li>• Focus on Fire Safety training and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Stress and resilience incorporated into Supervisor Development programmes</li> <li>• Health and Safety Incorporated into Statutory Safety Updates and tailored for departmental programmes eg: Estates and MES includes vibration, noise and working at heights, and for Housekeepers and Medical Records includes working at height awareness esp. ladders and steps</li> <li>• Annual programme includes               <ul style="list-style-type: none"> <li>• COSHH</li> <li>• DSE</li> <li>• First Aid</li> <li>• IoSH Managing Safely</li> <li>• Stress risk assessment and risk management</li> </ul> </li> <li>• Sharpsmart e-learning completions reach 275 in 2016-17</li> <li>• Risk based training (eg Asbestos awareness and management)</li> </ul>
<b>Healthcare Scientists and Pharmacy</b>	
<ul style="list-style-type: none"> <li>• Supporting the education of Pharmacy Support Workers, Technicians and Pharmacists</li> <li>• Delivery of Medicines Management on Medical SSU programme, Undergraduate Medical Education and Postgraduate Medical Education Programmes</li> <li>• Continued Effective Use of LBR within Radiology</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of NVQ level 2 and 3 by Pharmacy Support Workers and Technicians</li> <li>• In-house development of pharmacy assessors</li> <li>• Checker Technician education supported</li> <li>• Good results in Pharmacy Quality Assurance programme assessment</li> <li>• Undergraduate placements supported by a range of Pharmacy and Healthcare science departments</li> <li>• Continued embedding of NHS Modernising Scientific Careers programme</li> <li>• Development of Advanced Practice in Ultrasound, developing a Consultant Breast Radiographer</li> <li>• Maintenance of clinical standards within Advanced Practitioners via CPD</li> </ul>
<b>Leadership and Management Education</b>	
<ul style="list-style-type: none"> <li>• Continued delivery of Trust Leadership Programme</li> <li>• Further development of Trust coaching culture</li> <li>• Delivery of Trust Leadership conference</li> <li>• Supporting Trust managers through a programme of workshops and development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Development of Leadership Academy with launch in 2017-18</li> <li>• Trust Leadership Conference on the theme of Leading with Kindness run with around 220 attendees</li> <li>• 24 accredited coaches in Trust coaches – over 100 staff accessed Trust coaches in 2016-17</li> <li>• Leadership and management development workshops delivered including Values based Interviewing and Values Based Conversations, Managing Finance, Prince Project Management, Appraisal, Equality and Diversity for Managers, HR workshops for Managers</li> <li>• Supervisor Development core skills programme developed and implemented with positive evaluation from candidates and line</li> </ul>

Priority Areas of Activity	Some Key Activity and Outcomes 2016-17
	managers
<b>Library &amp; Knowledge Services</b>	
<ul style="list-style-type: none"> <li>• Embedding improved profile of service as more than just a student resource.</li> <li>• Continued focus on sustainability of information resources in consideration of pressures on expenditure and subscription increases.</li> <li>• Expansion of user-driven acquisition with reduced lead-times.</li> </ul>	See Appendix B for annual report
<b>IT Clinical Systems Training</b>	
<p>The key objective of the Patient Administration System (PAS) Training Team is to identify new starters as soon as they start their roles and provide the PAS training required for them to commence their respective work.</p>	<ul style="list-style-type: none"> <li>• Provision of Training in Class room style sessions, Bespoke 'Group' sessions, One to One sessions, Work-place based</li> <li>• Register of training maintained to ensure refresher requirements are managed</li> <li>• A register of staff and their privilege templates are recorded, reviewed and monitored by the PAS Training Team</li> <li>• Data Quality included in PAS training</li> </ul>
<b>Medical Education (Undergraduate, Postgraduate and Senior)</b>	
<ul style="list-style-type: none"> <li>• Improved Trust governance and assurance arrangements for Medical Education</li> <li>• Work with Keele University to plan for increased medical undergraduate placements</li> <li>• Increase inter-professional training with a long-term plan of resource sharing</li> <li>• Development and delivery of programmes of simulation</li> <li>• Improvement in training and education facilities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Senior Medical Education</b></li> <li>• Embedding Medical Education Committee to consider education issues including Undergraduate, Postgraduate and other doctors in training.</li> <li>• Design and delivery of DEEP education and training sessions (modules 7 &amp; 8) to over 400 attendees</li> <li>• Medical Appraiser Training for New Appraisers delivered once</li> <li>• Medical Appraiser Refresher Training, including Appraisal of Educational Supervisors delivered once</li> <li>• CPD programme for doctors including Informed Consent Training</li> <li>• Robust recording and professional and educational support for Revalidation</li> <li>• Support for Compact development and delivery, incl focussed work groups</li> <li>• Master class on Compacts and Culture delivered by Mary Jane Kornacki and Jack Silversin</li> <li>• <b>Undergraduate Medical School</b></li> <li>• Continued successful delivery of Keele curriculum to increased number of students with excellent quality assurance reviews.</li> <li>• Continued development of education provision at SaTH as part of Keele Medical School</li> <li>• Increased number of tutors obtaining formal educational training and formal educational CPD events</li> <li>• Flexible library access arrangements implemented for students leading up to key exam periods</li> <li>• Keele University commendations of the Trust including leadership, communications with students, tutor support, inter-professional education simulation events, library services and administration</li> <li>• Excellent student feedback , particularly around access to flexible clinical skills training</li> <li>• Close working between Undergraduates and Doctors in training facilitated</li> <li>• <b>Postgraduate Medical Education</b></li> <li>• Tenure of current Postgraduate Clinical Tutor will expire during 17/18</li> <li>• Leadership and Teamwork for Foundation Year 1 and 2 Doctors to be increased and collaborative working with local Army Reserves is</li> </ul>

