

Welcome to the Education Network webinar

Thank you for logging on early.

As you can see, we are still setting up. We can't hear you and you can't hear us. If you would like to communicate with us, please use the chat function. Thank you.

This session will be recorded



Education Network

9 March 2021

- Anita Hayes, Head of Learning and Workforce, Hospice UK
- Cathriona (Cat) Sullivan, Senior Clinical Practice and QI Lead, Hospice UK
- Amber Morgan, Clinical programmes Coordinator

Welcome to our webinar

This session will be recorded



Welcome and introductions

Please introduce yourself, your role and where you are from in the chat box

Please feel free to contribute to the discussion throughout – comments, questions or reflections, using chat box

Please share useful resources in the chat box

Follow-up questions and reflections
clinical@hospiceuk.org.



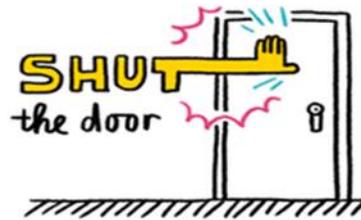
DO-NOW

Welcome!

TODAY'S DO-NOW:

Please begin once you are connected to the audio & video conference.

- 1 REMOVE ONE DISTRACTION FROM YOUR WORKSPACE. YOU MIGHT :



- 2 WRITE A BRIEF STATEMENT of PURPOSE — one intention for today's session. (This will remain private to you.)



- 3 POST it, HANG it, or PLACE it WHERE YOU WILL SEE IT.





Agenda

- Welcome – Cat Sullivan
- Statutory and Mandatory training
- Panel discussion
 - Sue Adams, Joint lead practitioner specialist palliative and end of life care, Royal Cornwall Hospital Trust
 - Camilla Burrows, Clinical Education Lead, Birmingham St Mary's
 - Kerry Blankley, Practice Educator, LOROS
 - Dr Vanessa Taylor, Associate Professor, Faculty of Health and Life Sciences
- Summary and Close - Cat Sullivan

Statutory Training

This type of training is usually required by law or where a statutory body has instructed an organisation to provide training on the basis of specific legislation (i.e. the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999). Employers often describe this as 'essential' or 'compulsory' training and it ensures staff have the knowledge to maintain a healthy and safe working environment for themselves and their colleagues.

- In the NHS, all new employees are required to undertake core health and safety awareness and training. This usually includes:
 - awareness of the local health and safety policy
 - awareness of the control of substances hazardous to health ([COSHH](#))
 - when and how to report injuries, diseases and dangerous occurrences ([RIDDOR](#))
 - fire safety awareness training
 - manual handling training
 - basic risk assessment training
 - annual updates in essential areas of fire safety and manual handling.



Mandatory Training

Mandatory training is compulsory training that is determined essential by an organisation for the safe and efficient delivery of services. This type of training is designed to reduce organisational risks and comply with local or national policies and government guidelines. Some organisations use the terms essential or compulsory training as a 'catch all' to cover both mandatory and statutory training.

Mandatory training might include:

- blood transfusion processes
- child protection
- clinical record keeping
- complaints handling
- conflict resolution (managing violence and aggression)
- consent
- display and screen equipment
- dementia awareness

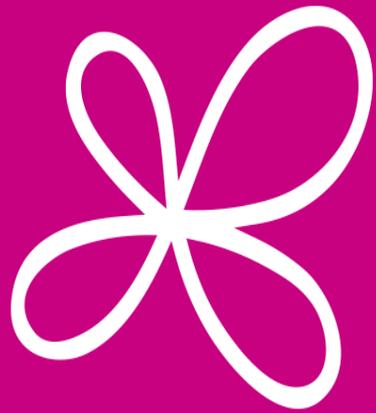


- equality awareness and eliminating bullying and harassment
- incident reporting
- hand hygiene
- hazardous substances
- infection prevention and control
- information governance
- mental capacity and safeguarding adults
- medicines handling and management
- medical devices
- patient slips, trips and falls
- personal protective equipment
- resuscitation
- venous thromboembolism
- raising concerns and whistleblowing



Statutory and Mandatory training

Camilla Burrows, Clinical Education Lead,
Birmingham St Mary's



BIRMINGHAM
ST MARY'S
HOSPICE

Statutory & Mandatory Training- Hospice
UK – Education Network

Date 8th March 2021

Camilla Barrow – Clinical Education Lead

Reviewing Stat & Mand Programme

All the Questions, Few Answers

- Changes within education team
- The Pandemic – Covid 19
- Historic Decisions
- Review of costs
- A changing workforce – employed & volunteers

