

AGENDA

ECQC Agenda 9 April 2020 (Open) V5.docx

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 - 4.1 Any Other Business
 - 4.2 Reflection on Today's Committee
 - 4.3 Date of Next Meeting: Thursday, 2 July 2020 at 10.00am in the Conference Room, Ty Dysgu, Nantgarw

EDUCATION, COMMISSIONING AND QUALITY COMMITTEE (Open)

Thursday, 9 April 2020
10.00am – 11.30pm

Via Skype/Teleconference

AGENDA

PART 1	PRELIMINARY MATTERS	10.00-10.15
1.1	Welcome and Introductions	Chair/ Oral
1.2	Apologies for Absence	Chair/ Oral
1.3	Declarations of Interest	Chair/ Oral
1.4	To Receive and Confirm the Minutes of the Committee held on 16 January 2020	Chair/ Attachment
1.5	Action Log	Chair/ Attachment
1.6	Matters Arising	Chair/ Oral
PART 2	STRATEGIC MATTERS	10.15-11.05
2.1	Update on COVID 19 and its Impact on Impending Tender of the Health Professional Educations Contracts	Director of Nursing/ Attachment
2.2	Impact of COVID 19 on nursing and midwifery education provision and the role of students in helping during the crisis	Director of Nursing/ Attachment
2.3	Impact of COVID 19 on medical education provision and the role of trainees in helping during the crisis	Medical Director/ Attachment
PART 3	EDUCATION PERFORMANCE AND QUALITY	11.05-11.25
3.1	Quality Report of Health Education Contracts	Director of Nursing/ Attachment
3.2	Quality Assurance Review of Post Graduate Medical Education (PGME)	Medical Director/ Attachment
3.3	GMC Annual Quality Assurance Summary	Medical Director/ Attachment
PART 4	CLOSE	11:25-11:30
4.1	Any Other Business	Chair/ Oral
4.2	Reflection on Today's Committee	Chair/ Oral
4.3	Date of Next Meeting: Thursday, 2 July 2020 at 10.00am in the Conference Room, Ty Dysgu, Nantgarw	Chair/ Oral

UNCONFIRMED

**Minutes of the Education, Commissioning and Quality Committee
held on 16 January 2020
in Meeting Room 11, HEIW, Ty Dysgu, Nantgarw, CF15 7QQ**

Present:

Dr. Ruth Hall	Chair and Independent Member
Tina Donnelly	Independent Member

In Attendance:

Dafydd Bebb	Board Secretary
Prof. Pushpinder Mangat	Medical Director
Stephen Griffiths	Director of Nursing
Martin Riley	Head of Education, Commissioning and Quality
Kay Barrow	Corporate Governance Manager (Secretariat)
Huw Owen	Welsh Language Services Manager
Liz Tomkinson	Welsh Language and Corporate Governance Administration Officer (Observer)

PART 1	PRELIMINARY MATTERS	Action
ECQC: 16/01/1.1	WELCOME AND INTRODUCTIONS	
	<p>The Chair welcomed everyone to the meeting and, in particular, Huw Owen (Welsh Language Services Manager) who was in attendance to provide Welsh translation for the meeting, and Liz Tomkinson (Welsh Translation and Corporate Governance Administrative Assistant) who was attending as an Observer. A quorum was confirmed present.</p> <p>It was confirmed that Dafydd Bebb would be late in attending the meeting.</p>	
ECQC: 16/01/1.2	Apologies for Absence	
	Apologies for absence were received from Eifion Williams, Interim Director of Finance.	
ECQC: 16/01/1.3	Declarations of Interest	
	There were no declarations of interest.	

ECQC: 16/01/1.4	To Receive and Confirm the Minutes of the Committee held on 21 October 2019	
	<ul style="list-style-type: none"> The Committee received the minutes of the meeting held on 21 October 2019 and the following changes were requested: Amendments to the last paragraph on page 2 for minute ECQC 21/10/1.4 relating to Action Point ECQC 16/05/2.2 Strategic Review of Health Professional Education: The last paragraph on page 2 to be amended to read as two separate points so that it reads as follows: 'In terms of the retention rates, Tina Donnelly questioned whether HEIW was supporting those students that were funded but chose not to stay in Wales following graduation.' Amendment to the first bullet point on page 6 for minute ECQC 21/10/5.2 Reflection on Today's Committee so that it reads as follows: 'The challenge around the programmes of work and assumptions being made was constructive, probing and helpful. It also provided clarity on the level of detail required to maintain a strategic focus.' 	
Resolved	The Committee approved the minutes of the meeting held on 21 October 2019, subject to the changes being made as discussed.	DB
ECQC: 16/01/1.5	Action Log	
	<p>The Committee received and considered the Action Sheet from the meeting held on 21 October 2019. The following verbal updates were received:</p> <ul style="list-style-type: none"> ECQC 16/05/4.4 GMC Quality Response: It was confirmed that the GMC was meeting with the Medical Deanery to discuss the response that day (16 January 2020). 	
Resolved	<p>The Committee:</p> <ul style="list-style-type: none"> agreed that the GMC report be shared with Committee Members; agreed that any significant issues arising from the meeting to be shared with the Committee. 	PM PM
	<ul style="list-style-type: none"> ECQC 01/07/2.1 NHS Wales Education, Commissioning and Training Plan 2020/21: It was confirmed that the Welsh Government had accepted the Plan and recommendations in full. Additional funding of £16.4m for 2020/21 has also been allocated to support the Plan. 	
Resolved	The Committee noted the update.	
	<ul style="list-style-type: none"> ECQC 21/10/2.1 Review of Health Professional Education: It was confirmed that Bangor University does not currently offer an intercalated Welsh language Nursing Degree. However it was noted during a recent visit to Bangor University by the Chief Executive and Medical Director, an average of 30% of annual credits were awarded in Welsh. The University had also 	

	<p>expressed the desire to increase its Welsh language provision going forward.</p> <p>The matter of the translation of the clinical dictionary into the medium of Welsh by Bangor University was also raised and that its use on an all Wales basis was to be clarified.</p>	
Resolved	<p>The Committee:</p> <ul style="list-style-type: none"> • noted the update. • agreed that increasing the delivery of courses through the medium of Welsh be explored as part of the contracting process. • requested that the translation of the clinical dictionary into the medium of Welsh by Bangor University for use on an all Wales basis be clarified. • agreed that the previous action to clarify the matter of whether a joint meeting of the Committees with Procurement and Legal & Risk was required was to be discussed with the Audit & Assurance Committee Chair. 	<p>SG</p> <p>SG</p> <p>SG</p>
	<ul style="list-style-type: none"> • ECQC 21/10/2.3 Review of Medical Deanery Visits – Lessons Learnt from other Countries and ECQC 21/10/3.1 GMS National Trainee Survey – Complaints Handling: It was confirmed that both matters would be discussed during the visit to Scotland scheduled in early February 2020. 	
Resolved	The Committee agreed that feedback from the visit to Scotland to be presented to the Committee in April 2020.	PM
ECQC: 16/01/1.6	Matters Arising	
	There were no matters arising.	
	Dafydd Bebb joined the meeting.	
PART 2	STRATEGIC ISSUES	
ECQC: 16/01/2.1	KPMG Strategic Review of Health Professional Education	
	<p>The Committee received the report.</p> <p>In presenting the report, Martin Riley advised that KPMG had undertaken their fieldwork with stakeholders and the reviewing of relevant associated documentation between May and August. The final Review was received by HEIW on 31 October 2019.</p> <p>The review findings and the 22 recommendations, together with a number of key reports and research, would assist HEIW in ensuring it develops and clarifies its role in the shaping of the future healthcare workforce. It was highlighted that there were no surprises in the report and that many of the areas identified by KPMG were already an integral part of HEIW's commissioning and performance management currently taking place. HEIW's response to the recommendations provided within the report</p>	

	<p>detailed the actions being undertaken to fully address the recommendations.</p> <p>The key themes highlighted within the report were important in the development of the new education contract covering all Health Professional Education in Wales. The review was also being shared with Universities and Health Board Executive Teams to ensure the buy-in as part of the contract development.</p> <p>Queries were raised in relation to the previous review undertaken by Price Waterhouse Coopers (PWC), which had highlighted that there should be a reduction in provision. The Committee sought assurance regarding the differing review outcome compared to that of KPMG. Martin Riley clarified that the PWC review had been undertaken at a time when training places were low and reducing. The KPMG review had considered all placements across Wales and how HEIW could better meet the needs of Health Boards, particularly provision in North Wales with regionalisation of provision, and increasing providers for feasible courses.</p> <p>The Committee welcomed the report and, in particular, the exploration of increasing the delivery of courses through the Welsh language. Concern was expressed about the strategic cost of implementing the recommendations and how this would be managed going forward.</p> <p>The Committee asked about the strategy to communicate the review finding, in terms of using the report as an opportunity to engage with Health Boards about the training of clinical staff, and with education providers to encourage students to train in health and social care. HEIW was currently undertaking a piece of work to assess the quality of placements/fitness to practice to support education provision.</p> <p>Committee Members would continue to provide feedback throughout the contracting process and to attend regional Programme Engagement events including Student Engagement to ensure that the student voice was captured as part of the process.</p>	
Resolved	<p>The Committee:</p> <ul style="list-style-type: none"> • agreed that the dates of Programme Engagement Events to be circulated to Committee Members. • agreed that the Draft contract to be presented at the Committee in April 2020 prior to the Board Development Session. • agreed to include an update on the progress with the contracting work in the Committee Chair's Key Issues Report to the January Board. 	<p>SG</p> <p>SG</p> <p>RH</p>