Priority Areas of Activity	Some Key Activity and Outcomes 2016-17
	<p>to be trialled</p> <ul style="list-style-type: none"> <li>• End of Year Celebration to be organised for Foundation trainees due to leave the Trust in August 2017 – which will incorporate an FY1 and FY2 of the Year Award</li> <li>• New dedicated Clinical Skills Laboratory at Princess Royal Hospital opened in January 2017</li> <li>• Existing Clinical Skills equipment at Princess Royal Hospital due to be upgraded during 2017</li> <li>• In December 2016 all Foundation Year 1 doctors moved over the 2016 Junior Doctor Contract. Medical Education worked closely with Medical Staffing and the Guardian of Safe working to ensure that this transition happened smoothly and liaised with all training departments to ensure work schedules for each trainee were produced. Medical Education have also provided support in response to exceptions raised by trainees.</li> <li>• The Medical Education Department continue to run full day Inter Professional Education Simulation Training sessions for FY1 and FY2 trainees.</li> <li>• Peer to peer teaching (RAISE) incorporated into the FY1 Induction Programme for August 2016. The teaching included sessions on a number of pertinent medical topics including Sepsis, Blood Transfusion and Falls and was introduced to help ease the transition from Medical School / overseas into the Trust highlighting specific Trust protocols, equipment and procedures. The session will be a permanent fixture on the induction programme.</li> <li>• CPD Sessions for Trainers / Consultants commenced in February 2016.</li> <li>• Introduction of bi Monthly Medical Education newsletter</li> <li>• Medical Education have facilitated and organised 5 Train the Trainer Courses during 16/17 - attended by 154 Consultants (in-house and external)</li> <li>• Preparation for launch of e-learning support package for supervisors of less than full time trainees in 2017-18</li> </ul>
Statutory & Mandatory Training	
<p>2016-17 saw a focus on:</p> <ul style="list-style-type: none"> <li>• Compliance rates</li> <li>• Completion of action plans</li> <li>• Identifying and offering support to Wards, Depts &amp; individuals with poor compliance records</li> <li>• Further review of content, length and effectiveness of SSU programmes</li> <li>• Supporting the introduction of a fully comprehensive SSU programme by W&amp;C services &amp; other tailored departmental programmes</li> <li>• Improved record keeping and reporting</li> <li>• Improving training facilities for Stat and Mandatory training</li> </ul>	<ul style="list-style-type: none"> <li>• Statutory Safety Update (SSU) compliance reached 81% at beginning of February 2017 immediately prior to the decision to implement a training pause – compliance has not recovered since and remains below 80%</li> <li>• Failure to attend (DNA) rate increasing in Statutory training</li> <li>• revised - new structure of SSU now well established and feedback has been positive</li> <li>• Working with Ward Managers to help raise compliance</li> <li>• Implementation of new administrative processes to support managers to ensure attendance by staff i.e. reminder emails to individuals and lists of staff booked sent to line managers</li> <li>• E-learning stalled - lack of progress on ESR/OLM Self Service</li> <li>• Development of reporting system within HEE eLFH environment means access to more eLearning</li> <li>• Supported 'Access to eLearning' sessions on offer</li> <li>• Plans to move from the National Skills Academy platform to the eLFH platform during 2018</li> <li>• Record keeping and Data records (ESR/OLM)</li> <li>• Self Service Portal moved with no negative affects</li> <li>• Better environment within self service</li> <li>• Plans to use ESR/OLM as our compliance, reporting &amp; booking system once Employee Self Service rolled out</li> </ul>