The Challenges

- Online Vs face to face
- Outsource vs In house
- Departmental needs/ wants & wishes
- Budgets
- Unpicking historic decisions
- Identifying governance / guidance that supports the process
- Accurate recording of training records
- Staff Compliance
- Change management

The Future

- Efficient and Effective training
- Kept up to date & relevant
- A programme that is designed to meet needs and improves care (not a tick box exercise)
- Robust – not one person reliant
- Efficient record and report keeping



BIRMINGHAM
ST MARY'S

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HOSPICE



#hospicecareforall

@brumshospice

www.birminghamhospice.org.uk



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Thank you



Development of HEE ACP Palliative & End of Life Care Credential

Dr Vanessa Taylor

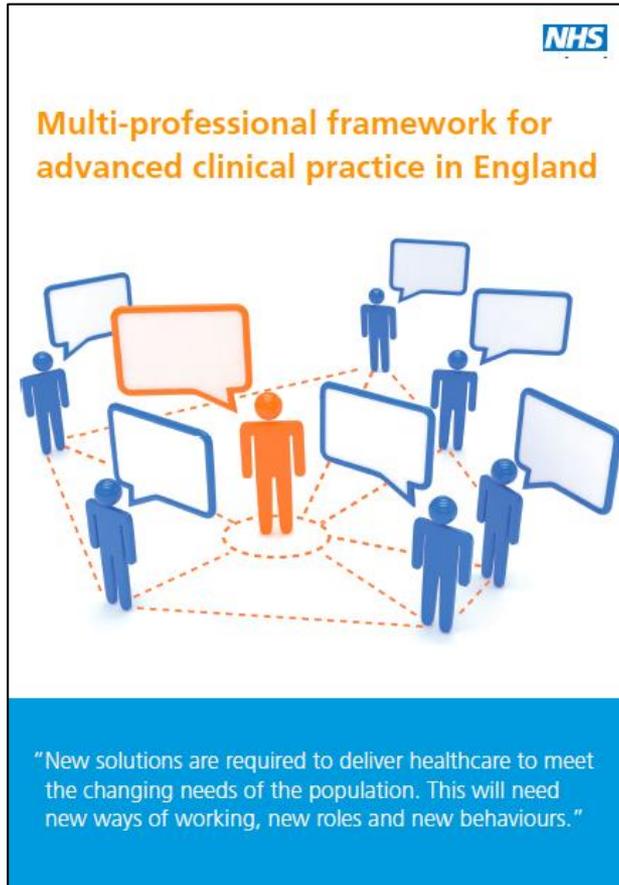
Associate Professor

Faculty of Health and Life Sciences

Development of HEE ACP Palliative & End of Life Care Credential

NNCG meeting

09-03-21



“Advanced clinical practice is delivered by experienced, registered health and care practitioners. It is a *level of practice* characterised by a high degree of autonomy and complex decision making. This is underpinned by a master’s level award or equivalent that encompasses the four pillars of clinical practice, leadership and management, education and research, with demonstration of core capabilities and area specific clinical competence”



