

NHS Scotland Medical ACT 2020/21 Accountability Report

This report is required to be submitted to Ulrike Sperling, ACT Officer of your Regional Group, **by 8th June 2021**, for discussion at the North Regional Medical ACT Working Group meeting on 1st July 2021.

NHS Board: Grampian Reviewed by

SECTION 1 Confirmation of total Medical ACT funding received from NES during 2020/2021

	Initial Allocation Per allocation letter £'000	2020/21 Total £'000	ACT Officer
a ACT Allocation 2020/21	14,187.221	14,202.723	

as per final alloc letter 10.07.20 as per alloc letter amendment 22.03.21

	Recurring £'000	Non-Recurring (b/fwd from previous year) £'000	2020/21 Total £'000	ACT Officer
b Use made of 2020/21 additional allocation	464.8	149.8	614.6	

c Provide detail of any in year ACT slippage received in 2020/21 from out with own health board

n/a

	<p>Grampian contributes to the decision-making process for new funding of the five North Boards through the regional group, as described above.</p> <p>Grampian's full budget (base-line plus reduction/increase as per allocation letter) is discussed and agreed by the Local Medical ACT Working Group, comprising members from our Board and the University of Aberdeen. This has met only once this year in its full membership, due to time pressures with the Covid-19 pandemic. We did however have a number of ad-hoc meetings throughout the year with relevant members of the group regarding specific proposals and aspects of the budget outwith these formal meetings. At the end of 2019/20, we had started monthly meeting between our ACT Officer, NHSG Senior Finance Manager and UGDME to ensure contemporaneous communication around spending. During 2020/21, these meetings were less regular due to Covid, but during early 2021/22, they have increased to twice monthly.</p> <p>In addition, there are regular meetings every 1-2 months between the Medical School's curriculum team/Teaching Dean, NHS Grampian management, undergraduate DME, Medical Education Quality Manager and ACT Officer, to discuss and co-operate on a variety of relevant issues such as: the appropriate use of ACT funding including the review of specifically agreed consultant sessions, RAG reports and other forms of student and tutor feedback, MoT requirements and impact, job planning, potential issues of NHS service pressures on UG teaching and conversely changes in curriculum and its impact on the provision of clinical teaching. Relevant matters are discussed at Grampian's Medical & Dental Education Governance Group which reports through the Staff Governance Committee to the Board.</p>	261
c	<i>Detail any new initiatives funded by Medical ACT only within the last 12 months</i>	
	<p>Following a competitive interview process we have appointed a Faculty Development Support Officer to help implement a faculty development strategy across the whole of the medical curriculum and NHSG (and University of Aberdeen partner boards). The Support Officer will support clinicians and show them new ways of working with new technology and methods of teaching exciting and engaging both learners and trainers. The need for this support has been highlighted by the accelerated changes in educational delivery brought about by Covid.</p> <p>ACT funding 20/21 has allowed the appointments of Year 4 block leads who are vital in ensuring the delivery of the new Yr 4 curriculum. These sessions are recognised within job plans.</p> <p>The UoA has had Year 5 placements in Dr Gray's Hospital for many years, and we have an educational lead consultant there too, but no direct ACT contribution to any undergraduate roles there. Dr Gray's were very keen to expand their contribution to the undergraduate curriculum across the years with a series of placements in Year 4 and other activities. The provision of 2 job planned ACT funded sessions have allowed NHSG to expand student numbers in Dr Gray's and allows more students experience in a district general setting. This has also ensured safe social distancing in clinical areas as it has increased the available number of good quality placements.</p> <p>Ipads on loan for all UoA 4th years and 5th (cost share) have been very well received by students and supervising clinicians. A series of work place based assessments easily accessed via the iPad with electronic sign off has been implemented. They have provided students with access to web based resources and off line learning and provide a way of students accessing Near Me consultations, MDTs, TEAMS meetings and ward rounds in a socially distanced way or during times of self isolation. The iPad implementation has been evaluated via a questionnaire survey to Years 4 and 5 of the MBChB. Students have regarded the provision of devices as essential to their studies with an approval rating of 4.18 (out of 5) across both years 4 and 5. 92.5% percent of respondents regarded the iPad as an acceptable means in which to gather and collate workplace based assessment.</p>	372
d	<i>Detail use of Medical ACT funding within health board area for improvement of quality of teaching.</i>	

The above initiatives will all help improve the quality of teaching and educational delivery. In addition ACT funding allowed the appointment of an NHSG clinician to the post of Equality, Diversity and Inclusivity Champion to support medical students on placement and trainers in NHSG. They will also support and lead initiatives to move beyond ensuring simple compliance with equality legislation and promote and defend equality, diversity and inclusivity in all undergraduate clinical teaching.