Priority Areas of Activity	Some Key Activity and Outcomes 2016-17
<b>Vocational Learning</b>	
<ul style="list-style-type: none"> <li>Target of 120 people undertaking an apprenticeship framework (HEWM revised target)</li> <li>Promote Apprenticeship take-up</li> <li>Support the HCA Values based recruitment and induction process</li> <li>Support introduction of new roles and access to development at Level 4/5</li> </ul>	<ul style="list-style-type: none"> <li>95 Apprenticeship Frameworks undertaken (3 Further members of staff enrolled who were not eligible for the apprenticeship pathway as already hold higher level qualifications)</li> <li>The Trust was recognised again for its activity in this area by Health Education West Midlands NHS Apprenticeship Awards</li> <li>Bi-monthly road shows held at RSH and PRH together with vigorous promotional work being undertaken to meet target set</li> <li>Maintenance of excellent Vocational Centre external assessments from awarding body</li> <li>All prospective HCA Applicants tested for numeracy and literacy levels prior to interview. Literacy assessments carried out with 17 other members of staff</li> <li>7 requests for functional skills support received and 5 individuals referred for further support</li> </ul>
<b>Women and Children's Services</b>	
<p>Safety Improvement Plan and implementation of recommendations</p> <p>Implement a comprehensive training programme and improve compliance with Electronic Fetal Monitoring training</p> <p>Continuing improvement in Education processes and compliance</p> <p>Increase opportunities for Multidisciplinary learning and team work to include Human factors training and participation in Live drills within clinical areas</p> <p>Improve compliance with Safeguarding Training requirements</p> <p>Improve Practical skills training and</p>	<ul style="list-style-type: none"> <li>Maternity Safety Training bid from NHSE successful – 60k to be spent on improving staff education</li> <li>Sign up to Safety – Safety Improvement Plan</li> <li>Saving Babies Lives Care bundle</li> <li>Delivery Suite Coordinators have attended External CTG Master class training to enable dissemination of learning and clinical skills across the department</li> <li>Twice weekly group review of CTG on Delivery Suite: Multidisciplinary learning opportunity</li> <li>Improved compliance with K2 EFM eLearning package</li> <li>Completion of annual competency assessment as part of K2 training package</li> <li>EFM workshop including group review of case studies on Midwifery and Obstetric Mandatory training days</li> <li>Progression with planned amalgamation of Maternity Training Monitors with Trust Statutory and Mandatory Training database to provide greater oversight</li> <li>Development of Multidisciplinary Maternity Training Faculty</li> <li>Review of current Mandatory training requirements</li> <li>Expansion of eLearning to enhance quality and access to training</li> <li>Multidisciplinary training in simulation and human factors. Presentations on mandatory training days. Participation in simulation training attended by Obstetricians, Anaesthetists and Midwives</li> <li>Implementation of Live drills within clinical areas</li> <li>PROMPT 3 training attended in Bristol by Anaesthetist, Obstetricians and Midwives to facilitate the development of the Maternity Training Faculty and provide advanced skills training for facilitators of mandatory training in preparation for roll out of PROMPT 3 as part of mandatory Training Plan for 2018-9</li> <li>Increased training opportunities at appropriate level including WRAP training, eLearning, Safeguarding Children training on Maternity SSU</li> <li>Inclusion of eLearning to provide additional training opportunities</li> <li>Opportunities to attend Safeguarding meetings and shadowing</li> </ul>

Priority Areas of Activity	Some Key Activity and Outcomes 2016-17
<p>compliance</p> <p>To provide newly registered Midwives with a Preceptorship programme to support the consolidation of skills attained during midwifery training and to further develop clinical competencies and confidence.</p> <p>Continuing development of Midwives advanced skills in Examination of the Newborn, Neonatal Life Support And Neonatal Stabilisation (MIST).</p>	<p>of Specialist Midwives</p> <ul style="list-style-type: none"> <li>• Clinical assessors identified and trained for key areas to assess qualified midwives in clinical skills to include Venepuncture, Cannulation and IVI.</li> <li>• New programme developed and implemented. 14 newly registered midwives entered the programme in September 2017.</li> <li>• LBR funding provided opportunity Midwives to attend NLS and Examination of the Newborn courses.</li> <li>• MIST course in conjunction with West Midlands ambulance service providing advanced skills training with a focus on multidisciplinary learning.</li> </ul>
Workforce Transformation and OD – Widening Participation & Apprenticeships	
<ul style="list-style-type: none"> <li>• Maximise quality work experience placements across the Trust</li> <li>• Support NHS and other Careers events to increase awareness and profile of SaTH in the community</li> </ul>	<ul style="list-style-type: none"> <li>• 138 work experience placements supported for Year 10 and 12 students and BTEC courses</li> <li>• Centralised approach to work experience placements and support packs introduced to support teams with the provision of a safe and secure environment as we can identify any person on a placement with SaTH at any given time. This has also assisted with accurate quarterly reporting of activity to Health Education England.</li> <li>• Positive work experience feedback – increasing demand</li> <li>• Work Related Learning Week run for school students too young for clinical placements</li> <li>• Step Into the NHS Careers Fair supported in partnership with NHS Trust's in Shropshire with over 250 students attending the day</li> <li>• SaTH ran its seventh 'Get Into Hospital Services' programme with 11 participants completing the programme and 4 gaining employment.</li> <li>• A number of careers events supported at schools and colleges across Shropshire with positive feedback</li> <li>• Telford &amp; Wrekin Council Apprenticeship Show attended</li> <li>• 80 Apprentice</li> <li>• Preparation for Apprenticeship Levy undertaken</li> <li>• New roles developed – 8 Associate Nurses trainees started on national 2-year pilot with University of Wolverhampton</li> <li>• 9 staff engaged on Foundation Degree programmes</li> </ul>

## SECTION C – ENSURING EQUALITY OF ACCESS

Ensuring equality of access to education and learning opportunities is a key way of developing the talents of all our diverse staff. In addition it demonstrates Trust Values in practice and is a legal requirement in meeting the NHS Equality Delivery System (EDS2). An analysis of access by Protected Characteristics (Equality Act 2010) at Appendix A shows considerable positive correlation between the Trust staff profile and staff accessing training and development. Areas that may require further investigation during 2017-18 are marked with an asterisk (\*). These will also be incorporated into the Trust's Equality Delivery System (EDS2) action plan.