ECQC: 16/01/2.2	Future Funding of Health Professional Education	
	<p>The Committee received a verbal update in relation to the Welsh Government announcement regarding the continuation of the Welsh NHS Bursary Scheme until 2022/23.</p> <p>Stephen Griffiths advised that this announcement should provide some confidence for providers around the development of the Health Professional Education Contracts, however on 19 December 2019, the Prime Minister had made an announcement regarding the English bursary for nursing and some Allied Health Professionals, which had caused some uncertainty with Welsh Universities.</p> <p>A mapping exercise of the bursary schemes was being undertaken for presentation to the Executive Team.</p> <p>It was highlighted that a Communications Strategy would need to be developed to support the review findings. This would ensure the embedding of service delivery with educational needs in the development of the contract. The new internal and external sub groups of the Committee could assist with influencing and raising the profile of HEIW.</p>	
Resolved	<p>The Committee:</p> <ul style="list-style-type: none"> • agreed to the development of a Communications Strategy to support KPMG Review Findings. • agreed that the new Sub Groups to assist with influencing and raising profile of HEIW externally. 	<p>SG</p> <p>SG/PM</p>
ECQC: 16/01/2.3	Health Professional Student Allocations for 2020/21	
	<p>The Committee received the proposed commissioning plan.</p> <p>In presenting the proposals for HEIW's Health Professional Commissioning Plan for 2020/21, the rationale and process for the allocation of the commissioned places was provided. Some risks were noted in relation to the achievement of commissioning targets around diagnostic radiology, adult nursing and LD nursing. However, further work would be undertaken to review Health Board IMTPs, as well as Health Board financial allocations.</p> <p>The Committee raised questions around specific University allocations. However, it was reassured that HEIW would be increasing communication and engagement with education and training providers to ensure that all aspects were captured.</p> <p>It was noted that the placement matrix did not include medical trainees. Whilst foundation places had been increased this year,</p>	

	they did not match the increases in England. This matter was being discussed with Welsh Government.	
Resolved	<p>The Committee:</p> <ul style="list-style-type: none"> • approved the proposed commissioning plan; • agreed that their concerns in relation to the risks around student allocations, and reputational risks relating to unfilled places, be highlighted to the Board. 	RH
ECQC: 16/01/2.4	Major Trauma Network: Training Needs	
	<p>The Committee received a verbal update.</p> <p>In presenting the update, Pushpinder Mangat advised that he was due to meet with the Clinical and Training Leads on 20 January 2020. The Committee welcomed the opportunity to meet with the key Major Trauma Network programme leads to discuss Board's concerns around the analysis of the training needs.</p>	
Resolved	The Committee agreed that feedback from Clinical and Training Leads in relation to analysis of training needs to be brought back to a future Committee meeting	PM
ECQC: 16/01/2.5	Update on the Sub Group Terms of Reference	
	<p>The Committee received the revised Terms of Reference for the two sub groups – Internal Multi-Professional Education Group (IMPEG) and External Education Group (EEG).</p> <p>The first meetings of these groups will be scheduled to take place in February 2020 and will support the work to develop the contract for the provision of Health Professional Education.</p>	
Resolved	The Committee agreed that feedback from the meetings of the Sub Groups to be reported to each Committee.	SG/PM
ECQC: 16/01/2.6	Development of a Tariff Arrangement for Secondary Care Training Programme Directors across Wales to Support Professionalisation of the Role	
	<p>The Committee received the business case.</p> <p>In presenting the business case, Pushpinder Mangat advised that this had been a legacy issue within the Deanery for a number of years. He explained that the practices within each Specialty varied, however the business case was proposing to bring consistency across the TPD roles within HEIW that would follow the arrangements that were in place in the rest of the UK.</p> <p>The Committee was supportive of the business case to implement a tariff arrangement. However, it was unclear in relation to the financial aspects supporting the business case and recommended that the business case be scrutinised by the Audit and Assurance Committee.</p>	

Resolved	<p>The Committee:</p> <ul style="list-style-type: none"> • agreed to support the business case • recommended that the Business Case be scrutinised by the Audit and Assurance Committee. 	PM
PART 3	EDUCATION PERFORMANCE AND QUALITY	
ECQC: 16/01/3.1	Performance Report of Education Contracts	
	<p>The Committee received the annual report.</p> <p>In presenting the annual report, Martin Riley provided a brief overview of the key performance indicators as part of the Health Professional Contract Management system. The All Wales report captures the position across Wales and also identified where there was variation in performance between universities. Where performance was below the expected level, actions have been identified within each University's performance report.</p> <p>The Committee welcomed the approach to the reporting and the further development to feed compliance with the key performance indicators into the corporate performance Dashboard for reporting to the Committee and the Board.</p> <p>The Committee suggested exploring the potential to hold a celebratory event with education and training providers either on an annual or 6-monthly basis.</p> <p>The Committee also suggested that the sharing of the annual report at a Board Development Session be discussed with the Chief Executive.</p>	
Resolved	<p>The Committee:</p> <ul style="list-style-type: none"> • agreed to explore the potential for a celebratory event either annually or 6-monthly with service providers. • agreed that the sharing of the report with the Board at a Board Development Session be discussed with the Chief Executive. 	SG SG
ECQC: 16/01/3.2	Quality Assurance Review of Post Graduate Medical Education (PGME)	
	<p>The Committee received the report.</p> <p>In presenting the report, Pushpinder Mangat provided a brief update in relation to the areas of concern that were receiving enhanced monitoring through regular scrutiny, triangulation of complaints and trainee/trainee feedback. It was acknowledged that the reporting was specifically around medicine but work was ongoing to move to an holistic monitoring system and ensure a multi-disciplinary focus and support system.</p>	

	<p>The Committee welcomed the report and the addition of a column to explain the reason for the visit.</p> <p>The Committee recommended that the Audit and Assurance Committee be updated on those Health Board areas in enhanced monitoring arrangements.</p>	
Resolved	<p>The Committee:</p> <ul style="list-style-type: none"> • agreed to a new column 'Reason for Visit' to be added to the Visit Summary. • recommended that the Audit & Assurance Committee be updated in relation to those Health Board areas in enhanced monitoring arrangements and at high risk. 	<p>PM</p> <p>PM</p>
ECQC: 16/01/3.3	New Arrangements for Annual Commissioning Process for Post Graduate Education	
	<p>The Committee received the report.</p> <p>In presenting the report, Pushpinder Mangat provided an overview of the new arrangements and the changes to the agenda for the Annual Commissioning Visits to Local Education Providers (LEPs) previously undertaken by the Medical Deanery.</p> <p>The Committee was supportive of the new approach and focus for the visits.</p>	
Resolved	The Committee agreed that a summary report from the visits to be presented to the Committee in October 2020.	PM
PART 4	CLOSE	
ECQC: 16/01/4.1	Any Other Business	
	There was no other urgent business for the open session of the Committee.	
ECQC: 16/01/4.2	Reflection on Today's Committee	
	<p>Members, Officers and Observer provided constructive feedback in relation to the Committee meeting that had been held and the following points were noted:</p> <ul style="list-style-type: none"> • The first few Committee meetings were papers mainly for information to update the Committee Members on its role and responsibilities. Today's Committee was constructive and provided ideas going forward. • The level of detail in the Committee papers was insightful and provided confidence around the presentation of the agenda items. The opportunity to freely question Committee officers allowed enhanced scrutiny and a better understanding of the specific topic. • The work of HEIW is not just about training and the student population, it's also about the social and workforce benefits. 	

	<ul style="list-style-type: none"> • The preparation time in setting the Committee agenda allows for a better understanding of items and the best value for the Committee. • It's about the connectivity of issues across the agenda and how they relate and support adding value to the HEIW Board <p>There being no further business, the meeting moved into the closed session.</p>	
ECQC: 16/01/4.3	Date of Next Meeting	
	The date of the next meeting was confirmed for Thursday, 9 April 2020 at 10.00am in the Conference Room, Ty Dysgu, Nantgarw.	

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Dr. Ruth Hall (Chair)

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Date:

Education, Commissioning and Quality Committee (Open)
16 January 2020
Action Log

(The Action Sheet also includes actions agreed at previous meetings of the Education, Commissioning and Quality Committee and are awaiting completion or are timetabled for future consideration for the Committee. These are shaded in the first section. When signed off by the Education, Commissioning and Quality Committee these actions will be taken off the rolling action sheet.)

Minute Reference	Agreed Action	Lead	Target Date	Progress/ Completed
ECQC: 21/10/2.1	Review of Committee Terms of Reference			
	<ul style="list-style-type: none"> A specific agenda item on the Emerging Approaches from Workforce Planning and impact on training programmes to be added to the Committee Forward Work Programme. 	Director of Workforce and OD	July 2020	This piece of work will be informed by the workforce plans as part of IMTPs for NHS organisations across Wales. The deadline for submission to Welsh Government for approval is by the end of January 2020. This item has been added to the Committee Forward Work Programme for July 2020.
ECQC: 16/01/1.4	Minutes of the Committee held on 8 October 2019			
	<ul style="list-style-type: none"> Amendments to the last paragraph on page 2 for minute ECQC 21/10/1.4 relating to Action Point ECQC 16/05/2.2 Strategic Review of Health Professional Education. 	Secretariat	Promptly	Completed.
	<ul style="list-style-type: none"> Amendment to the first bullet point on page 6 for minute ECQC 21/10/5.2 Reflection on Today's Committee. 	Secretariat	Promptly	Completed.