They also act as an information resource and provide guidance and proactively assist clinical colleagues in ensuring all teaching is as inclusive as possible and liaising with UoA Medical School student support to ensure student concerns are addressed within the organisation and feedback and escalated concerns to senior management teams of NHSG. They will also be liaising with the staff development team and support UoA staff development initiatives with respect to EDI as well as providing education and support for clinical teachers and identify areas for improvement within online and face to face teaching and clinical placement . The session is a job planned post and the postholder sits within the NHSG Medical Education Team. ACT funding 20/21 also funded an upgrade of an NHSG Equality and Diversity manager (grade 6 to grade 7) providing NHS Grampian Equality and Diversity Training for Clinical Staff involved in UG training and arranging and delivering Level 4 Equality and Diversity training to all clinicians especially those involved in undergraduate teaching. Additionally they provide support to medical students on clinical placement and act as a contact for students on clinical placement in NHSG and deliver Level 4 E and D training to all UG early in their course.

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NHS | Grampian

SECT1 Detail Funding Confirmation 2020/21

a Confirmation that your Board have used the 2020/21 additional funding as agreed by NES (details to include full summary that reconciles to submissions to NES) or identify any changes made in-year.

ACT Officer

	Proposal/item description	Unit cost (£)	Capital (Y/N)	Recurring (£)	Non-recurring (£)	Total (£)	Implemented? (Y/N)	Slippage (£)
1	Faculty Development Support Officer (full-time, G6)		No	50,000		50,000	Yes, but only WEF May 21	50,000
2	Year 4 Block Leads - implementation of new Year 4 curriculum		No	94,500		94,500	Yes	0
3	GP Enhanced: Foundations of Primary Care (FPC) practices		No	28,200		28,200	Yes	9,400
4	GP Enhanced: Core staff - clinical		No	24,200		24,200	Yes	4,000
5	Consultant PAs for Dr Gray's		No	27,000		27,000	Yes	13,500
6	Innovation Fund		No		0	0	n/a	
7	GPCME: AV equipment for Foundations of Primary Care (FPC) practices		No		12,300	12,300	Yes	0
8	Year 5 Block Leads		No	108,000		108,000	No	108,000
9	GPCME: additional GP Teaching Fellow time		No	71,300		71,300	no; withdrawn Dec 20	
10	GPCME: Foundations of Clinical Method teaching (afternoon practice sessions)		No	2,400		2,400	Yes	-1,560

Delay in appointing is direct consequence of changed recruitment process within Uni. Since Covid-19, ACT-funded posts no longer exempt from having to obtain support from submitting business case for the post to Uni, including obtaining support from Head of Medical School, then awaiting Uni committee meeting outcome, etc. This adds some 3 months to the recruitment timeframe, which used to be c6 months.

Whilst we have done some work around defining a job description for Year 5 leads, this has proven much more difficult than anticipated. A number of clinicians carry out this role, though their actual time and input varies dramatically and all are not equal. There have clearly been significant changes during the last 12 months with necessary changes to delivery of clinical placements, and this has compounded any variations in the role across specialities. We are still committed to formalising the role but need to ensure it is equitable and transparent.

11	GPCME: FPC related travel cost	No	3,600		3,600	Yes	0
12	Clinical Digital Manager	No	63,600		63,600	No	63,600
13	Technical support post (1 year) to assist Medi-CAL unit with enhanced delivery of on-line case-based learning	No		19,000	19,000	Yes	0
14	Tablet devices for Clinical Workplace Learning, Support and Assessment (Year 5)	No		57,000	57,000	Yes	0
15	GPCME: Telephone equipment for practices to enable consultation teaching during COVID-19 (70 adaptors)	No		5,300	5,300	Yes	0
16	CSC training models with different skin tones	No		13,300	13,300	Yes	0
17	CSC mannequins (Laerdal Mega Kelly) with different skin tones	No		16,700	16,700	Yes	0
18	NHSG Equality and Diversity Manager: upgrade from band 6 to band 7 for 1 year	No		5,400	5,400	Yes	0
19	Equality, diversity and Inclusivity Champion - 1 consultant session	No		7,900	7,900	Yes, but only WEF May 21	7,900
20	Active Bystander Training	No		4,900	4,900	Yes	0
	<i>Amendment to make available again £71.3k from prop 9 above and £15.2k from three 19/20 proposals</i>		-86,500	0	-86,500		
23	GP Lead Tutor (20% FTE) for GP module within Year 4 Long-Term Conditions block	No	24,500		24,500	Yes	6,000
24	GP Enhanced: Maternity cover for Years 1-3 Lead	No		8,000	8,000	Yes	0
25	Psychiatry - Senior Clinical Teacher (Consultant or Specialty Doctor)	No	54,000		54,000	Yes	52,000
			464,800	149,800	614,600		312,840
	<i>Bids made for expected in-year slippage</i>						<i>Actual spend</i>
21	Covid-19 Contingency Fund (used for Tablet devices for Clinical Workplace Learning, Year 4)			50,000	50,000	Yes	52,500
22	OHS - additional requirements due to Covid-19			20,000	20,000	Yes	20,000
	Slippage incurred less agreed costs to be met from slippage						240,340
	Remaining Slippage: Used to off-set part of the non-ACT support funding provided by NHS G to address the ACT shortfall, which as at 31.03.21 was:						-1,859,784