## SECTION D – SOME KEY AREAS OF PRIORITY FOR 2017-18

### Planning and Resources

- Planning for reduction in Learning Beyond Registration funding in 2017-18 with reduction to zero expected in 2018-19
- Define and start to implement Learning Organisation concept in SaTH with measurable outcomes along with focus on involving patients and service users in learning and development
- Support service reconfigurations by identifying learning and skills needs and planning for these to be met – including the introduction of new clinical roles and models

### Clinical and Medical Education

- Continue to develop suitable facilities in the Copthorne Clinical Training Centre for the provision of Statutory and Mandatory training at RSH to enable expanded capacity and delivery as well as providing space for delivery of clinical skills training and simulation
- Ensuring appropriate development support for specialist areas, especially specialty nursing
- Identify and provide key skills development required for flexible and effective service delivery
- Continue to embed and deepen clinical knowledge in complex adult and paediatric patients such as tinnitus, hyperacusis, balance, dementia, tissue viability, diabetes care etc to provide the best clinical outcomes
- Continue implementation of Healthcare Assistant Update study days
- Ensure newly appointed nurses and HCAs, including overseas, are suitably prepared for role
- Increase nursing and clinical role resilience and flexibility
- Review and implement Undergraduate Administration and Tutor support arrangements for increased student numbers

### Leadership Education

- Redesign and re-launch leadership development programmes within the framework of a SaTH Leadership Academy with focus on areas of under-development such as Systems Leadership and Patient and Service User Engagement
- Ensure continuing implementation of Transforming Care Methodology in SaTH with 2,000 staff pa impacted by education programmes and activities
- Support development of coaching culture and practice by introduction of peer coaching supervision and CPD programmes
- Increase manager and supervisor competence – full launch of Supervisor and Team Leader Development Programme

### Compliance and Governance Arrangements

- Improve education record keeping, analysis and monitoring across all disciplines
- Achieve Statutory and Mandatory training compliance targets
- Increased focus on identifying and evaluating outcomes from education and training activity – particularly through establishment of Education and Medical Education Committees with robust governance arrangements



## References

Berwick D (2013) [A promise to learn – a commitment to act: improving the safety of patients in England](#). London: Department of Health.

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Department of Health and NHS Commissioning Board (2012) [Compassion in practice – nursing, midwifery and care staff – our vision and strategy](#). London: Department of Health.

Francis R (2013) [Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry](#). London: The Stationery Office.

Keogh B (2013) [Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report](#). London: NHS England.

## Integrated Education Summary Report 2016-17

## Appendix A – Equality and Diversity Learning and Education Access Data

E&D Profile - 2016-17				
(calculated by individual staff accesses to Learning and Education as compared to staff headcount and %)				

*Total recorded accesses (on ESR/OLM) to training and development reduced in 2016-17 by 11.5% from 29775 in 2015-16 – this is probably a result of workforce and service pressures*

Age Band	Headcount	Percentage	No of accesses	Percentage
16 - 20	65	1.10%	621	2.36%
21 - 30	1136	19.24%	6191	23.48%
31 - 40	1217	20.62%	5390	20.45%
41 - 50	1566	26.53%	6678	25.33%
51 - 60	1563	26.48%	6333	24.02%
60+	356	6.03%	1150	4.36%
<b>Grand Total</b>	<b>5903</b>	<b>100.00%</b>	<b>26363</b>	<b>100.00%</b>

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Disabled	Headcount	Percentage	No of accesses	Percentage
No	4500	76.23%	20857	79.11%
Not Declared	1269	21.50%	4860	18.43%
Yes	134	2.27%	646	2.45%
<b>Grand Total</b>	<b>5903</b>	<b>100%</b>	<b>26363</b>	<b>100.00%</b>

Religious Belief	Headcount	Percentage	No of accesses	Percentage
Atheism	580	9.83%	2831	10.74%
Buddhism	30	0.51%	100	0.38%
Christianity	2975	50.40%	13999	53.10%
Hinduism	94	1.59%	245	0.93%
Not Declared	1881	31.87%	7645	29.00%
Islam	104	1.76%	342	1.30%
Judaism	2	0.03%	10	0.04%
Other	207	3.51%	1057	4.01%
Sikhism	30	0.51%	134	0.51%
<b>Grand Total</b>	<b>5903</b>	<b>100.00%</b>	<b>26363</b>	<b>100.00%</b>

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Ethnicity	Headcount	Percentage	No of accesses	Percentage
Asian or Asian British	333	5.64%	1173	4.45%
Black or Black British	97	1.64%	465	1.76%
Chinese or Other Ethnic Group	162	2.74%	800	3.03%
Mixed	47	0.80%	264	1.00%
Not Declared	76	1.29%	311	1.18%
White	5188	87.89%	23350	88.57%