Minute Reference	Agreed Action	Lead	Target Date	Progress/ Completed
ECQC: 16/01/1.5	Action Log			
	ECQC 16/05/4.4 GMC Quality Response:			
	<ul style="list-style-type: none"> GMC report to be circulated to Committee members. 	Medical Director	Ebrill 2020	This is an agenda item for the April Committee.
	<ul style="list-style-type: none"> The Committee to be made aware of any significant issues arising from the GMC meeting with Medical Deanery. 	Medical Director	Ebrill 2020	Completed. There were no significant issues to report.
	ECQC 21/10/2.2 KPMG Review of Health Professional Education:			
	<ul style="list-style-type: none"> Increasing the delivery of courses through the medium of Welsh to be explored as part of the contracting process. 	Director of Nursing	TBC	A verbal update will be provided at the April Committee meeting.
	<ul style="list-style-type: none"> Translation of the clinical dictionary into the medium of Welsh by Bangor University for use on an all Wales basis to be clarified. 	Director of Nursing	TBC	A verbal update will be provided at the April Committee meeting.
	<ul style="list-style-type: none"> Discuss with the Chair of the Audit and Assurance Committee whether a joint meeting of the Committees with Procurement and Legal & Risk is required. 	Director of Nursing	Promptly	A verbal update will be provided at the April Committee meeting.
	<ul style="list-style-type: none"> Dates of Programme Engagement Events to be circulated to Committee Members. 	Director of Nursing	Promptly	Completed.
	ECQC 21/10/2.3 Review of Medical Deanery Visits – Lessons Learnt from other Countries			
	<ul style="list-style-type: none"> To be discussed during the visit to Scotland scheduled in early February 2020. Feedback from the visit to be presented to the Committee in April 2020. 	Medical Director	July 2020	In light of the Coronavirus Pandemic, this item has been deferred to the July Committee.

Minute Reference	Agreed Action	Lead	Target Date	Progress/ Completed
	ECQC 21/10/3.1 GMS National Trainee Survey – Complaints Handling			
	<ul style="list-style-type: none"> To be discussed during the visit to Scotland scheduled in early February 2020. Feedback from the visit to be presented to the Committee in April 2020. 	Medical Director	July 2020	In light of the Coronavirus Pandemic, this item has been deferred to the July Committee.
ECQC: 16/01/2.1	KPMG Strategic Review of Health Professional Education			
	<ul style="list-style-type: none"> Draft contract to be presented at the Committee in April 2020 prior to the Board Development Session. 	Director of Nursing	April 2020	In light of the Coronavirus Pandemic, an update on this matter is on the April Committee agenda.
	<ul style="list-style-type: none"> Include an update on the progress with the contracting work in the Committee Chair's Key Issues Report to the January Board. 	Committee Chair	January 2020	Completed. An update was included in the Committee Chair's Key Issues report to the January Board.
ECQC: 16/01/2.2	Future Funding of Health Professional Education			
	<ul style="list-style-type: none"> Development of a Communications Strategy to support KPMG Review Findings. 	Director of Nursing	TBC	A verbal update will be provided at the April Committee meeting.
	<ul style="list-style-type: none"> Use new Sub Groups to assist with influencing and raising profile of HEIW externally. 	Director of Nursing/ Medical Director	Ongoing	In light of the Coronavirus Pandemic, the meetings of the new Sub Groups have been postponed for the time being.
ECQC: 16/01/2.3	Health Professional Student Allocations for 2020/21			
	<ul style="list-style-type: none"> Concerns of the Committee in relation to the risks around student allocations and reputational risks to be highlighted to the Board. 	Committee Chair	January 2020	Completed. An update was included in the Committee Chair's Key Issues report to the January Board.

Minute Reference	Agreed Action	Lead	Target Date	Progress/ Completed
ECQC: 16/01/2.4	Major Trauma Network: Training Needs			
	<ul style="list-style-type: none"> Feedback from Clinical and Training Leads in relation to analysis of training needs to be brought back to a future Committee meeting 	Medical Director	TBC	This matter was scheduled for a Board Development Session in March but was postponed due to the current emergency. This will be added to the Board Development Forward Work Programme when possible.
ECQC: 16/01/2.5	Update on the Sub Group Terms of Reference			
	<ul style="list-style-type: none"> Feedback from the meetings of the Sub Groups to be reported to each Committee. 	Director of Nursing/ Medical Director	Ongoing	Sub Groups reports will be presented to the Committee following each meeting. However, the meetings of the Sub Groups have been postponed for the time being due to current emergency situation.
ECQC: 16/01/2.6	Development of a Tariff Arrangement for Secondary Care Training Programme Directors across Wales to Support Professionalisation of the Role			
	<ul style="list-style-type: none"> Recommended that the Business Case be scrutinised by the Audit and Assurance Committee. 	Medical Director	January 2020	Completed. The Audit and Assurance Committee considered the remuneration aspects of the financial case at its meeting on 27 January 2020.
ECQC: 16/01/3.1	Performance Report of Education Contracts			
	Explore the potential for a celebratory event either annually or 6-monthly with service providers.	Director of Nursing	TBC	Postponed. This will be picked up once the current emergency has passed.
	Discuss sharing the report with the Board at a Board Development Session with the Chief Executive.	Director of Nursing	Promptly	Completed. An updated was included in the Committee Chair's Key Issues report to the January Board.

Minute Reference	Agreed Action	Lead	Target Date	Progress/ Completed
ECQC: 16/01/3.2	Quality Assurance Review of Post Graduate Medical Education (PGME)			
	New column 'Reason for Visit' to be added to the Visit Summary.	Medical Director	July 2020	The Quality Team has been reallocated to focus on the response to the COVID 19 Pandemic.
	The Audit and Assurance Committee to be updated in relation to those Health Board areas in enhanced monitoring arrangements and at high risk.	Medical Director	July 2020	The Quality Team has been reallocated to focus on the response to the COVID 19 Pandemic.
ECQC: 16/01/3.3	New Arrangements for Annual Commissioning Process for Post Graduate Education			
	Summary Report to be presented to the Committee in October 2020.	Medical Director	October 2020	Added to the Committee Forward Work Programme for October 2020.



GIG
CYMRU
NHS
WALES

Addysg a Gwella Iechyd
Cymru (AaGIC)
Health Education and
Improvement Wales (HEIW)

Meeting Date	1 April 2020	Agenda Item	2.1
Report Title	Impact of Covid-19 on the Strategic Review of Health Professional Education		
Report Author	Martin Riley		
Report Sponsor	Stephen Griffiths		
Presented by	Stephen Griffiths/Martin Riley		
Freedom of Information	Open		
Purpose of the Report	The Committee have previously been updated on the key themes, process, project governance and management arrangements and the timescales for the strategic health professional education commissioning review. However, due to the current COVID-19 pandemic the timescales need to be revised.		
Key Issues	<p>Revised high-level procurement plan attached designed to meet the September 2022 student start date on the new programmes.</p> <p>Risks surrounding Universities ability to meet the revised timescale if the effect of the current COVID-19 pandemic are still being felt in the autumn.</p>		
Specific Action Required <i>(please ✓ one only)</i>	Information	Discussion	Assurance
	✓		
Recommendations	<p>The EC&QC:</p> <ul style="list-style-type: none"> ➤ Are asked to note the revised timeframe for tendering and also note the risk associated with this ➤ will receive updates should the revised timescales become untenable ➤ will receive updates on the financial implications relating to project management 		

IMPACT OF COVID-19 ON THE STRATEGIC REVIEW OF HEALTH PROFESSIONAL EDUCATION

1. INTRODUCTION

All pre-registration health professional contracts expire in July 2021. A procurement exercise is being actioned to extend these until July 2022 and a major procurement process for new education provision is currently being undertaken. The Committee have previously been updated on the key themes, process, project governance and management arrangements and the timescales. However, due to the current COVID-19 pandemic the timescales need to be revised.

2. BACKGROUND

The plan was as follows:

Key Action	Original timeframe
Place OJEU Notice to trigger procurement	May 2020
Bid submission	July 2020
Evaluation of bids	August – November 2020
Award procedures / sign-off	Dec. '20 – January '21
Award of Contracts	Dec. '20 – February '21
Contract commencement	August 2021
New education programmes commence	September 2022

The plan ensured that students could commence on the new programmes in September 2022.

3. REVISED POSITION

Regional events for interested parties were planned for the last two weeks of March 2020. However, due to staff pressures within HEIW, NWSSP and Universities due to the current COVID-19 pandemic and recent government advice these were postponed with the agreement of the HEIW Chief Executive. The postponed events were;

- North Wales – Tuesday 17th March 2020 – Venue Cymru, Llandudno, LL30 1BB.
- South Wales – Friday 20th March 2020 – Life Sciences Hub, Cardiff, CF10 4PL.
- West Wales – Wednesday 25th March 2020 – National Botanic Gardens, Carmarthen, SA32 8HN.

The OJEU notice was due to be placed in May. This is an incredibly important piece of work and will set the direction of health professional education for the next decade. Therefore, it is imperative that Universities are able to give this their full attention, utilising all the expertise available internally and across the wider health and social care settings. It is evident, from COVID-19 projections that this will not be possible during the period identified within the plan. Asking healthcare providers to submit bids during this period would certainly compromise the quality of the bid

submissions and potentially their support of students, many of whom will be working during this pandemic. In addition, across NHS Wales HEIW need to give the COVID-19 pandemic significant attention and this includes collaborate work with our University partners, Welsh Government, Professional & Regulatory Bodies and the Service. The Education, Commissioning and Quality Team within the Nursing Directorate will concentrate their collective efforts in working together to help Service meet the demand and pressures facing NHS Wales and the Care Sector all over the coming months.

Therefore, HEIW will not be going out to tender in May / June 2020. An option to place the OJEU notice later – when things have assumed a degree of normality after the pandemic – and which also enables the first cohort of students on the new contract in September 2022 has been formulated. September 2022 is still the preferred start date for students commencing under the new contract.

The table below is the revised timetable. It is subject to change and will depend on when things settle after COVID-19.

Key Action	Original timeframe	Revised timeframe
Place OJEU Notice to trigger procurement	May 2020	October 2020
Bid submission	July 2020	End of December 2020
Evaluation of bids	August – November 2020	January - February 2021
Award procedures / sign-off	Dec. '20 – January '21	March – mid April 2021
Award of Contracts	Dec. '20 – February '21	Mid-April 2021
Contract commencement	August 2021	August 2021
New education programmes commence	September 2022	September 2022

Universities have been preparing for the tendering process and – whilst the revised timescales are not definitive – it does provide a longer planning process and alleviates pressure during the pandemic.