It has not been possible to further the recruitment process for this post yet. This has been due to a combination of factors including recruitment processes and taking account of changes in both NHS and UoA digital services activities and resources in the light of Covid and resulting service development. We are in further discussions with our colleagues in digital services to ensure the role is best placed to support.

Recruitment delay due to Covid pressures

Following the successful implementation of, and feedback on, tablet devices for Year 5, it was agreed to purchase them for Year 4 also.

It should be noted that a significant part of the in-year slippage was caused by the delay in ACT allocation letters being issued and further by a delay in getting proposals formally approved.

b) Provide detail below for each item of additional expenditure; Regional Group

	<i>Proposal/item description</i>	<i>Has an evaluation/ review been undertaken? (Y/N)</i>	<i>If yes, details results of evaluation/review</i>	<i>If no, detail why</i>	<i>Is investment to continue in future years?</i>
1	Faculty Development Support Officer (full-time, G6)	No		only started in May 2021	Yes
2	Year 4 Block Leads - implementation of new Year 4 curriculum	Yes	Implementation successful. Ongoing development and quality improvement of placements and educational delivery in line with changes needed in response to feedback/SCEFs and COVID eg soacial distancing		Yes
3	GP Enhanced: Foundations of Primary Care (FPC) practices	Yes	This is part on the ongoing and well evaluated year 1-3 GP Teaching. SCEF feedback is positive and all practices now are committed to long term teaching as we transition to Case Based Learning.		Yes
4	GP Enhanced: Core staff - clinical	Yes	materials including the positively received Case Based Learning, SSC's and supporting students during the transition to blended learning. It is difficult to evaluate them directly but the SCEF feedback on all these areas has been superb.		Yes
5	Consultant PAs for Dr Gray's	Yes	Marked improvement in feedback/SCEFs and has allowed increase in number of placements and work to begin on year 4 placements		Yes
6	Innovation Fund	n/a this year			Yes in principle, but value to be agreed annually
7	GPCME: AV equipment for Foundations of Primary Care (FPC) practices	Yes	Allowed students to undertake remote consulting at practices around Scotland. Uptake of this supportive option was positive and welcomed by practices who were incredibly resilient at sustaining in practice teaching during Lockdown.		No
8	Year 5 Block Leads	No		not yet implemented	Yes
9	GPCME: additional GP Teaching Fellow time	no; application withdrawn Dec 20			n/a

10	GPCME: Foundations of Clinical Method teaching (afternoon practice sessions)	Yes	Somewhat mislabelled as these currently represent the GP Enhanced Rural Practices, though the aspiration was to work jointly with FoCM. The GP Enhanced Practices have provided additional afternoon sessions for a cohort of year 1 and 2 students in 2020/2021. Due to COVID these sessions were all delivered online. The feedback from both tutors and students was positive and both groups of students are keen to continue in the GP enhanced program in 2021/22. One tutor commented that 'all sessions have felt like good learning opportunities for students'. Year 1 student feedback included that the sessions challenged student's preconceived ideas about what a GP does and was described as 'eye opening'. They also commented that they felt other students in their year would be interested by the content. The year 2 students commented that their sessions helped them to understand the health system and gave them more insight into the psychological impacts of long-term conditions. Using the feedback from the students and their ideas for future sessions we are working with the enhanced tutors to develop new GP enhanced content for 2021/22. Some of the GP Enhanced teaching content from this year, for example Challenge GP, is now becoming core GP teaching.		Yes
11	GPCME: FPC related travel cost	Yes	This represents travel to GPMCE Foundations of Clinical Method teaching and enabled students to experience additional teaching and also rural practice.		Yes
12	Clinical Digital Manager	No		not yet appointed	Yes
13	Technical support post (1 year) to assist Medi-CAL unit with enhanced delivery of on-line case-based learning	Yes and ongoing	Delivery of the curriculum moved to online with the advent of Covid. Although Year 4 and 5 students were eventually able to return to the clinical context this was not the case for Years 1 - 3 who had no clinical placements. Alongside some simulated face to face teaching and online deliver of clinical skills teaching, the further development of online case based learning was critical in allowing them to process in their learning of clinical method. This funding supports a member of staff to focus on the further development of cases rapidly at a time that digital teams were working to capacity due to the significant demands of all curricula moving to online. Work continues on the cataloging, storage and management of the database of clinical cases. Progress has been good so far and is ongoing, with the creation of a searchable database with case tagging.		for the remainder of the fixed-term appointment
14	Tablet devices for Clinical Workplace Learning, Support and Assessment (Year 5)	Yes	The iPad implementation has been evaluated via a questionnaire survey to Years 4 and 5 of the MBChB. Students have regarded the provision of devices as essential to their studies with an approval rating of 4.18 (out of 5) across both years 4 and 5. 92.5% percent of respondents regarded the iPad as an acceptable means in which to gather and collate workplace based assessment.		No
15	GPCME: Telephone equipment for practices to enable consultation teaching during COVID-19 (70 adaptors)	Yes	Allowed students to undertake remote consulting at practices around Scotland. Uptake of this supportive option was positive and welcomed by practices who were incredibly resilient at sustaining in practice teaching during Lockdown.		No
16	CSC training models with different skin tones	Yes	extensive use of simulation in education recovery during COVID pandemic, differing skin tones promote E, D and I		No
17	CSC mannequins (Laerdal Mega Kelly) with different skin tones	Yes	as above		No