<b>Grand Total</b>	<b>5903</b>	<b>100.00%</b>	<b>26363</b>	<b>100.00%</b>
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<b>Sexual Orientation</b>	<b>Headcount</b>	<b>Percentage</b>	<b>No of accesses</b>	<b>Percentage</b>
Bisexual	26	0.44%	146	0.55%
Gay	21	0.36%	84	0.32%
Heterosexual	4048	68.58%	18937	71.83%
Not Declared	1796	30.43%	7116	26.99%
Lesbian	12	0.20%	80	0.30%
<b>Grand Total</b>	<b>5903</b>	<b>100%</b>	<b>26363</b>	<b>100.00%</b>

<b>Gender</b>	<b>Headcount</b>	<b>Percentage</b>	<b>No of accesses</b>	<b>Percentage</b>
Female	4724	80.03%	21909	83.11%
Male	1179	19.97%	4454	16.89%
<b>Grand Total</b>	<b>5903</b>	<b>100%</b>	<b>26363</b>	<b>100.00%</b>

\*

<b>Marital Status</b>	<b>Headcount</b>	<b>Percentage</b>	<b>No of accesses</b>	<b>Percentage</b>
Civil Partnership	13	0.22%	72	0.27%
Divorced	384	6.51%	1665	6.32%
Legally Separated	79	1.34%	408	1.55%
Married	3312	56.11%	13640	51.74%
Single	1878	31.81%	9466	35.91%
Not Declared	192	3.25%	904	3.43%
Widowed	45	0.76%	208	0.79%
<b>Grand Total</b>	<b>5903</b>	<b>100%</b>	<b>26363</b>	<b>100.00%</b>

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SaTH Supported - Records on ESR - Course / Competence – 2016-17	Staff Completions
223 ABLS - Adult Basic Life Support Training :ABLS:	33
223 Adult Protection :SA:	76
223 ALS - Advanced Life Support Provider Course - Adult Only :ABLS: :ILS:	73
223 Asbestos Awareness Training :H&S:	124
223 Cannulation and Venepuncture Training	168
223 Cannulation Training	51
223 Chest Drain Insertion Training	14
223 Child Protection Awareness :SC:2:	23
223 Conflict Resolution Foundation Excluding Breakaway 1/2 Day :CRT:	385
223 Conflict Resolution Refresher -Challenging Behaviour 1/2 Day :CRT:	33
223 Conflict Resolution Refresher Training :CRT:	14
223 Corporate Governance Away Day :H&S:	37
223 COSHH Risk Assessment Training :H&S:	18
223 Dementia & Butterfly Awareness	118
223 Dementia Awareness :DA:	6
223 Dementia Workshop :DA:	59
223 Diabetes Study Days	85
223 Dignity Workshop	61
223 Domestic Abuse Training	8
223 DSE Workstation Assessor Training :H&S:	17
223 Duty of Candour Training	60
223 End of Life Workshop	118
223 Equality & Diversity Awareness :E&D:	552
223 European Paediatric Advanced Life Support :PBLs: :PILS:	43
223 Falls Prevention Link Worker Course	21
223 First Aid - Emergency :H&S:	32
223 First Aid - Foundation :H&S:	18
223 First Aid - Refresher :H&S:	11
223 Food Safety Update Training :FS:	82
223 Fundamentals of Care Study Day	97
223 HR Briefings	87
223 ILS - Immediate Life Support Course - Adult Only :ABLS:	182
223 Induction Basic CPR - Adult Only :ABLS:	452
223 Induction Corporate Day 2015-2016 :SC: :SA: :IG: :FSA: :IPAC: :H&S: :E&D:	817
223 Induction Food Safety :FS:	156
223 Induction for HCAs 2013-2017	1215
223 Induction for International Nurses	40
223 Induction for Junior Doctors :ABLS:	61
223 Induction for Junior Doctors :PM&H:	8
223 Induction for Junior Doctors 2016 :BT: :ABLS: :IPAC: :PM&H:	35
223 Induction for Junior Doctors 2016 Sepsis, Dementia, :FSA: :IG: :BT:	64
223 Induction M & H for NPHs :LM&H:	265
223 Induction Medical Devices :MD:	131
223 Induction Moving & Handling for PHs :PM&H:	454
223 Infection Control Training :IPAC:	229
223 Information Governance Training :IG:	393