Multi-professional framework for advanced clinical practice in England

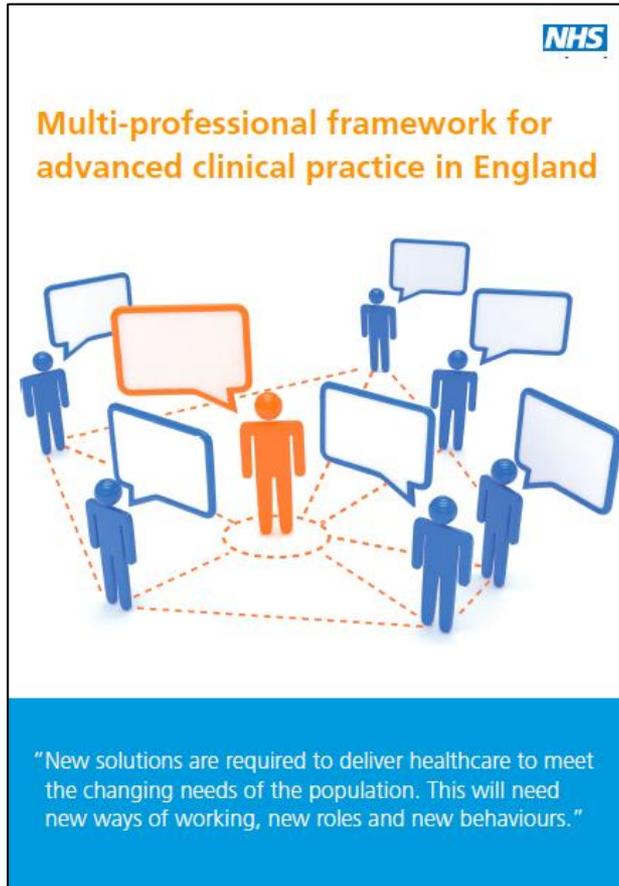


The diagram illustrates a multi-professional framework for advanced clinical practice. It features a central orange figure surrounded by several blue figures, all connected by dashed orange lines. Each figure has a speech bubble, indicating communication and collaboration. The central figure is highlighted with a larger, more prominent speech bubble.

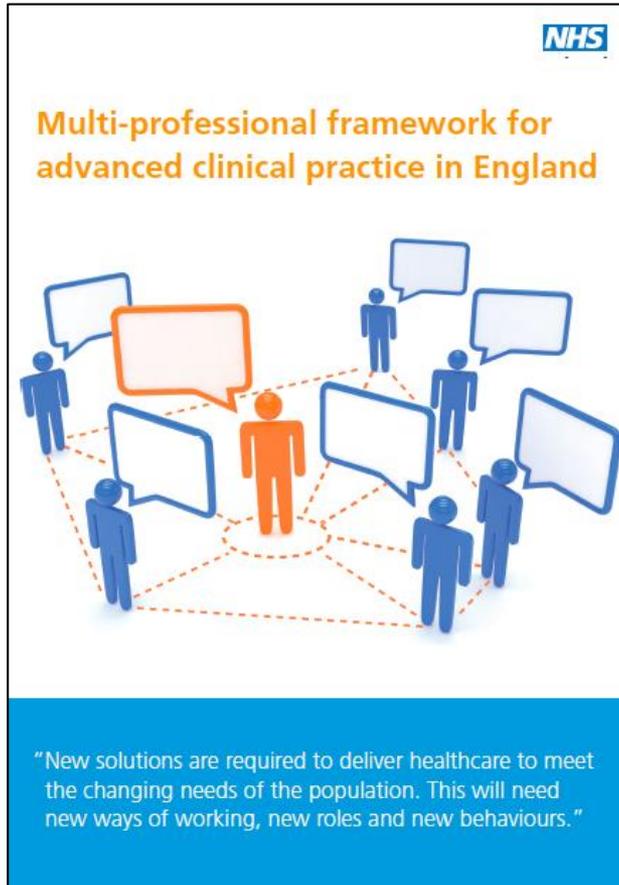
"New solutions are required to deliver healthcare to meet the changing needs of the population. This will need new ways of working, new roles and new behaviours."

“Advanced clinical practice embodies the ability to manage clinical care in partnership with individuals, families and carers.

It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance people’s experience and improve outcomes”



- Sets out the capabilities expected of practitioners working at an advanced level across 4 pillars
 - clinical practice, leadership and management, education and research
- Describes the educational and support requirements.
- Gives employers advice on planning and implementing advanced clinical practice, ensuring appropriate clinical and organisational governance



Clinical education

Development of health and care professionals to enable them to operate at the level of advanced clinical practice requires 3 elements within the workplace:

- development of competence and capability
- supervision and support in the workplace
- assessment of competence and capability

1. Development of competence and capability

- a) Articulate role and scope of role
- b) Understand availability of existing specialty specific national clinical competencies or support to develop these
- c) Mapping previous education/experience against 4 pillars and associated capabilities

2. Supervision and support in the workplace

- a) Identified clinical educator in the workplace (appropriately qualified senior practitioner) to provide continuity of support and have overview of the development of the trainee
- b) Access to wider staff to provide shorter, focused supervision
- c) Access to peer review and CPD

3. Assessment of competence and capability

- a) Formal assessment of achievement of capabilities specific to the context of their practice by occupationally competent assessors, recognised as such by employers
- b) Range of trained assessors including educators with appropriate academic and clinical experience, and competent health care professionals