18	NHSG Equality and Diversity Manager: upgrade from band 6 to band 7 for 1 year	Yes and ongoing	There has been a series of advanced additional training of student facing clinical staff in EDI issues during the last year, following the national debate on systemic racial discrimination, an open letter raising concerns from our students and the BMA student charter. This required delivery at an advanced level and a member of staff was seconded to work at a higher grade to allow this to happen. The ACT funding supports the upgrade for this period to allow the training to proceed. Work is ongoing to ensure a diverse and equitable workplace.		for the remainder of the fixed-term appointment
19	Equality, diversity and Inclusivity Champion - 1 consultant session	No	Work has started in conjunction with the NHS Taskforce to support the development of a supportive and diverse workplace. This post has only just started but progress has already been significant.	only started in May 2021	for the remainder of the fixed-term appointment
20	Active Bystander Training	Yes	In keeping with the national work on EDI and in particular concerns about systemic racial discrimination and the BMA student charter on racial discrimination we sourced externally and implemented expert online active bystander training for our Year 4 and 5 students and key student facing staff. We are hopeful that this will not require outsourcing in the future but rather be delivered by core clinical and university staff. Discussions are ongoing. The training was evaluated with the usual course evaluation in the University and by the company undertaking the training - students noted that they valued the training and believed all students should have this from early in the curriculum although they would have benefited from a face to face opportunity.		No, unless fresh proposal at some point
21	Covid-19 Contingency Fund (used for Tablet devices for Clinical Workplace Learning, Year 4)	Yes	The iPad implementation has been evaluated via a questionnaire survey to Years 4 and 5 of the MBChB. Students have regarded the provision of devices as essential to their studies with an approval rating of 4.18 (out of 5) across both years 4 and 5. 92.5% percent of respondents regarded the iPad as an acceptable means in which to gather and collate workplace based assessment.		no, as 20/21 funding was non-recurring; may submit new proposal for non-rec funding in 21/22
22	OHS - additional requirements due to Covid-19	Yes	As part of the response to Covid and returning students to clinical placements all students were required to complete screening and where necessary to have guidance on shielding / reasonable adjustments defined and put in place according to their risk status. This was a once only activity for relevant student years. We have had no clusters of student infection or any major Covid infections of individuals. All students have managed an appropriate return to clinical placements.		No
23	GP Lead Tutor (20% FTE) for GP module within Year 4 Long-Term Conditions block	No	This is a year 4 post rather than specifically GP but has enabled the delivery of clinical debrief, a well evaluated session initially pioneered in Manchester. This will be evaluated during 2021-22.	to be evaluated 21/22	Yes
24	GP Enhanced: Maternity cover for Years 1-3 Lead	Yes	This has enabled resilient creation, delivery and evaluation of the GP Enhanced teaching documented above. SCEF feedback has been extremely positive.		for the remainder of the fixed-term appointment
25	Psychiatry - Senior Clinical Teacher (Consultant or Specialty Doctor)	Yes	Feedback/SCEF has been very positive from students and trainers within dept		Yes

c) Please attach a revised base-line budget for 2020/21 which reconciles to your 2019/20 base-line budget submitted to NES plus the additional recurring funds received in year. ACT Officer

Please see separate tab

Detail Funding Confirmation 2020/21

3)