SaTH Supported - Records on ESR - Course / Competence – 2016-17	Staff Completions
223 Interprofessional Simulation Training	28
223 IOSH Working Safely :H&S:	23
223 IV Full Day - Foundation	153
223 IV Half Day - Update	88
223 KPO Away Team VS # RPIW # - 5 Days 2016-2018	75
223 KPO Introduction to Transforming Care Methodology - 1 Day 2016-2018	109
223 KPO Introduction to Transforming Care Report Out - 4 hrs 2016-2018	16
223 KPO Open House VS # RPIW # - 30 Mins 2016-2018	100
223 KPO Report Out VS # RPIW # - 1 hr 2016-2018	312
223 KPO Sponsor Development Day - 1 Day 2016-2018	31
223 KPO Staff Briefing - 30 Mins 2016-2018	165
223 KPO TCI Launch - 2 hrs 2016-2018	93
223 Learning Disability Awareness	40
223 Link Workers Course :H&S:	19
223 Lone Worker Device Training :H&S:	75
223 Lumbar Puncture Clinical Teaching	17
223 Making Every Contact Count :MECC:	232
223 Man Dev - Coaching Skills for Line Managers	27
223 Man Dev - Leadership in a Healthcare Environment	7
223 Man Dev - Managing Patient Safety and getting the most from Datix	7
223 Man Dev - Managing Patient Safety Root Cause Analysis	19
223 Man Dev - Meaningful Appraisals for Appraisers	94
223 Man Dev - Values Based Leadership Development 3 day (Cohort 17-20) 2016	184
223 Managing a Deteriorating Patient	72
223 Medical Induction Day 2 :PM&H: :IPAC: :ABLS: :PBLs:	82
223 Medical Records Training	52
223 Mental Capacity - Deprivation of Liberty Safeguards :SA:	98
223 Mental Capacity Act - Awareness for All Staff :SA:	72
223 Midwifery & Obstetrics Mandatory Training Day 1 :SC:3: 2016-2018	288
223 Moving & Handling Link Worker 2 Day Course	25
223 Moving & Handling Risk Assessor Course	24
223 Nasogastric Placement and PEG Feeding Tube Care	40
223 PBLs - Paediatric Basic Life Support Training :PBLs:	84
223 PILS - Paediatric Immediate Life Support Course :PBLs:	142
223 Pre-Retirement Course	79
223 Risk Assessment Workshop :H&S:	18
223 Safe Load Moving & Handling :LM&H:	93
223 Safe Load Moving & Handling Competency Training :LM&H:	103
223 Safe Patient Moving & Handling - Hoist Training	12
223 Safe Patient Moving & Handling - Ski Pad Evacuation	24
223 Safe Patient Moving & Handling :PM&H:	79
223 Safeguarding Children & Young People Level 3 :SC:3:	152
223 Safeguarding People at Risk inc. Domestic Abuse :SC: :SA:	384
223 SSU for Maternity 2015-2017 :ABLS: :SA: :FS: :PM&H: :IPAC: :FSA: :MD:	303
223 SSU for Medics :FSA: :IPAC: :PM&H: :ABLS:	89
223 SSU for Patient Handlers 2015-2017 :FSA: :PM&H: :ABLS: :FS: :IPAC: :BT:	1204

SaTH Supported - Records on ESR - Course / Competence – 2016-17	Staff Completions
223 SSU for Patient Handlers NWB - 2015-2018 :FSA: :PM&H: :ABLS: :IPAC: :H&S:	317
223 Statutory Departmental Training (Adhoc)	573
223 Statutory Fire Safety Awareness Training :FSA:	181
223 Statutory Medical Devices Training	18
223 Supervisor Development Programme - 6 day :E&D: :VMI:	14
223 Tissue Viability for HCAs	26
223 Tissue Viability Study Day	58
223 Values Based Courses	102
223 Venepuncture Training	23
223 Work Related Stress Workshop :H&S:	26
223 WSA/MSW Mandatory Training Day 1 :SC:3: :IG: 2016-2018	55
223 LOCAL 3Yearly AT IV Assessment	266
223 LOCAL 3Yearly AT Wound Dressing Assessment	86
223 LOCAL 3Yearly Cannulation Assessment	128
223 LOCAL 3Yearly Oral Meds Assessment	178
223 LOCAL 3Yearly Phlebotomy Assessment	17
223 LOCAL 3Yearly Venepuncture Assessment	111
223 LOCAL BT Revalidation Core	220
223 LOCAL BT-Administering Core	127
223 LOCAL BT-Collecting Core	535
223 LOCAL BT-eLearningModule1 Core	68
223 LOCAL BT-eLearningModules1&2 Core	345
223 LOCAL BT-Organising Core	125
223 LOCAL BT-RTCPack-Modules1&8 Core	6
223 LOCAL BT-RTCPack-Modules1,8&10 Core	179
223 LOCAL ConflictResolutioneLearning Core	422
223 LOCAL DisplayScreenEquipmentAssessor Core	19
223 LOCAL eLearning Safe Use of Insulin	30
223 LOCAL eLearning Safe Use of VVR Insulin	13
223 LOCAL eLearning-Medical-eInduction Core	55
223 LOCAL FallSafeCompetencyWorkbook	111
223 LOCAL FGM Female Genital Mutilation eLearning	112
223 LOCAL Fire Safety (Mandatory) Core	72
223 LOCAL FireSafetyAwarenesseLearning	655
223 LOCAL Food Safety CIEH Level 2	6
223 LOCAL Hand Hygiene Core	1369
223 LOCAL HCACompetenceWorkbook Core	160
223 LOCAL InformationGovernance Core	4130
223 LOCAL LearningDisabilityWorkbook	514
223 LOCAL LoadMoving& HandlingeLearning Core	724
223 LOCAL Local Induction	61
223 LOCAL Making Up Tristel Fuse	54
223 LOCAL MaskFitting3M	74
223 LOCAL MaskFitting3M6200	33
223 LOCAL MaskFittingAlphaSolway	50
223 LOCAL MaskFittingEasyMaskDuckbill	39
223 LOCAL MaskFittingEasyMaskUnvalvedCone	7
223 LOCAL MaskFittingMaskFail	18