4. Assessment of portfolio of evidence

- a) Level 7 by panel

- Specialty/area-specific competency and broad capability across the 4 pillars, may include:
 - Specialist training modules
 - Adoption of national specialist clinical standards into programmes (where they exist)
 - Delivery of inter-professional learning and support where feasible
 - Workplace assessment



<https://councilofdeans.org.uk/?s=Advanced+practice>

Addressing challenges for ACP Education:

- **Ensuring professionals working at level of ACP have knowledge, skills & behaviours relevant to their specialist setting and job role (specialist competencies)**
- Promoting implementation & application that allows for local context but sufficiently consistent to transform workforce in line with 5YF
- Encouraging collaboration between employers and educators related to supervisory and assessment purposes
- Focusing on the outcomes of the HEE Framework
- Promoting portfolio approaches and increased consistency and transparency of processes for accreditation and APL

Overview of project

Using the HEE methodology as key milestones for development of end of life care area specific capabilities:

- for non-medical, multi-professional advanced clinical practice aligned to the HEE (2017) Multi-professional Framework for Advanced Clinical Practice in England with relevance to both generalists and including opportunities for further training and career advancement within the specialty
- for inclusion in Masters and/or postgraduate modular study providing learning outcomes, indicative content and assessment guidelines aligned to professional bodies/Royal Colleges and Centre for Advancing Practice requirements

Phase 1: To agree high level learning outcomes mapped to the Centre for Advancing Practice requirements, unit learning outcomes, indicative content, assessment and clinical practice requirements:

- **Undertake a scoping of palliative and end of life care (PEOLC) including:**
 - analysis of population health need, service requirements and future demography. mapping of current policy and practices in end of life care, identify existing education frameworks and curricula, confirm professional and policy requirements related to workforce capabilities in end of life care.
- **To gain a clearer understanding of current and future roles:**
 - explore role requirements for generalists and those seeking career advancement within PEOLC.
 - Representatives from Association of Palliative Medicine, RCN Pain and Palliative Care Forum, National Charities (E.g. Marie Curie, Hospice UK) and AAPE will form key contacts to recruit representatives to form a working group to meet phase 1 outcomes and assist with future distribution of information about consultation opportunities through their networks

Phase 2:

- focus groups to build the detail of capability framework including pathway/career progression and clinical assessment requirements.
- Alongside working group members, representatives of workforce groups (nursing, allied health, pharmacists, paramedics), service/employers and experts by experience will be sought via working group networks to inform this phase leading to the development of a draft for wider consultation in phase 3.

Phase 3: To achieve wider consultation and agreement with stakeholders, employers and education providers:

- Consultation will be planned across England to facilitate access and engagement from education providers/AAPE members, service/clinical representatives, Royal College members, professional associations, charity representatives experts by experience.
- Focus groups scheduled to co-ordinate with established meetings/events to promote feedback and co-production from stakeholder groups and mitigate potential risk of low representation/engagement (*Now will be on-line meetings*)
- Online survey opportunity to provide feedback circulated via working group member organisations.
- Use feedback/information via focus groups and on-line survey to inform final end of life care area specific capabilities.

Phase 4:

- Use information/feedback from phase 3 to inform final PEOLC area specific capabilities, career pathway and guidance for learning outcomes, indicative content and assessment aligned to Professional Body, Royal Colleges and HEE requirements.
- Endorsement from Royal Colleges and Professional Bodies and Centre for Advancing Practice sought
- Develop and implement a communication plan with HEE to achieve awareness and support across the wider community, promote and support uptake of end of life care capabilities.

Phase 5:

- During month 12, actively engage in evaluation process and,
- Where required, make any interim adaptations to the PEOLC capabilities

Phases 1-5 over a 18-month period with an anticipated start date week commencing 09/03/20 (end date updated due to COVID19)

- Phase 1 Scoping review of evidence
- Phase 2 Development of capability framework (November 2020 – March 2021)
 - *Arrange focus groups,*
 - *Hold focus groups,*
 - *Develop draft framework*
- Phase 3 Consultation (July 2021)
 - *Arrange focus groups,*
 - *Focus groups,*
 - *Collate feedback/update framework*
- Phase 4 Finalise framework (August/September 2021)
- Phase 5 Evaluation

Draft Proposals for Developing Multi-Profession Credentials

Richard Collier PhD MSc PFHEA GradDipPhys MCSP MMACP
Advanced Practice Lead HEE



Developing people
for health and
healthcare

www.hee.nhs.uk

What is a Credential?