Please attach a revised base-line budget for 2020/21 which reconciles to your 2019/20 base-line budget submitted to NES plus the additional recurring funds received in year.

c)

NHS Grampian

Department / Activity	2019/20 base-line budget (£)	Adjustments to base-line budget # (£)	2020/21 uplift proposals - ref. no.	2020/21 proposals - Value (£)	2020/21 add. adjustments outwith proposals	2020/21 base-line budget (£)
# Adjustments to base-line budget for inflation, increments, cost-share moves, movement between Uni and NHS budgets, budget reductions						
<i>Activities highlighted in yellow are cost-shared.</i>						
<u>UNIVERSITY BASED</u>						
General	717,053	96,978				814,031
<i>Clinical posts</i>						
Clinical Teaching Fellows (3 posts)	165,286					201,016
Additional Teaching Consultant sessions (Uni contracts only; breakdown as below)	19,649					17,946
Additional Teaching Consultant sessions (Uni contracts only; breakdown as below)	21,241					20,401
Clinical Lecturer (Scholarship)	58,069					59,739
<i>Non-Clinical posts</i>						
ACT Monitoring & Support / IT Support & MediCAL post / Senior Lecturer in Medical Education	181,360					190,783
Lecturer in Medical Education (50% not cost-shared), Interprofessional Education Programme, AV Technician, Educational Lead of Health Studies in Education, Teaching Fellow in Patient Safety and Human Factors, Faculty Development Support Officer, Technical Support for MediCAL/Case-based learning (1 year fixed-term), Clinical Digital Manager	124,467		1, 12, 13	132,600		260,165
Year 4 Curriculum Implementation	83,000					0
Professional Practice Block and Personal & Professional Development portfolio	5,000					5,000
<i>Other</i>						
ACT operating budget	5,468					5,468

Consumables for ACT funded staff, budget for advertising ACT funded posts, Teaching Support Infrastructure, Staff Development, contribution to Medical Illustration	53,513				53,513
General Practice & Primary Care	766,363	75,607			841,970
Years 1-3 Foundations of Primary Care GP Tutors	233,818				245,976
	38,304		3, 10	21,000	40,320
Years 1-3 Community Course GP practices' facilities + expenses					
Bought-in teaching	50,549			-5,600	42,017
Infrastructure to support teaching (staff) - cost-shared	121,166		4	24,200	200,005
Infrastructure to support teaching (teaching staff) - not cost-shared	239,587		2, 23, 24	56,612	258,010
Infrastructure to support teaching (secretarial/admin staff) - not cost-shared	59,291				31,572
Infrastructure to support teaching (operating budgets)	12,013				12,013
Deputy Student Support	11,634				12,056
Clinical Skills Centre (CSC) & Foundations of Clinical Method (FoCM)	1,210,917	71,339			1,282,256
<i>CSC & FoCM Support Staff</i>					
CSC Manager, CSC Secretary, Technicians	191,863				200,507
<i>FoCM staff</i>					
Clinical Tutors (6.6 FTE)	487,971				546,402
Clinical Trainer, Educator, Facilitator	166,894				172,210
Clinical Communication/Professionalism Lead	46,359				40,901
FoCM Lead and Lead for Simulation-based Education	160,000				0
Clinical Communication staff & actors	0				163,605
<i>CSC/FoCM Operating & Equipment Budget</i>					
	37,290				37,290
<i>Patient Programme</i>					
Manager & Administrators	88,141				94,842
Patient travel expenses & subsistence	20,000				20,000
EMIS software for PPP	12,400				6,500
Additional uplift - non-recurring expenditure items (Uni invoiced)	82,100		7, 14, 16, 17, 20, 21	104,200	104,200
TOTAL - University based activities	2,776,433	243,924		333,012	3,042,456
<u>NHS BASED</u>					