4. RISKS, ISSUES AND MITIGATION

The main risk associated with this revised timescale is the uncertainty over the length of time Services and education provision will be affected by the COVID-19 pandemic. If the critical situation is extended beyond current predictions, then there maybe a need to push the tendering process further back. In reality this cannot be achieved without compromising the September 2022 start date. The Committee will be updated on this in a timely manner to consider options should this scenario materialise.

5. FINANCIAL IMPLICATIONS

As the revised plan has the same start date for the new contracts there are no new financial implications relating to contract prices, student costs directly relating to the commissioning of the new courses.

However, as the timeframe has been extended there will be a financial implication and re-profiling of project management costs. Discussions are ongoing with NWSSP Procurement and Legal and Risk Services staff surrounding this.

6. RECOMMENDATION

The Committee,

- are asked to note the revised timeframe for tendering and also note the risk associated with this
- will receive updates should the revised timescales become untenable
- will receive updates on the financial implications relating to project management

Governance and Assurance				
Link to corporate objectives (please ✓)	As a new organisation establishing HEIW as a valued and trusted partner, an excellent employer and a reputable and expert brand	Building a sustainable and flexible health and care workforce for the future.	With Social Care Wales shaping the workforce to deliver care closer to home and to better align service delivery.	Improving quality and safety by supporting NHS organisations find faster and more sustainable workforce solutions for priority service delivery challenges.
	✓	✓		✓
	Improving opportunities for use of technology and digitalisation in the delivery of education and care.	Reinvigorating leadership development and succession planning across health and social care in partnership with Social Care Wales and Academi Wales	Demonstrating value from investment in the workforce and the organisation.	
Quality, Safety and Patient Experience				
The delivery of high quality education is critical to patient care, the relationships with the university sector underpin this education delivery and as a result these arrangements play an essential role in improving patient care and safety.				
Financial Implications				
These are currently being developed				
Legal Implications (including equality and diversity assessment)				
There are no legal consequences				
Staffing Implications				
There are no staffing consequences				
Long Term Implications (including the impact of the Well-being of Future Generations (Wales) Act 2015)				
Non known				
Report History	Nil			
Appendices	Nil			



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Cymru (AaGIC)
Health Education and
Improvement Wales (HEIW)

Meeting Date	1 April 2020	Agenda Item	2.2
Report Title	Impact of Covid-19 on Nursing and Midwifery Education Provision and the Role of Students in Helping During the Crisis		
Report Author	Martin Riley		
Report Sponsor	Stephen Griffiths		
Presented by	Stephen Griffiths/Martin Riley		
Freedom of Information	Open		
Purpose of the Report	This is a complex, uncertain and difficult time for students and their families. As future members of that workforce, they have been provided the opportunity to consider joining the NHS early and to use their acquired skills to help save lives. HEIW has published guidance providing information for nursing and midwifery students on how they can support the health and care system during this time of emergency.		
Key Issues	Plans for nursing and midwifery students, <ul style="list-style-type: none"> • In their final 6 months of training • In the first 6 months of year 3 and the second year of study • First year students 		
Specific Action Required <i>(please ✓ one only)</i>	Information	Discussion	Assurance
	✓		
Recommendations	The EC&QC: The Committee are asked to note, <ul style="list-style-type: none"> • the contents of this report and the papers attached • the risks and mitigating actions • that training may need to be extended which will have a financial consequence • the financial implications will be costed when the impact starts to unfold • a similar guide will be issued once the final position is published by the four country Chief AHP Officers, the HCPC and the Council of Deans for Health UK • an update on student choices will be reported at a future committee 		

IMPACT OF COVID-19 ON NURSING AND MIDWIFERY EDUCATION PROVISION AND THE ROLE OF STUDENTS IN HELPING DURING THE CRISIS

1. INTRODUCTION

This is a complex, uncertain and difficult time for students and their families. The NHS' greatest asset is its workforce and many students want the opportunity to help. As future members of that workforce, they have been provided the opportunity to consider this calling to join the NHS early and to use their acquired skills to help save lives. HEIW has published guidance providing information for nursing and midwifery students on how they can support the health and care system during this time of emergency.

The guidance has been developed by HEIW and Welsh Government alongside the Nursing and Midwifery Council (NMC), the Royal Colleges and the Council of Deans of Health and Trade Unions.

Attached to this paper are:

- 1. Letter issued to all nursing and midwifery students in Wales**
- 2. COVID-19 Student Support Guide.**
- 3. Briefing Paper for Practice Partners, Education Leads and Practice Education Facilitators (and equivalent roles) during the COVID-19 period**
- 4. Letter to Health Organisations**
- 5. Letter to Universities**

This is a fast-changing and emerging situation and advice may be subject to further development. This information should be used in conjunction with advice and guidance from both students' higher education institutions, the Nursing and Midwifery Council (NMC) and royal colleges and trade unions.

This correspondence covers nursing and midwifery students only. Discussions are in advanced stages surrounding Allied Health Professional students and Healthcare Science students and it is anticipated that student guidance will be issued to AHPs and HCS later this week. Further correspondence will be sent regarding AHPs and HCS once there is final agreement on the process.

2. OPTIONS FOR STUDENTS

Students, depending on their stage of study will have options to assist the Health and Care System in this time of crisis. Students have been categorized as follows,

- Those in the last 6 months of their third-year undergraduate programme
- Those in the second year or early stages of their third year of undergraduate programme and postgraduate students;
- Those in the first year of their undergraduate programme;

Further details are included in the guidance document but in summary the options available are highlighted below;

Students in their final six months of the third year of their undergraduate programme

Given the significant pressures on the system and the need to ensure that front line services are fully supported it is not possible to continue to provide the current programme for students in these years of study. **The NMC have put actions into place to expand the nursing workforce and have changed the nature of the programme for undergraduate nursing students so that they can opt to undertake their final six months of their programme as a clinical placement.**

This is voluntary and if they do not feel able to opt into this, they will be supported by their university to consider the options available. From correspondence with Universities it is expected that there will be a high sign-up for this.

Below is a list of the students currently in the last 6 months of training. Commissions to universities are based on needs set out in your IMTP's. HEIW issue a placement matrix and Universities target placements within the Health Boards and Trusts in Wales. It is highly likely that students will choose to work in a hospital where they have had previous placement experience and where they know some of the staff and are familiar with the surroundings.

HEIW appreciates that during this crisis students may be moved between clinical areas but, whilst there is a desire to assist, organisations will need to work with the university to ensure the clinical area is able to support the student at this time.

Based on the placement plan these are the number of students that each organisation can expect. Please note however this is subject to student "buy-in" and also there will be some students who wish to contribute but for health or other reasons are not able to at this time. Therefore the numbers are indicative to provide the Service with an estimated figure for planning purposes. **Nursing and Midwifery students currently in the last six months of their studies:**

Organisation	Nursing	Midwifery
Aneurin Bevan	121	15
Cardiff & Vale	179	21
Velindre	2	0
Swansea Bay	104	10
BCU	230	25
CTM	114	21
Hywel Dda	75	12
Powys	46	4
Total	871	108

Students in the second year or the first six months of their final year of their undergraduate programme and postgraduate pre-registration students not in the last 6 months of their programme

Given the significant pressures on the system and the need to ensure that front line services are fully supported it is not possible to continue to provide the current

programme for students in these years of study. Therefore, **students have been invited to opt-in to an arrangement where they spend 80 percent of time in clinical practice, which would be remunerated (and will count towards practice hours as it will be part of their programme)**, and 20 percent in academic study during this emergency period.

Based on the placement plan these are the number of students that each organisation can expect. This is subject to student “buy-in” and also there will be some students who wish to contribute but for health or other reasons are not able to at this time. Therefore the numbers are indicative to provide the Service with an estimated figure for planning purposes as it is unknown how many of the students are going to take up the 80:20 option of working in practice. **Nursing and Midwifery students currently in the first six months of year three and all second year students:**

Organisation	Nursing	Midwifery
Aneurin Bevan	236	16
Cardiff & Vale	350	22
Velindre	4	0
Swansea Bay	198	11
BCU	449	25
CTM	228	20
Hywel Dda	146	12
Powys	90	4
Total	1,701	110

Students in their first year of undergraduate programme

Students in year one will continue with their studies and remain on their programme. However, the nature of the programme will be adapted so that students will see their academic studies continue but their clinical placement time will be paused. As now, **students may volunteer or undertake paid work within a healthcare setting while maintaining their academic study.**

3. PROCESS

The relevant university will contact students to discuss the revised programme delivery model and what it means for them.

If the students decide to opt into the NMC revised programme in clinical practice, the university will work with them to identify their preferences. NHS Wales Shared Services will also contact the students regarding their clinical placement employment arrangements. This information will then be provided to the NHS who will work with the university to agree an appropriate placement for them to be assigned too.

NWSSP will act as the conduit between Health Organisations, the Universities and the students.

4. RISKS, ISSUES AND MITIGATION

The main risks are,

- a. A delay in students graduating resulting in supply to the Service which could impact upon staffing levels, service delivery and agency costs.
- b. Higher attrition. This is a daunting time for students, and some could potentially be “put-off” working in the NHS. To help reduce this risk HEIW have developed a Briefing Paper for Practice Partners, Education Leads and Practice Education Facilitators (and equivalent roles) during the COVID-19 period. This will help to ensure that students are supported as much as possible during this period.