- Simply stated...
 - A specific unit of assessed learning
 - Normally related to a particular area of practice
 - It can be a qualification or an achievement that normally evidences that the individual has capability/competency to carry out a specific professional related activity or activities

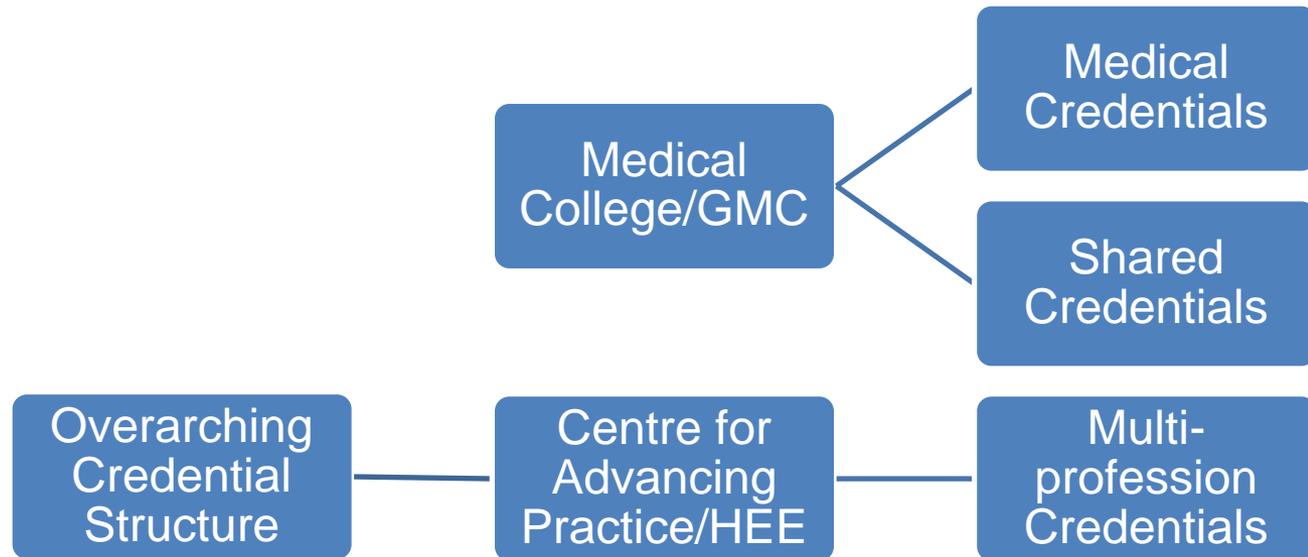
Why develop Credentials

- The main purpose of a credential is that it standardises learning that is required in a particular area of practice.
- This is commonly seen in areas of professional practice and the adoption of a credential often helps to define scope of practice

Development of Credentials

- Credentials are normally supported by specific frameworks (national or local) that are underpinned by:
 - Evidence
 - Defined curriculum and/or indicative content.
 - Assessment method.
- HEE will subsequently undertake validation of credentials as part of their role in defining and validating credentials

Relationship with existing Credentials??



Possible structure for Credentials??

- Multi Professional
- Uni Professional

Principles of a Credential

- Meets the set credential requirements
- Can be added to individual's portfolio of evidence
- Normally at Master's or Doctoral Level (7/8)
- Can be of any length, delivered in any format
- Mechanism of assessment by which any 'award' is conferred is clear

Criteria used to define a Credential

- The title of credential should make it clear what its purpose is.
- An agreed multi-professional framework will have been produced in conjunction with appropriate stakeholders and informed by relevant evidence-based practice guidelines e.g. NICE, relevant workforce competency and core capability frameworks
- An agreed curriculum or curricula will have been produced in conjunction with appropriate stakeholders, universities, Royal Colleges or other education providers
- Agreed assessment method/s will have been produced in conjunction with appropriate stakeholders, education providers, Royal Colleges or other education providers.