General						
<i>Clinical Posts</i>	592,761					796,206
Pharmacy/Prescribing, Student Welfare, Career Guidance	53,085					55,714
Director of Institute for Medical & Dental Education and UG Director of Medical Education	48,157					49,510
	340,206		5,25	81,000		344,534
Additional Teaching Consultant Sessions (<i>breakdown as below</i>)						
Year 4 & 5 Block Leads			2,8	178,388		178,388
Deputy Lead for Simulation-based Education, Medical ethics & Law teaching lead, EDI Champion (1 year fixed-term)			19	7,900		7,900
FY2 Teaching Fellow post, Fellows in Regional Analgesia and Surgery, Pharmacist, Child Health Nurse	104,219					111,558
Professional Practice Block	47,095					48,602
<i>Non-Clinical posts</i>	201,915					206,741
e-Health Medical Education Lead	37,436					39,262
Med Ed eHealth Admin Asst, Contribution to NHS G Finance, Medical Education Quality Manager, Secretarial/Admin Support for Psychiatry, Rheumatology, Orthopaedics, Dr Gray's Hospital, Year 4 Med Ed admin, EDI Manager band upgrade (1 year fixed-	164,479		8	5,400		167,479
<i>Other</i>						
Teaching Support Infrastructure, IT/Information/Library facilities	63,872					63,872
Innovation Fund	30,000					0
Occupational Health Service for students						
OHS service for students	75,531		22	0		75,531
TOTAL - to be transferred NHS G internally	964,078	-94,417		272,688		1,142,348
General Practice & Primary Care						
Payment Rates for Placements:						
Year 4 Clinical Attachments	168,000					178,000
Year 5 Clinical Attachments	114,000					104,000
"Movement in GP Placement"	0				460,911	460,911
Years 4 + 5 Clinical Attachments - student accommodation & travel	103,988		11	3,600		107,588
TOTAL - General Practice & Primary Care	385,988	0		3,600	460,911	850,499
Clinical Skills Centre						
Foundations of Clinical Method Lead	27,852					30,179
Clinical Skills Centre Director	27,852					30,179

Clinical Development Fellow	17,400					0
	73,103	-12,745		0		60,358
Hospital-based						
Clinical Teaching - Acute Services	9,462,628					9,765,433
Clinical Teaching - Mental Health Services	1,294,920					1,336,357
NHS G inflation/increments & support funding	-1,391,405					-1,859,784
TOTAL - Hospital-based	9,366,143	-124,138		0	0	9,242,006
TOTAL - Dundee & Glasgow & Edinburgh GP placements and Edinburgh Uni medical students on GP placement in Grampian)	0	15,502				15,502
Other Boards' share of cost-share (invoiced by NHS G)	-127,649	-28,097				-155,746
Additional uplift - non-recurring expenditure items (NHS invc	48,300		15, 20, 21	5,300		5,300
TOTAL - NHS based activities	10,709,964	-243,896		281,588	460,911	11,160,267
TOTAL BUDGET	13,486,396	28		614,600	460,911	14,202,723

2019/20 allocation	13,486,397
2020/21 allocation - as per letter 10.07.20	14,187,221
2020/21 allocation - as per letter 29.01.21	14,202,723
2020/21 increase/reduction	716,326

of which to be justified with proposals	239,913
plus re-justification of non-rec 2019/20 uplift	374,700
Total proposal value expected in 2020/21	614,613

Additional Information:

Summary of NHS-based ACT funded Additional Teaching Consultant Sessions by specialty

Number of overall sessions within ACT allocation since 2005/06:	30	
Reduction in session number due to ACT budget reduction 2016/17:	-2	
Increase in session number in 2019/20:	8	of which 7 were agreed on non-rec basis initially (Y4 block leads)
Decrease in session number going into 2020/21	-7	ie, the 7 agreed on non-rec basis initially

Increase in recurring session number in 2020/21: 21 *including the 7 sessions for Y4 block leads now agreed recurringly*
Number of overall recurring sessions in ACT allocation in 2020/21: 50

Number of sessions Uni-based at 31.03.2021: **6.5**

MChB Programme Lead	2.5
Year 4 Lead	1
GP/Deputy Student Support	1
Y4 LTC Block Lead	2

Number of sessions NHS-based at 31.03.2021: **43.5**

Number of sessions filled at 31.03.2021:

Acute Medicine	3
Radiology	1
Diabetes & Endocrinology	5
Respiratory Medicine	3
Anaesthetics	2
Reproductive Health	2
Laboratory Medicine	1
Psychiatry	6
Paediatrics	3
OHS	2
GI	0.5
Dr Gray's Hospital - Medicine	2
	30.5

Number of sessions vacant at 31.03.2021: 13.0

Total number of NHS-based sessions linking to Cat B data as per section 4b tab **43.5**

see tab 4b

(N.B.: ACT funded consultant PAs can change from year to year and any vacancies are discussed and agreed as required.)