5. FINANCIAL IMPLICATIONS

The financial implications will be assessed as student decisions are known and University plans to support them are formulated both at this critical stage of supporting the Service and when they return to full time education. The financial pressures will consist of,

- a. Supporting students by prolonging the bursary period beyond 3 years to ensure they are supported through to registration.
- b. Providing additional financial support to Universities as they will have multiple cohorts overlapping and certain students on bespoke plans

It is too early to cost the implications but as details and plans emerge these will be shared with the finance directorate to forecast the financial implications.

6. RECOMMENDATION

The Committee are asked to note,

- the contents of this report and the papers attached
- the risks and mitigating actions
- that training may need to be extended which will have a financial consequence
- the financial implications will be costed when the impact starts to unfold
- a similar guide will be issued once the final position is published by the four country Chief AHP Officers, the HCPC and the Council of Deans for Health UK
- that an update on student choices will be reported at a future committee

Governance and Assurance				
Link to corporate objectives (please ✓)	As a new organisation establishing HEIW as a valued and trusted partner, an excellent employer and a reputable and expert brand	Building a sustainable and flexible health and care workforce for the future.	With Social Care Wales shaping the workforce to deliver care closer to home and to better align service delivery.	Improving quality and safety by supporting NHS organisations find faster and more sustainable workforce solutions for priority service delivery challenges.
	✓	✓		✓
	Improving opportunities for use of technology and digitalisation in the delivery of education and care.	Reinvigorating leadership development and succession planning across health and social care in partnership with Social Care Wales and Academi Wales	Demonstrating value from investment in the workforce and the organisation.	
Quality, Safety and Patient Experience				
The delivery of high quality education is critical to patient care, the relationships with the university sector underpin this education delivery and as a result these arrangements play an essential role in improving patient care and safety.				
Financial Implications				
These are unknown at this time, however the Welsh Government has agreed to this scheme and the remuneration of students employment in the workplace				
Legal Implications (including equality and diversity assessment)				
There are no legal consequences				
Staffing Implications				
There are no staffing consequences				
Long Term Implications (including the impact of the Well-being of Future Generations (Wales) Act 2015)				
Non known				
Report History	Nil			
Appendices	<ul style="list-style-type: none"> Letter for Universities from HEIW Letter for Health Organisations from HEIW Letter to be issued via Universities to all nursing and midwifery students from the CNO and Stephen Griffiths COVID-19 Student Support Guide Briefing Paper for Practice Partners, Education Leads and Practice Education Facilitators (and equivalent roles) during the COVID-19 period 			



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Addysg a Gwella Iechyd
Cymru (AaGIC)
Health Education and
Improvement Wales (HEIW)

Our Ref: SG/cw

Date: 30th March 2020

Sent via email to:
Deans
Heads of Nursing Pre-registration Programmes

Health Education and Improvement Wales
Ty Dysgu
Cefn Coed
Nantgarw
CF15 7QQ

03300 585 005
HEIWenquiries@wales.nhs.uk

Dear colleague

Nursing Students: volunteering in the health and care system to combat COVID-19

As part of the joint announcement made by the Chief Nursing Officers for the four UK nations, the Nursing and Midwifery Council (NMC), the Council of Deans of Health, the Royal Colleges and trade unions and the UK Department of Health and Social Care on Thursday 19th March, the NHS is asking third and second year undergraduate and second-year postgraduate nursing students to consider undertaking paid NHS roles to support the NHS emergency response to the COVID-19 outbreak and support our NHS resilience and capacity at this time.

HEIW is asking education providers, as the organisations with direct contact and key links to nursing students, to please contact all second and third-year undergraduate nursing students, to enquire whether they would wish to opt into undertaking a paid placement and to then work with NHS Shared Services Partnership (NWSSP) and placement providers (e.g. Health Boards/ Trusts and other organisations) to identify where students can undertake a paid placement. NWSSP will contact students separately via email to ask if they are going to opt into the 80:20 split for year two and the first 6 months of year three and whether those in the last 6 months of their programmes wish to undertake this full time in practice. As you will see from the guidance the university will need to discuss and agree the placement with the employer to ensure the student will receive appropriate supervision in the clinical setting.

We know that this is an additional ask, but we understand many education providers have already been contacted by students; this process allows you to focus these requests into one streamlined and nationally coordinated system. We have kept the data required from each student to the minimum we need.

• Chairman/Cadeirydd: **Dr Chris Jones**

• Chief Executive/Prif Weithredwr: **Alex Howells**

HEIW Headquarters/ Pencadlys HEIW, Ty Dysgu, Cefn Coed, Nantgarw, CF15 7QQ.

Telephone/Ffôn: 03300 585 005

We know this is a difficult time for all concerned, including the higher education sector, and we in the NHS are grateful for your support. This activity will directly lead to an increase in health service capacity and support sustaining the NHS can the care it provides.

Attached to this email is:

- a letter for students which we would ask you to share with them
- the student guidance document
- COVID 19 Information for practice partners

If you have any queries please get in contact with either Martin or myself

Yours faithfully

A handwritten signature in black ink, appearing to read 'Stephen Griffiths', is positioned above the printed name and title.

Stephen Griffiths
Director of Nursing



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Addysg a Gwella Iechyd
Cymru (AaGIC)
Health Education and
Improvement Wales (HEIW)

Our Ref: SG/cw

Date: 30th March 2020

Sent via email to:

NHS Wales Directors of Nursing

Health Education and Improvement Wales
Ty Dysgu
Cefn Coed
Nantgarw
CF15 7QQ

03300 585 005
HEIWenquiries@wales.nhs.uk

Dear Colleague

COVID 19 AND IMPLICATIONS FOR NURSING AND MIDWIFERY STUDENTS

As you will be aware the NMC, CNO's, Council of Deans for Health (UK) and professional bodies agreed a Joint [statement](#) on expanding the nursing and midwifery workforce in the Covid-19 outbreak on the 25.3.2020.

In support of this HEIW has published guidance providing information for nursing and midwifery students on how they can support the health and care system during this time of emergency.

The guidance has been developed by HEIW and Welsh Government alongside the Nursing and Midwifery Council (NMC), the Royal Colleges and the Council of Deans of Health and Trade Unions.

Attached to this e-mail are:

- 1. Letter issued to all nursing and midwifery students in Wales**
- 2. COVID-19 Student Support Guide.**
- 3. Briefing Paper for Practice Partners, Education Leads and Practice Education Facilitators (and equivalent roles) during the COVID-19 period.**

This is a fast-changing and emerging situation and advice may be subject to further development. The Student Support Guide should be used in conjunction with advice and guidance from both students' higher education institutions, the Nursing and Midwifery Council (NMC) and royal colleges and trade unions.

This correspondence covers nursing and midwifery students only. Discussions are in advanced stages surrounding Allied Health Professional students and Healthcare Science students and it is anticipated that student guidance will be issued to AHPs and HCS later this week. Further correspondence will be issued regarding AHPs and HCS once there is final agreement on the process.

We know this is a complex, uncertain and difficult time for students and their families. We also know that the NHS' greatest asset is its workforce, and that many students want the opportunity to help. As future members of that workforce, they have been provided the opportunity to consider this calling to join the NHS early and to use their acquired skills to help save lives.

Students, depending on their stage of study will have options to assist you in this time of crisis. Students have been categorized as follows,

- the last 6 months of their third-year undergraduate programme;
- the second year or early stages of their third year of undergraduate programme and postgraduate students;
- the first year of their undergraduate programme.

Further details are included in the guidance document but in summary the options available are highlighted below;

Students in their final six months of the third year of their undergraduate programme

Given the significant pressures on the system and the need to ensure that front line services are fully supported it is not possible to continue to provide the current programme for students in these years of study. **The NMC have put actions into place to expand the nursing workforce and have changed the nature of the programme for undergraduate nursing students so that they can opt to undertake their final six months of their programme as a clinical placement.**

This is voluntary and if they do not feel able to opt into this they will be supported by their university to consider the options available. From correspondence with Universities it is expected that there will be a high sign-up for this.

Below is a list of the students currently in the last 6 months of training. Commissions to universities are based on needs set out in your IMTP's. HEIW issue a placement matrix and Universities target placements within the Health Boards and Trusts in Wales based on the placement matrix. It is highly likely that students will choose to work in a setting where they have had previous placement experience and where they know some of the staff and are familiar with the surroundings. We appreciate that during this crisis students may be moved around but, whilst there is a desire to assist, organisations will need to work with the university to ensure the clinical area is able to support the student at this time.

Based on the placement plan these are the maximum number of students that each organisation can expect. Please note however this is subject to student "buy-in" and also

there will be some students who wish to contribute but for health or other reasons are not able to at this time. Therefore, the numbers are indicative to provide you with an estimated figure for planning purposes.

Nursing and Midwifery students currently in the last six months of their studies:

Organisation	Nursing	Midwifery
Aneurin Bevan	121	15
Cardiff & Vale	179	21
Velindre	2	0
Swansea Bay	104	10
BCU	230	25
CTM	114	21
Hywel Dda	75	12
Powys	46	4
Total	871	108

Students in the second year or the first six months of their final year of their undergraduate programme and postgraduate pre-registration students not in the last 6 months of their programme

Given the significant pressures on the system and the need to ensure that front line services are fully supported it is not possible to continue to provide the current programme for students in these years of study. Therefore, **they have been invited to opt-in to an arrangement where they spend 80 percent of time in clinical practice, which would be remunerated (and will count towards practice hours as it will be part of their programme)**, and 20 percent in academic study during this emergency period.

Based on the placement plan these are the number of students that each organisation can expect. Please note this is subject to student “buy-in” and also there will be some students who wish to contribute but for health or other reasons are not able to at this time. Therefore, the numbers are indicative to provide you with an estimated figure for planning purposes as we don’t know how many of the students are going to take up the 80:20 option of working in practice.