Validation v Awarding

- HEE will be validate the Credential
- Awarding body will normally be separate to HEE and will require some QM

Request to group

- Feedback on initial draft: February- March 2021 – Health and Care Professionals
- HEE Consultation: July 2021 – all

Panel Q & A

- What do other hospices consider as Statutory & Mandatory training and include in their current programmes / & what current guidance / governance is supporting the decision making process around that.
- What processes do you have in place to ensure your programme is current and reactive to changes in policy / needs etc.
- Is the provision of your Statutory & Mandatory Programme internally provided or outsourced?
- What systems / process are most effective for monitoring and recording compliance?
- Online training modules vs Bespoke training sessions.



Break out room discussions:

Feedback

Time to feedback three key points.

Please add all the information discussed in the chat box

Future meetings

- 11 May 2021
- 13 July 2021
- 14 September 2021
- 9 November 2021

Zoom id: **167 495 459** password: **12345**

Booking code for all dates:

<https://supporter.hospiceuk.org/public/event/eventBooking.aspx?id=EVT01220>



Useful resources

- Education Network meeting resources web page - <https://www.hospiceuk.org/what-we-offer/workforce-and-hr-support/developing-the-hospice-workforce/education-network/education-network-meeting-resources>

Useful Web links

- RCN

<https://www.rcn.org.uk/get-help/rcn-advice/training-statutory-and-mandatory>

- Statutory and Mandatory Training - e-Learning for Healthcare

<https://www.e-lfh.org.uk/programmes/statutory-and-mandatory-training/>

- Core Skills Training Framework (CSTF) and Enabling Staff Movement in NHS Trusts in England

<https://skillsforhealth.org.uk/info-hub/core-skills-training-framework-cstf-and-enabling-staff-movement-in-nhs-trusts-in-england/>

Leeds Palliative Care: EOLC LEARNING OUTCOMES

<https://leedspalliativecare.org.uk/professionals/education-training/eolc-learning-outcomes>

Useful Web links cont ...

- NHS Scotland / TURAS hub

<https://hub.nes.digital/lead-employer-arrangements/in-employment-information/statutory-and-mandatory-training/>

- NHS Greater Glasgow and Clyde

<https://www.nhsggc.org.uk/working-with-us/hr-connect/learning-education-and-training/statutory-and-mandatory-training/#>

- NHS Wales - Statutory and Mandatory Training Policy

<https://phw.nhs.wales/about-us/policies-and-procedures/policies-and-procedures-documents/human-resources-policies/statutory-and-mandatory-training-policy/>

- NHS Wales - Learning@Wales

<https://learning.wales.nhs.uk/course/index.php?categoryid=13>

Useful Web links cont...

- Learning Industries - Statutory and Mandatory Training e-Learning Packages

<https://www.learningindustries.com/content/649/mandatory-training/>

- Northern Ireland Medical and Dental Training Agency

<https://www.nimdta.gov.uk/foundation-training/programme-information/foundation-programmes/>

- Health and Social Care Board Clinical Education Centre

<https://cec.hscni.net/programmes/>

Useful Web links cont...

- Core Skills Training Framework (CSTF) and Enabling Staff Movement in NHS Trusts in England

<https://skillsforhealth.org.uk/info-hub/core-skills-training-framework-cstf-and-enabling-staff-movement-in-nhs-trusts-in-england/>

- Summary process for NHS Trusts to align with the CSTF

<https://skillsforhealth.org.uk/info-hub/cstf-england-guidance-and-download/>



Courses

National Voices: How Can We Dismantle Health Inequity Together?

https://www.nationalvoices.org.uk/events/how-can-we-dismantle-health-inequity-together?mc_cid=2e90c45591&mc_eid=4da924502f

Rennie Grove Hospice Care: Our Annual Conference - 21 April 2021

<https://www.renniegrove.org/healthcare-professionals/training-and-education/our-annual-conference?bblinkid=248936789&bbemailid=29338252&bbejrid=1883405873>



Zoom resources

Zoom tutorial Videos

Provided by Zoom

<https://www.youtube.com/watch?v=-s76QHshQnY>

Joining Audio and Configuring Video

<https://www.youtube.com/watch?v=hIkCmbvAHQQ>

Methods of Joining a meeting

Provided by Hospice UK/ECHO

<https://vimeo.com/443222369>

Polling Tutorial – Password ECHO1!!

Thank you for listening

Any feedback? Reflections from today.

Email: clinical@hospiceuk.org