Summary of other NHS-based ACT funded posts by specialty

Clinical posts:		Sessions
DME	O&G	2
Clinical Nurse Specialist in Paediatric Urology	Child Health	1
FY2 Teaching Fellow post (3 x 4 months p.a.)	n/a: FY2	10
Fellow in Regional Analgesia	Anaesthetics	3
Fellow in Surgery	Breast Surgery	1
Pharmacist	Pharmacy	5

Professional Practice Block (PPB)	staff from all specialties	
Director of Institute of Education for Medical and Dental Sciences	Anaesthetics	1.5
Clinical Skills Centre Director / Foundations of Clinical Method (Lead)	Emergency Medicine	4
<i>All specifically agreed sessions and identifiable in job plans, apart from PPB</i>		<hr/> 27.5

see tab 4b

Non-clinical posts:

NHS Finance	Finance	1
Medical Education Quality Manager	HR	7
Admin for Psychiatry	Psychiatry	5
Admin for Rheumatology	Rheumatology	2
Admin for Orthopaedics/Surgery	Orthopaedics	5
Additional Admin for new Y4 curriculum	whole hospital	16
Admin for Dr Gray's Hospital	whole hospital	5
eHealth Medical Education Lead & Asst	eHealth	11
		<hr/> 52.0

NHS Scotland Medical ACT 2020/21 Accountability Report

NHS Board: Grampian

SECTION 4 Use of Measurement of Teaching Data and Financial Allocations

Please refer to: <http://www.scotlanddeanery.nhs.scot/trainer-information/medical-act/medical-act-performance-management-framework/>

a Please provide a breakdown of your Boards 2020/21 ACT allocation by specialty/department or other clinical service grouping used locally. This should reconcile to the total ACT funds identified in 1a above.

Regional Group

see section 3 c) and 4 b) tabs

b Please detail the number of ACT funded teaching sessions identifiable in job plans (shown by consultant and other teaching staff) in each specialty/department or other clinical service grouping detailed in 4a. Please use the template provided.

At a minimum this should include all sessions funded from all ACT funding provided to the Boards since the NES allocation model was introduced, however, if possible this should show all sessions funded from total ACT funds set out in 1a.

The table below can be used to provide the information requested in 4a and 4b but amended as necessary to suit local circumstances.

see section 4 b) tab

Specialty/ Department	ACT funding received in 2020/21 £'000	ACT Funded PAs (consultants)	ACT Funded PAs (other staff)	2019/20 MoT hours Cat A (if available)	2019/20 MoT Hours Cat B (if available)
<i>General Practice/Primary Care</i>					

<i>Centrally funded initiatives</i>					
Totals					

In 20/21 we had been hoping to continue work trying to triangulate the teaching data from Job plans, MoT calculations and undergraduate teaching timetables as well as individual departments time contribution to OSCE examinations and teaching plans described by each speciality. This work has clearly been impacted by the Covid pandemic both because of paucity of time to do this work but also because of the real changes in delivery of teaching that are likely to continue to some degree.

E job planning in NHS Grampian is still fairly new. The embargo on job planning during the COVID crisis and the changes in educational delivery catalysed by the pandemic means there is still some way to go to ensure that teaching activity is appropriately entered to allow extraction of useful data. Moving forward we hope more accurate data re teaching time and activities will be more readily available. We wish to clearly identify teaching activity across the MoT categories within each department and also clarify the share of teaching activity amongst the individual consultants and other staff involved in UG teaching. We are very aware that MoT is limited in its methodology as it only considers Consultant time in teaching through job plans and yet significant NHS staff time for teaching done by the wider multidisciplinary teams is not recognised in job plans e.g. nursing and allied health care professionals as well as non-consultant grades and trainee doctors. This work is being done in close collaboration with the University of Aberdeen Medical School.

4) Use of Measurement of Teaching Data and Financial Allocations

b) Please detail the number of ACT funded teaching sessions identifiable in job plans (shown by consultant and other teaching staff) in each specialty/department or other clinical service grouping detailed in 4a. Please use the template provided.

At a minimum this should include all sessions funded from all ACT funding provided to the Boards since the NES allocation model was introduced, however, if possible this should show all sessions funded from total ACT funds set out in 1a.

The table below can be used to provide the information requested in 4a and 4b but amended as necessary to suit local circumstances.

NHS-based ACT funded Additional Teaching Consultant Sessions by specialty

Specialty/Department	ACT funding received in 2019/20	ACT funded PAs (consultants)	ACT funded PAs (other staff)	2019/20 MoT hours Cat A (if available)	2018/19 MoT hours Cat B (if available)
Acute Medicine	39,456	3		n/a / unknown	Given that the Cat B data are still from 2018/19 due to Covid-19, linking staff names from it to the 2020/21 ACT budget is not really possible/meaningful, as too many staff changes have occurred during the two years in-between, especially with all the new Y4 sessions implemented in 19/20 and 20/21.
Radiology	12,611	1		n/a / unknown	
Diabetes & Endocrinology	65,528	5		n/a / unknown	
Respiratory Medicine	37,594	3		n/a / unknown	
Anaesthetics	24,450	2		n/a / unknown	
Reproductive Health	26,966	2		n/a / unknown	
Laboratory Medicine	13,483	1		n/a / unknown	
Psychiatry	51,384	6		n/a / unknown	
Paediatrics	39,486	3		n/a / unknown	
OHS	25,222	2		n/a / unknown	
GI	5,369	0.5		n/a / unknown	
Dr Gray's Hospital - Medicine	27,000	2		n/a / unknown	
	336,180	30.5			