Nursing and Midwifery students currently in the first six months of year three and all second-year students:

Organisation	Nursing	Midwifery
Aneurin Bevan	236	16
Cardiff & Vale	350	22
Velindre	4	0
Swansea Bay	198	11
BCU	449	25
CTM	228	20
Hywel Dda	146	12
Powys	90	4
Total	1,701	110

Students in their first year of undergraduate programme

Students in year one will continue with their studies and remain on their programme. However, the nature of the programme will be adapted so that students will see their academic studies continue but their clinical placement time will be paused. As now, **they may volunteer or undertake paid work within a healthcare setting while maintaining their academic study.**

The Process

The relevant university will contact students to discuss the revised programme delivery model and what it means for them.

If the students decide to opt in to the NMC revised programme in clinical practice, the university will work with them to identify their preferences. This information will then be provided to the NHS who will identify an appropriate organisation for them to be assigned to.

NHS Wales Shared Services will also contact the students regarding their clinical placement employment arrangements.

NWSSP will act as the conduit between Health Organisations, the Universities and the students.

If there are any questions, please contact martin.riley@wales.nhs.uk.

Yours faithfully



Stephen Griffiths
Director of Nursing

c.c. NHS Wales Directors of Workforce & OD
Prof. Jean White, Chief Nursing Officer, Welsh Government
Helen Arthur, Director of Workforce, Welsh Government



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Addysg a Gwella Iechyd
Cymru (AaGIC)
Health Education and
Improvement Wales (HEIW)

Our Ref: SG/cw

Date: 30th March 2020

Health Education and Improvement Wales
Ty Dysgu
Cefn Coed
Nantgarw
CF15 7QQ

Sent via email to:

All Undergraduate Nursing Students
All Postgraduate Nursing Students
All Undergraduate Midwifery Students
All Postgraduate Midwifery Students

03300 585 005
HEIWenquiries@wales.nhs.uk

c.c. All Healthcare Deans

Dear Student Nurse/Midwife

Your education programme and supporting patients through COVID-19

You will be all too aware of the challenges that the COVID-19 outbreak is having on the NHS and the potential impact on patients, their health and their life. This has been called the worst public health crisis in a generation.

We know many of you have already been in contact with your university and current placement to see how your skills and experience can help. We are grateful for the drive and dedication which characterises you and the profession you have chosen.

We are writing to ask those of you who can, to support our NHS at this critical time.

The pandemic is causing disruption to progression through your programme, which we know is very unsettling for you. Our colleagues at the NMC and the Council of Deans of Health are continuing to find solutions for the issues we are encountering.

Last week, the Chief Nursing Officers of the four countries, the Nursing and Midwifery Council (NMC), the Council of Deans of Health, the Royal Colleges and trade unions and the Department of Health and Social Care announced radical measures for the nursing and midwifery professions to help prepare the NHS for the challenges it now faces. Emergency parliamentary legislation is being passed to enable this to happen.

In Wales we have further consulted with the Welsh Government, Professional Bodies, Universities and Health Organisations.

• Chairman/Cadeirydd: **Dr Chris Jones**

• Chief Executive/Prif Weithredwr: **Alex Howells**

HEIW Headquarters/ Pencadlys HEIW, Ty Dysgu, Cefn Coed, Nantgarw, CF15 7QQ.

Telephone/Ffôn: 03300 585 005

We have issued a “**Nursing and Midwifery Student Support guidance during COVID-19 Outbreak**”. This is attached to this letter. It will provide you with the information you require on how you can support the health and care system during this time of emergency. You will appreciate that this is a fast-changing and emerging situation and therefore advice may be subject to further development. However, these principles should be used in conjunction with advice and guidance from your higher education institution and the Nursing and Midwifery Council (NMC).

The option for you depends upon the stage of your programme and whether you are in,

- the last 6 months of your third-year undergraduate programme
- the second year or early stages of the third year of your undergraduate programme and postgraduate students;
- the first year of your undergraduate programme;

Further details are included in the guidance document (attached) but in summary the options available to you are highlighted below;

Students in their final six months of the third year of their undergraduate programme

Given the significant pressures on the system and the need to ensure that front line services are fully supported it is not possible to continue to provide the current programme for students in these years of study. You do not need to be concerned about this.

The NMC has put actions into place to expand the nursing and midwifery workforce and has changed the nature of the programme for undergraduate nursing and midwifery students so that you can opt to undertake your final six months of your programme as a clinical placement.

During this emergency period, it will not be possible for students to be supernumerary. However, students will receive appropriate support and supervision within an agreed delegation framework. The hours you work will contribute to your overall programme to reflect the experience you will gain during these challenging times.

It is expected that students in the final 6 months of their third year will be remunerated on Agenda for Change Band 4.

For nursing students there may be an option at a future point for you to opt into a temporary register.

This is voluntary and if you do not feel able to opt into this you will be supported by your university to consider the options available to you.

Students in the second year or the first six months of their final year of their undergraduate programme and postgraduate pre-registration students not in the last 6 months of their programme

• Chairman/Cadeirydd: **Dr Chris Jones**

• Chief Executive/Prif Weithredwr: **Alex Howells**

HEIW Headquarters/ Pencadlys HEIW, Ty Dysgu, Cefn Coed, Nantgarw, CF15 7QQ.

Telephone/Ffôn: 03300 585 005

Given the significant pressures on the system and the need to ensure that front line services are fully supported it is not possible to continue to provide the current programme for students in these years of study. Therefore, **you are invited to opt-in to an arrangement where you spend 80 percent of time in clinical practice, which would be remunerated (and will count towards practice hours as it will be part of your programme)**, and 20 percent in academic study during this emergency period. It is expected that you will be remunerated on Agenda for Change Band 3.

If you do not feel able to opt into this, you will be supported by your university to consider the options available to you, which would be part of your university's existing process around suspension of studies.

Students in their first year of undergraduate programme

Students in year one will continue with their studies and remain on their programme. However, the nature of the programme will be adapted so that students will see their academic studies continue but their clinical placement time will be paused.

As now, **you may volunteer or undertake paid work within a healthcare setting while maintaining your academic study**. In line with current guidelines, volunteering or paid work will not necessarily be counted towards practice hours and experience. You will be providing much needed support to health and social care services. In addition, you will most likely enhance your skills and competencies as a result of the work experience to enhance your performance in your subsequent placements.

Therefore, we are writing to ask you whether you would consider this offer and step up to join the health and care workforce.

Your university will be in touch with you to discuss the revised programme delivery model and what it means for you;

- If you decide to opt in to the NMC revised programme in clinical practice, your university will work with you to identify your preferences. This information will then be provided to the NHS who will identify an appropriate organisation for you to undertake your clinical placement/work in. This organisation will then be in touch with you to discuss your deployment in more detail and answer your questions.
- NHS Wales Shared Services will also contact you regarding your clinical placement employment arrangements.
- Please note opting into clinical practice does not affect your student bursary in any way. Paid employment is additional to the bursary.

We are asking you to consider this request and reply to your university with your answer.

We require key details and key consents to allow us to link you, your university course and the NHS provider that needs you.

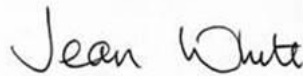
If you have a school age child, you will be provided with a letter that you can provide to your child's school, certifying you are a 'key worker'.

We know this is a complex, uncertain and difficult time for you and your family. We also know that the NHS' greatest asset is its workforce, and that many of you want the opportunity to help. As a future member of that workforce, we hope you will consider this calling to join the NHS early and to use your considerable skills to help save lives.

Yours faithfully



Stephen Griffiths
Director of Nursing
HEIW



Professor Jean White CBE
Chief Nursing Officer
Nurse Director NHS Wales
Welsh Government



GIG
CYMRU
NHS
WALES

Addysg a Gwellu Iechyd
Cymru (AaGIC)
Health Education and
Improvement Wales (HEIW)

Nursing and Midwifery Student Support Guidance during COVID-19 Outbreak

March 2020

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Purpose of this guidance

The COVID-19 pandemic means we are in unprecedented times with significant pressures being placed upon our health and care services.

This guidance document is aimed at providing information to nursing and midwifery students on what this means for them during this time.

The guidance is focused on how students can support the health and care system during this time of emergency and as this is a fast-changing and emerging situation, advice may be subject to further development.

However, this guidance should be used in conjunction with advice and guidance from both students' higher education institutions and the Nursing and Midwifery Council (NMC).

The resources contained in this guide aim to answer questions you may have about what this may mean for you and to support your decision-making during this emergency situation.

Introduction

We have heard from many of you asking how you can support services during this time and in response we have worked collaboratively with NMC, Royal Colleges, Council of Deans of Health, Government departments of the four nations and staff side representatives to consider how best to support you to use the skills and expertise you have in the safest possible way.

It is important that we recognise the different experience and skills of students depending on the point of their journey through their studies. This guide therefore provides:

- A summary of the position and options for students in:
 - **the first year of their undergraduate programme**
 - **the second year or early stages of their third year of undergraduate programme and postgraduate students**
 - **the last 6 months of their third-year undergraduate programme.**
- A set of more general frequently asked questions providing further information to support students during this time.

Students in their first year of the undergraduate programme

Overview

Students in year one will continue with their studies and remain on their programme. However, the nature of the programme will be adapted so that students will see their academic studies continue but their clinical placement time will be paused.

As now, you may volunteer or undertake paid work within a healthcare setting while maintaining your academic study. In line with current guidelines, volunteering or paid work will not necessarily be counted towards practice hours and experience. You will be providing much needed support to health and social care services.

In addition, you will most likely enhance your skills and competencies as a result of the work experience to enhance your performance in your subsequent placements.

What this means for your education programme?

As set out above, you will continue to undertake your academic studies in line with the current programme via the distance/online learning approaches agreed with your university. However, due to the pause on clinical placements you may not be able to complete the usual level of practice hours in your first year, but you should not be concerned about this.

The NMC will work closely with your university (or other approved education institution) to assess what this means for students and how they can be supported to reach the required number of practice hours across the remaining period of their course.