SaTH Supported - Records on ESR - Course / Competence – 2016-17	Staff Completions
223 LOCAL MaskFitting3M6000	6
223 LOCAL MECCMakingEveryContactCount-eLearningModule1 Core	79
223 LOCAL NHSWMSafeguardingChildreneLearning	192
223 LOCAL NVQ Administration	27
223 LOCAL NVQ Portering & Security	6
223 LOCAL Prevent eLearning	76
223 LOCAL Prevention of Pressure Ulcer Workbook	50
223 LOCAL Safer Blood Collection Devices Refresher	157
223 LOCAL Sepsis Workbook	20
223 LOCAL SharpSmart eLearning	275
Airvo Training	40
Dementia The Butterfly Scheme Awareness :DA:	123
Making Sense of Spirituality Workshop	15
NHS MAND Equality, Diversity and Human Rights - 3 Years	765
Work at Height / Ladder Training :H&S:	166



## Our commitment

We believe that everyone needs the right knowledge in order to deliver the best patient care. We facilitate knowledge creation in four ways;

- by providing access to good quality evidence-based information
- by providing training on accessing and using that information
- by providing a safe environment, and
- by building on your motivation to learn

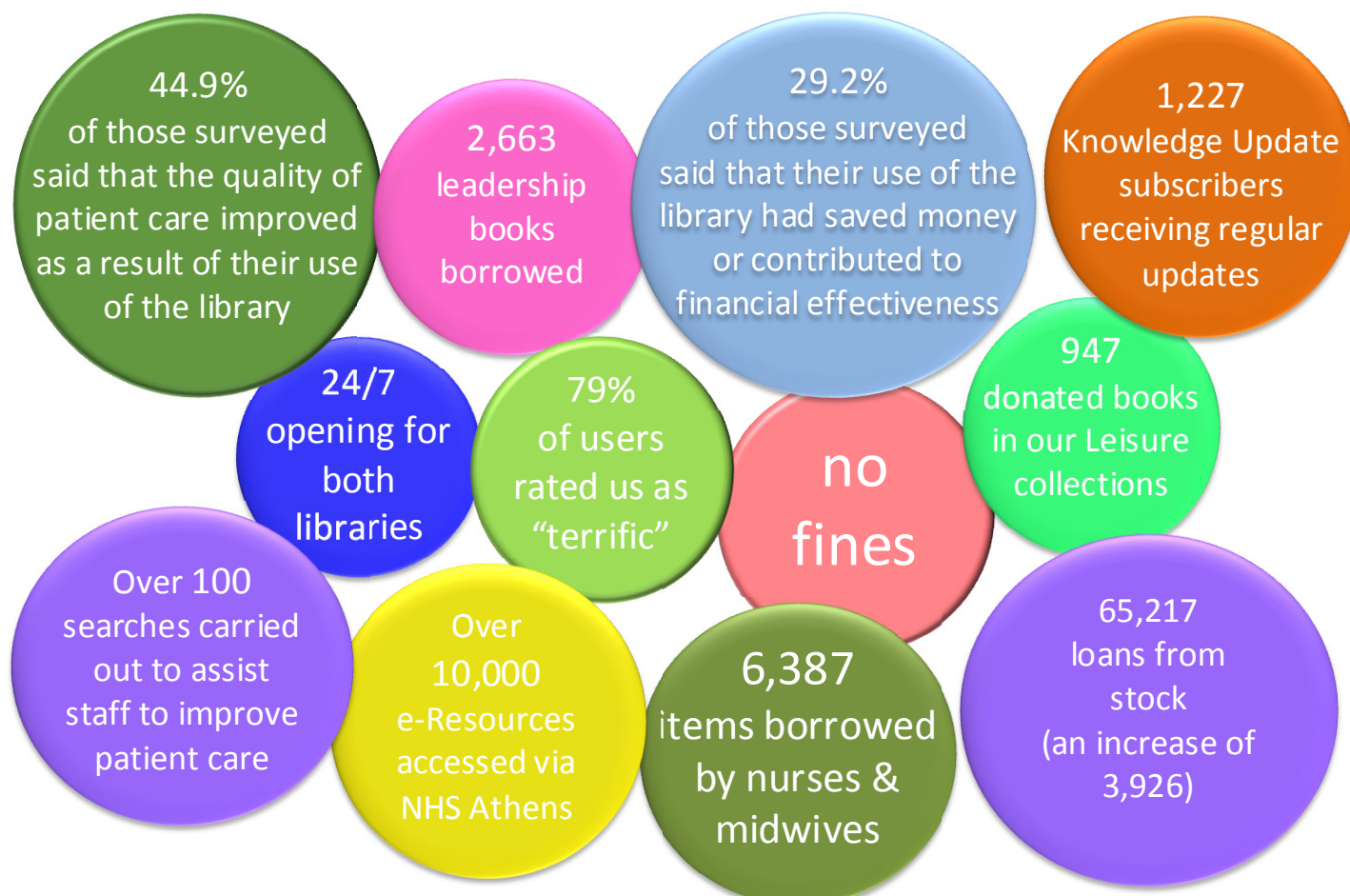


## The Shared Library Service

We have two health libraries, one in the Education Centre at PRH (Telford) and one in the Learning Centre at RSH (Shrewsbury). Our major partners are Keele University and Staffordshire University (although we do have students from 8 universities in total). We also work in partnership with RJAHS which means that we provide a library and knowledge service available to a significant proportion of the Shropshire health economy. That includes SaTH, RJAHS, Shropshire Community NHS Trust, all Shropshire-based Public Health specialists and all Commissioners, GPs and practice staff in Shropshire County CCG.

## Changes in the last year

Fines removed. New search facilities and more imagery on <http://www.library.sath.nhs.uk/>. New search interface for NHS Evidence <https://hdas.nice.org.uk/>. New plasma screens for training rooms and information hubs at RSH. New seating at both PRH & RSH. White boards for use by users at RSH. Reduction in the use of jargon (but still a long way to go). More subjects covered by Knowledge Updates. Resource boxes for nurse revalidation and Lean. All staff publications displayed. Jigsaws! Bigger hot drinks, including cappuccino (at both sites). New signage at RSH. Instagram as well as Twitter and Facebook. Public WiFi in both libraries. Silent clocks and graffiti boards. More fish.



If you want to see more facts and figures click

<http://www.library.sath.nhs.uk/services/>

## Our values

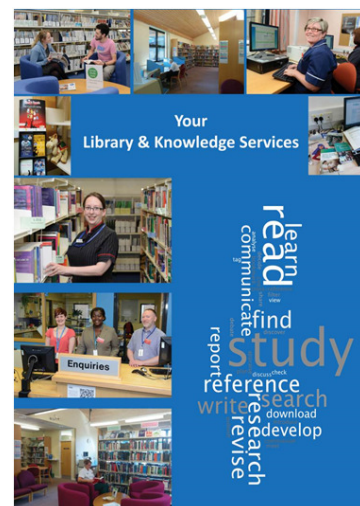
