

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: Shetland

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	185	185	
	Recurring £'000	Non-Recurring (b/fwd from previous year) £'000	2020/21 Total £'000
b Use made of 2020/21 additional allocation	0	8	8
c Provide detail of any in year ACT slippage received in 2020/21 from out with own health board	Not applicable		

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SECTION 2	General narrative on 2020/21 Medical ACT activity within your Board area:	Regional Group
a	<p><i>Detail Health Board Involvement in Regional ACT group Meetings including:</i></p> <ol style="list-style-type: none"> <i>Roles/job titles who represent Health Board at RAWG</i> <i>How attendance at RAWG is managed if staff are unable to attend i.e. use of deputies</i> 	Word Count
	<ol style="list-style-type: none"> The Director of Medical Education for NHS Shetland attends the North Regional Medical ACT working group every 4 months via digital link. Items of business include student feedback, ACT Accountability Reports, ACT allocation and recognition & supporting trainers. If NHS Shetland's DME is unable to attend the meeting, an update document is requested by the regional ACT working group Chair. As from 2021 the Chair of this group is Shetland's DME, meetings are scheduled around their availability and therefore non-attendance would be extremely unlikely. 	86
b	<p><i>Detail decision making process at local and regional level for any new uses of Medical ACT funding e.g. local governance structure and how it feeds in to regional level.</i></p>	
	<p>NHS Shetland's Medical Education Governance Group (MEGG) meets once a month. At this meeting operational issues related to medical student placements are discussed by the multidisciplinary team. Discussion includes RAG reports and other forms of student feedback, teaching & training equipment/environment as well practical issues such as accommodation and induction. Operational medical staffing issues are also discussed to ensure there is no potential impact on medical students teaching and training, in an effort to maintain a high standard medical education. ACT funding is a standing item on the MEGG agenda to in order to guarantee discussion on the use of the funding. This discussion is enhanced by the attendance of a represented from the finance department. The Medical and Nursing/Acute services Directors attend MEGG - this ensures educational activities and issues are highlighted to members of the Executive Management Team. The Medical Educational Governance Group reports to the NHS Shetland board, via the Clinical Governance Group. Networking opportunities within the DME's North Region Team continues after relationships were strengthened by the GMC visit in 2017/18. This North region network approach provides support to the DMEs as well as affording an opportunity to be cited on educational requirements as well any future (advances) developments.</p>	203

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SECTION 2	General narrative on 2020/21 Medical ACT activity within your Board area:	Regional Group
c	<i>Detail any new initiatives funded by Medical ACT only within the last 12 months</i>	
	<p>Shetland provided cost share for student i-pads. The hand held i-pads has been a great initiative and aids in the students having timely feedback on workplace-based assessments such as DOPs. The ability of the students to submit forms directly to the university and not having to post paper copies is again a great benefit. The students have also been able to use the i-pads for teaching purposes.</p>	67
d	<i>Detail use of Medical ACT funding within health board area for improvement of quality of teaching.</i>	
	<p>Director of Medical Education (funded hours by ACT) –</p> <ul style="list-style-type: none"> •Ensures that medial student placements are part of the medical Education Governance Groups agenda and that student feedback is discussed •Is part of the north region's Tutelage group •Is a member of the student liaison committee where educational issues are discussed 	
	<p>Undergraduate Administrator role - NHS Shetland appointed a new administrator on the 30th December 2019. NHS Shetland provided funding to cover the postgraduate hours of the post holder- the integration of roles to a single post holder has allowed flexibility within the working week and thus the ability to timely respond to underrates demands. The Undergraduate administrator role has really benefited the quality of the experience for medical students undertaking placements in Shetland.</p> <ul style="list-style-type: none"> •Prior to arrival in Shetland the students are contacted by the administrator and provided with an "Island Medics" handbook. The handbook outline practical aspects of joining the NHS Shetland team as well as information on teaching opportunities. •The Medical Administrators send the students a copy of the NHS Shetland weekly teaching timetable. •The pastoral care provided by the Medical Administrator (who is TRIM trained) provides a supportive educational environment and in turn enhances the teaching culture and experience for the students. 	

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SECTION 2

General narrative on 2020/21 Medical ACT activity within your Board area:

Regional
Group

The Clinical Development Fellow (CDF) uses their development time (8 hours a week - funded by ACT) to support undergraduate activity. The CDF post has enhanced the quality of teaching. The CDF is central to the students teaching and learning experience. The CDF:

- Acts as a mentor for the students
- Arranges a teaching styled OSCE early in the block - the learning needs of the students are identified and a tailored learning programme is developed
- Discuss the students' education learning agreement with the CDFs prior to sign off by their educational block lead.
- Organises an end of block OSCE.
- Helps the students to timetable in weekend and nightshifts ensuring they are paired with a suitable junior doctor and that they get rest periods
- Supports the students on the wards

The Specialist nursing team support student education. Student sit in at clinics and attend home visits with the nursing team. This provides an opportunity for one to one teaching related to the case they have encountered.