Will this have a financial impact on students?

Students in receipt of the NHS Bursary

NHS bursary will continue to be paid during the period. Eligible students should continue to apply for payments through the NHS Student Awards Service in the same way as they do now.

It is possible that you may be required to undertake additional time later in the programme to catch up on missed placement hours. You will be supported by an extension of the bursary during this time.

Students who have opted to fund their studies with a student loan or have a top up student loan

The Student Finance Wales have issued the following guidance which will continue to be updated at <https://www.studentfinancewales.co.uk/>

Part Time Employed Nursing Students

HEIW will continue to provide financial support to your employer to backfill your time allowing you to continue with your part time studies. Your employer and university will inform us if you have been required to suspend your studies during the COVID-19 pandemic.

Once you resume your studies the funding to the employer will recommence. This should not impact upon students financially who are part time as you will continue to be paid as usual by your employer.

Will I still get my next bursary or student loan payment?

For Bursary Funded Students

Your bursary payments will be maintained and therefore you will receive your payments as described in your award offer communication.

For those students who have opted to fund their studies with a student loan or top up loan

Student Finance Wales has confirmed that students will receive their scheduled or next instalment of their maintenance loan at the planned start of their summer term, regardless of whether their university or provider has made alternative arrangements for teaching.

If you're studying at the moment or you'll be starting a full-time, undergraduate course after 1 August 2020, you can apply online for student finance as normal.

Pre-registration postgraduate and part-time, undergraduate student finance applications for academic year 2020 to 2021 are scheduled to launch in June. If this changes, we'll let you know through our social media channels.

What action do students need to take?

You do not need to take any direct action at this stage. Your university will be in contact to explain how your academic studies will be delivered during this time and will be available to answer any questions or concerns through existing pastoral support routes. If you do wish to volunteer or undertake work, and you have not already arranged this, your university will be able to provide your details, with your consent to the NHS who will contact you directly.

Students in the second year or the first six months of their final year of their undergraduate programme and postgraduate pre-registration students not in the last 6 months of their programme

Overview

Given the significant pressures on the system and the need to ensure that front line services are fully supported it is not possible to continue to provide the current programme for students in these years of study.

You are invited to opt-in to an arrangement where you spend 80 percent of time in clinical practice, which would be remunerated (and will count towards practice hours as it will be part of your programme), and 20 percent in academic study during this emergency period.

If you do not feel able to opt-in to this arrangement you will be supported by your university to consider the options available to you including a period of authorised absence or a suspension of studies, or if available, an alternative academic pathway.

Please note that a suspension of your studies will lead to a suspension of the bursary until you re-join the programme.

Revised programme structure

You will be asked to opt into an arrangement, whereby you spend no more than 80% of your time in clinical practice and 20% in academic study.

This will offer a continuing opportunity for learning and a support mechanism and link to your university.

It will not be possible for students to be supernumerary whilst in clinical practice during this temporary emergency situation, but you will be supervised and work within an appropriate delegation framework.

The exact nature of the role to be undertaken and the level of supervision will be agreed between you and the organisation in which you will be working.

What does this mean for your education programme?

Your university will continue to provide support to you and will offer ways of maintaining contact when you are in clinical practice. Your time in clinical practice can be used to support achievement of required practice hours.

Practice Education Facilitators (or equivalent roles) will also provide a network of support to students who are working in practice.

However, given the significant change in time spent in clinical practice consideration will need to be given to how students can be supported to meet the academic course requirements.

The NMC will work closely with HEIW, the Council of Deans for Health and universities to assess what this means for students and how they can be supported to achieve the course requirements including clinical competences and academic attainment across the remaining period of their studies.

Will this have a financial impact on students?

Whilst in clinical practice you will be paid in line with the terms and conditions of the organisation in which you working and national guidelines (e.g. Agenda for Change).

As set out above, specific roles will be agreed with individuals, and it is expected this will be remunerated at Agenda for Change Band 3.

NHS bursary payments will continue to be paid during the period. Eligible students should continue to apply for payments through the NHS Student Awards Service in the same way as they do now.

For those students who have opted to fund their studies with a student loan Student Finance Wales has issued the following guidance which will continue to be updated at <https://www.studentfinancewales.co.uk/>.

Student Finance Wales is continuing to support students, universities and colleges and we will be providing further relevant updates here.

Will I still get my next bursary or student finance payment?

Your bursary payments will be maintained and therefore you will receive your payments as described in your award offer communication.

Student Finance Wales have confirmed that students will receive their scheduled or next instalment of their maintenance loan at the planned start of their summer term, regardless of whether their university or provider has made alternative arrangements for teaching.

Can I still apply for my bursary or student finance?

Yes. You can apply for your bursary in the normal timescales.

For those students who have opted to fund their studies with a student loan or have a top up student loan.

If you're studying at the moment or you'll be starting a full-time, undergraduate course after 1 August 2020, you can apply online for student finance as normal.

Pre-registration postgraduate and part-time, undergraduate student finance applications for academic year 2020 to 2021 are scheduled to launch in June. If this changes, we'll let you know through our social media channels.

What action do students need to take?

Your university will be in touch with you to discuss the revised programme delivery model and what it means for you:

- If you decide to opt in to work in clinical practice, your university will work with you to identify your preferences. This information will then be provided to the NHS who will identify an appropriate organisation for you to work in.

You will continue to wear your student uniform when you are working in practice.

- This organisation will then be in touch with you to discuss your deployment in more detail and answer your questions. NHS Wales Shared Services will also contact you regarding your employment arrangements.
- If you decide you do not want to work in clinical practice, your university will discuss alternative options with you including a period of authorised absence or a suspension of studies, or if available, an alternative academic pathway.
- Your University will inform you where you have been placed.

Students in their final six months of the third year of their undergraduate programme

Overview

Given the significant pressures on the system and the need to ensure that front line services are fully supported it is not possible to continue to provide the current programme for students in these years of study. You do not need to be concerned about this.

The NMC have put actions into place to expand the nursing and midwifery workforce and have changed the nature of the programme for undergraduate nursing and midwifery students so that you can opt to undertake your final six months of your programme as a clinical placement.

If you do not feel able to opt-in to this arrangement you will be supported by your university to consider the options available to you including a period of authorised absence or a suspension of studies, or if available, an alternative academic pathway.

Revised programme structure

You will be asked to opt into an arrangement whereby you move into clinical practice during this emergency period.

It will not be possible for students to be supernumerary during their time in clinical practice during this temporary emergency situation, but you will receive appropriate support and supervision within an appropriate delegation framework.

The exact nature of the role to be undertaken and the level of supervision will be agreed between each student and the organisation in which they will be working. In the majority of cases, we will seek to place students on a clinical placement within an organisation where they have worked previously.

The hours you work will contribute to your overall programme to recognise the valuable contribution you are making and can offer to health and care delivery in these challenging times. It is expected that students in the final 6 months of their third year will be remunerated on Agenda for Change Band 4.

Those students having already commenced their final placement can opt-in to the new arrangements.

It is recognised that you will need to be supported and supervised clinically during such deployment to develop your confidence. This support will be offered as an extension to the pastoral care and clinical support currently offered by your university. This will build on the already close partnership working established between universities and local employers.

COVID-19 Emergency temporary register

The Nursing and Midwifery Council have also established a COVID-19 emergency temporary register. This went live on the 25.03.20.

In the first instance, the COVID-19 emergency temporary register is only open to nursing and midwifery professionals who left the register within the last three years.

The NMC will only consider asking **nursing students** whether they would like to join this emergency temporary register if they believe that this is necessary to further benefit our health services and the people who use them. Further details about this will be made available to students on the NMC website at

<https://www.nmc.org.uk/news/coronavirus/temporary-registration/>

Should the NMC invite **nursing students** to consider entry to the COVID-19 emergency temporary register conditions of practice will apply. These refer to ensuring appropriate levels of direct and indirect supervision by a registered nurse, midwife, or other registered health care professional at any time you are working.

The conditions also ensure that any **nursing student** placed on the register must not carry out any activity in which you have not been assessed as competent and appropriately signed off during your training unless you are supervised by NMC registered nurses, midwives, and other registered health care professionals.

You can access more information here:

<https://www.nmc.org.uk/globalassets/sitedocuments/registration/covid-19-temporary-emergency-registration-policy.pdf>

Note: The NMC are not currently proposing to invite midwifery students to join the temporary register. This is because the newly registered midwife is required to practice with a high level of clinical autonomy, which it was felt could not be expected of students who had not completed their full programme.

While in clinical practice students will be paid in line with the terms and conditions of the organisation in which they are working and national guidelines (e.g. Agenda for Change). As set out above, specific roles will be agreed with individuals with the first 6-8 weeks expected to be at Band 4 moving to Band 5 on joining the temporary register.

To support you in joining the temporary register you would be offered a bespoke package of support to enable you to practice. This would include:

- An induction including all key mandatory training requirements to ensure you are supported to practice safely
- Support to develop skills ordinarily reserved for preceptorship
- More specific guidance, for example, on the management of coronavirus and use of Personal Protective Equipment (PPE)

What does this mean for your education programme?

Universities will continue to provide support for students in the last 6 months of the third year. Students' time in clinical practice can be used to support achievement of required practice hours.

However, given the significant change in time spent in clinical practice, consideration will need to be given to how students can be supported to meet the academic course requirements.

The NMC will work closely with Health Education and Improvement Wales (HEIW), the Council of Deans for Health and universities to assess what this means for students and how they can be supported to achieve the course requirements across the remaining period of their studies.

Will this have a financial impact on students?

As set out above, while in clinical practice students will be paid in line with the terms and conditions of the organisation in which they are working and national guidelines (e.g. Agenda for Change).

NHS bursary payments will continue to be paid during the period. Your bursary payments will be maintained and therefore you will receive your payments as described in your award offer communication.