Other NHS-based ACT funded posts by specialty

Specialty/Department	ACT funding received in 2020/21	ACT funded PAs (consultants)	ACT funded PAs (other staff)	2019/20 MoT hours Cat A (if available)	2018/19 MoT hours Cat B (if available)
	ACT funded				

Obs & Gynae (DME)	26,875	2	n/a / unknown	Given that the Cat B data are still from 2018/19 due to Covid-19, linking staff names from it to the 2020/21 ACT budget is not really possible/meaningful, as too many staff changes have occurred during the two years in-between, especially with all the new Y4 sessions implemented in 19/20 and 20/21.
Anaesthetics (Dir. IEMDS)	22,635	1.5	n/a / unknown	
Emergency Medicine (CSC Dir / FoCM Lead)	60,358	4	n/a / unknown	
Child Health	5,155		1 n/a / unknown	
n/a: FY2	44,518		10 n/a / unknown	
Anaesthetics	17,751		3 n/a / unknown	
Breast Surgery	8,766		1 n/a / unknown	
Pharmacy	35,368		5 n/a / unknown	
staff from all specialties (Y5 Professional Practice Block)	48,602		n/a / unknown	
	270,028	7.5	20	

Notes:

ACT funding year (NHS financial) and MoT year (academic) do not agree, e.g., some of the PAs above were in place for a whole ACT year but only for part of the MoT year, or vice versa.

ACT PAs are awarded for different remits, and not all of these can be reflected in Cat B. Equally, a number of ACT PA holders may have a PA for a specific curricular development but in addition deliver face-to-face teaching as expected of all staff. There is therefore no clear correlation between number of ACT PAs and number of Cat B hours.

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NHS Board: Grampian

SECTION 5

Detail any new initiatives being planned or you hope to achieve using Medical ACT funds within forthcoming year.

Subscription for Visual Dx - 1year pilot - VisualDX is an educational and diagnostic clinical decision support system, designed to aid therapeutic decisions and improve patient safety. It contains the world's best curated medical image library, a leading skin of colour atlas (which would be a major advancement for us in terms of teaching recognition of skin disease in all skin colours and ethnicities), a smart search for symptoms, diagnoses and drug reactions, a custom patient-specific differential diagnosis builder and DermExpert*, a smartphone/tablet AI feature for diagnostic support in rashes.

VisualDX is currently used by more than 2300 hospitals, clinics and medical schools around the world. The system can be accessed on its internet platform via desktop, or via a smartphone/tablet app, with the image recognition feature DermExpert being accessible via smartphone or tablet. To get access to smartphone use and DermExpert students would create their own login from the desktop, which can be set to automatically expire at graduation. No images accessed through VisualDX are stored on the students device, and no images or confidential information from the device are sent to VisualDX.

In addition to its main uses in dermatology, the system contains a custom differential builder and smart search for diagnostic suggestions for GI, cardiology, respiratory, ENT and oral medicine, ophthalmology, neurology, psychiatry, GUM and public health problems. As a pilot we are enlisting clinical educationalists from within different specialties that are represented on the platform to further widen its use in UG education across all 5 years of the curriculum.

We are trying to look forward to education recovery and education in the future and believe simulation will be more important than ever in UG education. Whilst our proposals also include mannequins for simulation teaching and in differing skin tones to promote quality and diversity and I we are looking to appoint time for development and delivery of a simulation strategy for NHS Grampian. This would be for 8 mths only but it is hoped that by working with colleagues in NHSG and other partners locally, regionally and nationally to progress the development and delivery of the simulation strategy looking in particular at the co-ordinated infrastructure (facilities, equipment and faculty) required to deliver the next phase of this collaboration, we can enhance the delivery of simulation based education across NHS Grampian and the wider region. This is an agreed priority in supporting the delivery of curricula, particularly in the context of addressing COVID educational debt and gap and the challenges of providing clinical placements.

We are also hoping to appoint a further session for a clinician to join our case based learning team to further expand, update and streamline our existing and developing resources as well as piloting a new case based resource mapped to early years tutorials and lectures to allow for implementing case based clinician facilitated learning.

Aberdeen has committed to the GP enhanced curriculum and we would like to offer a GP based option in the new Yr 4 student preference block, delivering 63 two week placements per year allowing for more authentic GP experience and increasing numbers choosing GP as a career. We are also hoping to offer GP options in year 1 and 2's student selected component block.

There are other initiatives proposed for 21/22 as outlined in the proposal spreadsheet and discussed at RAWG.

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