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SECTION 3 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	Telephone equipment for practices to enable consultation teaching during COVID-19	74	N		74	74	Y	
2	Tablet devices for Clinical Workplace Learning, Support and Assessment		N		2,100	2,100	Y	
3	Resuscitation CPR manikin Resusc Anne Advanced Skilltrainer using Shock-link for safer and realistic defibrillation Item number 151-22000.	5145	N		5,145	5,145	Y	
4	Digital Stethoscope, Thinklab One	430	N		860	860	Y	
						8,179		

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

Regional Group

	Proposal/item description	Has an evaluation/ review been undertaken? (Y/N)	If yes, details results of evaluation/review	If no, detail why	Is investment to continue in future years?
1	Telephone equipment for practices to enable consultation teaching during COVID-19	Y	Part of cost share with University of Aberdeen		No

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SECTION 3 Detail Funding Confirmation 2020/21

2	Tablet devices for Clinical Workplace Learning, Support and Assessment	Y	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
3	Resuscitation CPR manikin Resusc Anne Advanced Skilltrainer using Shock-link for safer and realistic defibrillation Item number 151-22000.	Y	The Manikin is used in the OSCEs and also for student simulation ILS type teaching sessions. Student feedback is obtained for the OSCE and the simulation sessions - these sessions are highly valued by the students.		No
4	Digital Stethoscope, Thinklab One	N		The digital stethoscopes have yet to used in student teaching. They only arrived in early 2021. They are currently being tested by the teaching team and are to be used later in 2021.	No

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.*

see 'recurring' tab

ACT
Officer

NHS Shetland - ACT budget review to 2019/20

Recurring Costs			2019/20	2020/21
<u>Cost Breakdown</u>	<u>Department/Speciality</u>	<u>WTE</u>	<u>£'000</u>	<u>£'000</u>
ACT Infrastructure and support/central cost	Overhead (regional)		5.2	5.2
			5.2	5.2
Consultant sessions	DME	0.10	15.2	15.2
Consultant sessions	Medicine	0.14	21.7	21.7
Consultant sessions	Surgery	0.14	21.7	21.7
Consultant sessions	Anaesthetics	0.10	16.3	16.3
Clinical Development Fellow	Surgical & Medicine	0.20	11.0	11.0
			85.9	85.9
Administrative Support	Overhead	0.60	18.6	18.6
Teaching Support Infrastructure	Medicine/Surgery/Anaesthetics		2.0	2.0
			20.6	20.6
GP Placement Fee	General Practice		12.0	21.0
			12.0	21.0
Other	Travel charges from Aberdeen Universities for student		8.6	8.6
Other (Staff Development, VC equipment maintenance)	Overhead		5.0	5.0
Other (Paediatric and Intermediate Life Support Training & consultants study)	Overhead		5.4	5.4
Quality Initiatives	Various clinical support depts			
Infection Control			1.4	1.4
Labs			3.1	3.1
Physiological Measurements			3.0	3.0
Public Health			3.6	3.6
Pharmacy			1.2	1.2
Renal			2.8	2.8
NHS Highland: Prescribing Train Medicine/Surgery/Anaesthetics			0.8	0.8
Specialist Nursing		0.20	9.4	9.4
		1.48	168.0	177.0

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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->

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 below

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.

see below

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)
DME	15.2	0.10			84.00
Medicine	21.7	0.14			118.25
Surgery	21.7	0.14			50.50
Anaesthetics	16.3	0.10			10.00
Clinical Fellow post	11.0			0.2	
General Practice	21.0		5 Teaching Placements		
Student Paediatric and Intermediate Life Support Training plus consultants study leave	5.4				
Other Student Clinical Training Placements (‘quality initiatives’)	15.1				10.00
Administration and Service Support	18.6			0.6	
Other (Staff Development, VC equipment maintenance)	5.0				
Teaching Support	2.0				
Student Placement Travel Reimbursements	8.6				
ACT Infrastructure and support/central cost	5.2				
NHS Highland: Prescribing Training	0.8				
Specialist Nursing	9.4			0.2	
Telephone equipment for practices to enable consultation teaching during COVID-19	0.1				
Tablet devices for Clinical Workplace Learning, Support and Assessment	2.1				
Resuscitation CPR manikin Resusci Anne Advanced Skilltrainer using Shock-link for safer and realistic defibrillation Item number 151-22000.	5.1				
Digital Stethoscope, Thinklab One	0.9				
Totals	185.1	0.48	1.0		272.75

Only one teaching placement carried out this year.

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SECTION 5 Detail any new initiatives being planned or you hope to achieve using Medical ACT funds within forthcoming year.

General Practice in Shetland is under pressure due to staffing and recruitment issues. This has a knock-on effect in the ability of GP practices to accommodate final year students. There is a plan to get along-side the practices and support them in hosting GP placement blocks. The plan is to:

1. Dedicate CDF time to support student GP placement. NHS Shetland hosts a locally funded CDF post and it is proposed we use 4 hours a week of ACT funded money (see up-lift proposal) to allow the CDF to engage with practices to see how best we can support GP teaching in Shetland. This project will help to articulate the barriers to accommodating students and in doing so aid NHS Shetland's education team to develop solutions.
2. Specialist Nursing - The multi-disciplinary nature of teaching and training has been highlighted in previous official visits as an area of good practice. NHS Shetland plans to build on this team approach to teaching by using up-lift monies to develop a more robust teaching and training role of the specialist nurse for GP student placements. This will help take pressure of the primary care team and as the specialist nurses work across the boundaries of primary and secondary care they can support teaching that can benefit GP placement students.
3. DME – to support GP educators better.

Signed:

Print name:

Director of Finance

Date:

Signed:

Print name:

Director of Medical Education

Date:

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