**"Proud to care"** – Identify our users' needs and provide a customer-focussed service. To expand our customers' knowledge and improve skills. To extend access to information for SaTH volunteers, patients and their carers.

**"Make it happen"** – Facilitate easy access to resources. Ensure that users are aware of the resources and can access training to help them use the resources.

**"We value respect"** – Develop our staff to up-skill and keep up with IT and wider technologies. Free up our staff from routine tasks to allow them to have more time for customers and become embedded in stakeholder projects.

**"Together we achieve"** – Effective use of resources and technology to provide information to build knowledge. Provide usable space and training to help deliver the best outcome for patients and raise standards in healthcare.

**Reliable** evidence-based information NOT fake or opinion-based information.



## How does the library contribute?

*"Search for evidence based practice on whether to derroof a burns blister or not. Improved patient care, reduced infection risk and reduced visits for redressina wound."*

*"A well organised, supportive area to work. 24/7 access is fabulous."*

*"Able to access on-line resources to prepare a presentation without visiting the library to borrow books; time and cost of travelling saved."*

*"I have set up a Midwife-led tongue tie assessment and frenulotomy clinic and the library staff were extremely helpful in supporting me in finding articles to use in my preparation. The process contributed to improved patient care."*

*"Library resources have been invaluable ...has a bearing on ward staff and their care of the patients, particularly with End of Life Care."*

*"Using the library services to develop documents to support independent health care providers to deliver high quality care, reduce the risk of cross infection and hospital admission avoidance."*

*"Through reflective practice I looked at should we take swabs, I learnt through evidence base that we should take tissue sample instead, this leads to more accurate results."*

*"I am doing the Lean for Leaders VMI course which is patient centred. I believe that the assistance given to me by the library helped me to complete the course and therefore support improving patient care."*

*"I like the fish"*

*"very impressed with mindfulness resources"*

*"SaTH Library Services have made an outstanding contribution towards patient care in the fields of Achilles tendon rupture management and ankle fracture together with the management of sports injuries to the foot and ankle. I am regularly provided with articles from the library which make a significant difference to both my research and patient management."*

*"Useful for revalidation and staff always helpful and knowledgeable."*

*"We answer clinical questions by reference to articles which the library obtains for us"*

*"The changing digital screen and display on topical issues that highlight certain subjects is excellent and attracts the attention of library users – prompting them to use the resources available."*

*"Literature search carried out by librarian for me impact on the way I deliver my training and that of my team, therefore likely influencing patient care as a result of this."*

*"The staff are great"*