For those students who have opted to fund their studies with a student loan or have a top-up student loan?

The Student Finance Wales have issued the following guidance which will continue to be updated at <https://www.studentfinancewales.co.uk/>

Student Finance Wales is continuing to support students, universities and colleges and we will be providing further relevant updates here.

Will I still get my next student bursary or student finance payment?

Your bursary payments will be maintained and therefore you will receive your payments as described in your award offer communication.

For those students who have opted to fund their studies with a student loan or have a top up student loan.

Student Finance Wales have confirmed that students will receive their scheduled or next instalment of their maintenance loan at the planned start of their summer term, regardless of whether their university or provider has made alternative arrangements for teaching.

What action do students need to take?

If you decide to opt in to the NMC revised programme in clinical practice, your university will work with you to identify your preferences. This information will then be provided to the NHS who will identify an appropriate organisation for you to undertake your clinical placement/work in. This organisation will then be in touch with you to discuss your deployment in more detail and answer your questions.

Your University will inform you where you have been placed. NHS Wales Shared Services will also contact you regarding your clinical placement employment arrangements.

You will continue to wear your student uniform when you are working in practice.

If you decide you do not want to opt-in to the revised programme, your university will discuss your alternative options with you.

Student health and wellbeing during the emergency period

Looking after yourself and others

Over and above the precautions protecting you from transmission of the coronavirus, it will be crucial over the coming weeks and months that you look after yourselves, reflecting on both your physical and mental health.

Your university will continue to provide pastoral support to you and if you move into clinical practice you will have a line manager who will also provide support.

You can also access the NHS Health and Wellbeing Framework here - <https://www.nhsemployers.org/retention-and-staff-experience/health-and-wellbeing>

Given the increased risks associated with COVID-19 in those with co-morbidity, pregnancy and in the elderly population, we would of course advise against taking up patient-facing clinical work if you belong to these groups. For more information on vulnerable groups please access [here](#)

Staff wellbeing and support – employers' duty of care

Employers have a moral and statutory duty of care to protect employees' health and safety and provide a safe environment in which to work. NHS organisations need to be proactive in protecting employees and supporting them to feel safe and secure in their employment.

It is critical employers support staff by listening to concerns, responding appropriately and reinforcing the need to follow the latest [PHW guidance](#).

Employers have the same duty of care to their staff during a pandemic as in other circumstances and should take steps to safeguard the health and safety of their staff.

NHS organisations must consult with their health and safety leads, public health colleagues, occupational health colleagues and staff unions to develop a local plan to support the workforce.

Trade union safety representatives should also be involved in line with the statutory duty to consult them on matters relating to the health and safety of members they represent.

Employers may want to encourage staff to use their reps as a route for drawing attention to concerns. [PHE's infection prevention and control guidance](#) principles should be applied and reflected in local plans.

During your time in clinical practice you should:

- Have regular breaks to reduce the onset of fatigue and associated risks - additional arrangements may need to be considered by organisations where staff are working longer shifts and/or additional hours - this could involve the repurposing of offices into rest spaces.
- Know where to go to access local support e.g. Occupational Health contacts, employee assistance provider (EAP) information and psychological support - provisions for accessing counselling or other services.
- Have an effective safety induction into new areas where you are being deployed, ensuring you are familiar with emergency procedures, reporting procedures and any equipment you may be asked to use.
- Be supported to raise concerns and seek reassurance/explore and agree solutions with line manager where required.

Frequently asked questions

Do the changes to my student clinical placements in the revised programme options apply to midwifery and all four fields of nursing?

Yes – this applies to all student nurses and midwives. We will work in partnership with universities to place you in an organisation where you have undertaken a clinical placement before with the decision about your role made between you, your university and the local organisation to ensure you feel supported and able to meet the requirements of the role.

What is the COVID-19 emergency temporary register?

The Nursing and Midwifery Council have established a COVID-19 emergency temporary register. This went live on the 25.03.20.

<https://www.nmc.org.uk/news/press-releases/nmc-covid-19-emergency-register-goes-live/>

In the first instance, the COVID-19 emergency temporary register is only open to nursing and midwifery professionals who left the register within the last three years.

However, the next group of people that the NMC consider may be suitable for temporary registration are **nursing students** in the final six months of their NMC approved pre-registration education programmes.

The NMC recognise there may be **nursing students** in their final six months who are suitably experienced to be registered on the COVID-19 emergency temporary during this emergency period, provided their temporary registration is subject to proposed 'conditions of practice.'

As with the permanent register, your registration will be listed on the NMC website.

What does it mean when it says that temporary registration has conditions of practice?

The NMC proposed conditions of practice for nursing students going onto the Covid-19 temporary register make clear that:

- *You must ensure that you are supervised any time you are working. Your supervision must consist of working at all times with, but not always directly observed by, a registered healthcare professional, who is not on a temporary register.*
- *You must not carry out any activity in which you have not been assessed as competent and have been appropriately signed off during your training unless supervised by a band 6 nurse/midwife or above (except in life threatening emergencies).*

In the event that **nursing students** are invited to join the temporary register, the NMC will ask AEs to exclude any student who is in a local fitness to practise process, who has any outstanding failed assessments, or for whom the university would not sign a health and good character statement.

Nursing students who choose to join the temporary register instead of completing their pre-registration programmes in an extended clinical placement will not be automatically admitted onto the full register at the end of the emergency period.

In each case, the university would need to work with the **nursing student** who opted to join the temporary register to see if their practice hours could be counted towards their programme.

Will I have to pay to join the COVID-19 emergency temporary register?

No – there will be no fee to join the temporary register.

What will I be expected to do?

We acknowledge that you may be anxious about changes within your role especially in these unprecedented circumstances. Please be assured that there is no expectation that you will work outside of your skills or capabilities. Where you are a temporarily registered with the NMC up-to-date information can be accessed here about the code of practice and other professional standards.

How will indemnity work?

Arrangements are in place to indemnify healthcare workers for the NHS work they already do, through state indemnity schemes operated by NWSSP Legal & Risk Services on behalf of the Welsh Government. During a pandemic, existing indemnity arrangements will continue.

The Welsh Risk Pool will cover student nurses and midwives working for NHS Health Boards/Trusts and will cover student nurses and midwives who work for general practices undertaking normal NHS contracted work.

These arrangements should cover all healthcare workers for the vast majority of NHS services. However, we recognise that there will be a need for changes to working arrangements during this emergency period. We do not want indemnity to be a barrier to such changes.

The Government is therefore planning to introduce additional indemnity coverage for clinical negligence liabilities that may arise when healthcare workers and others are working as part of the COVID-19 response, or undertaking NHS work to backfill others, in the event that existing arrangements do not cover a particular activity.

Further information regarding indemnity is available on NWSSP's website:

<http://www.nwssp.wales.nhs.uk/welsh-risk-pool>

What happens if someone raises a complaint about me to the regulator?

The Royal College of Nursing has confirmed that if its student or retired members enter on to an emergency register at the NMC during the crisis, and if they need legal representation for employment or regulatory issues arising from their time on those registers, the RCN or other union body will provide that representation even if their membership status remains that of student or retiree.

Accordingly, there should be no barrier to them taking on new duties without any need to inform the RCN or other union representative, and they can be confident that we will provide them with the same support as if they had a full membership. It should also be noted that where a concern is raised about a temporarily registered professional, the NMC will always consider the specific facts of the case, taking into account the factors relevant to the context and environment in which the professional is working.

The NMC will also take account of any relevant information about resources, guidelines, or protocols in place at the time. To seek advice or to discuss what being on the temporary register may mean for you can contact the NMC directly via <https://www.nmc.org.uk/contact-us/>

Terms and conditions

Will I get paid and how will this be agreed?

Yes, you will be remunerated for any work you do in a way that reflects the responsibilities you undertake. This will be discussed with you at the point you commence work.

It is expected that year 2 students, year 3 students in their first 6 months and postgraduate pre-registration students not in the last 6 months of their programme will be remunerated on Agenda for Change Band 3.

Students who opt to undertake their final six months of the programme as a clinical placement will be remunerated on Agenda for Change Band 4.

Students who in due course the NMC may invite to join the COVID-19 emergency temporary register, will be paid in line with the terms and conditions of the organisation in which they are working and national guidelines (e.g. Agenda for Change). As set out above, specific roles will be agreed with individuals with the first 6-8 weeks likely to be at Band 4 moving to Band 5 on joining the temporary register.

Will I have a contract?

You will have a contract that reflects all the working hour protections, pay arrangements and annual leave entitlement of the organisation into which you are deployed. National terms and conditions for NHS staff can be found on the NHS Employers website - <https://www.nhsemployers.org/>

How many hours can I work?

Your working hours and pattern will be agreed between you and the organisation in which you have decided to work. This agreement will take into account working time regulations and expectations that sufficient rest time is provided.

Will I join the NHS Pension scheme?

If you hold a contract of employment with an NHS employer and are on payroll, then you will be automatically enrolled into the NHS Pension Scheme upon starting your NHS employment.

Joining the NHS Pension Scheme allows you to get a head start on saving for retirement which you can continue throughout a future career in the NHS. Membership also provides valuable life assurance benefits whilst working for the NHS.

The pension scheme is contributory, which means that all members and their employers pay into the scheme each month. However, membership of the pension scheme is voluntary, and you can decide to opt-out at any time. If you opt-out within the first pay period after starting NHS employment, you will be treated as having never joined and your contributions are refunded. Your temporary employer will be able to help you with this.

Deployment

Where can I work?

Where possible, you will be offered work at an organisation where you have undertaken a clinical placement before.

There might be rare occasions where we would ask if you would consider moving to a different area to cover local needs, but this will be in accordance with your identified knowledge, skills and competencies and will be discussed with you beforehand. Any such decisions will also take into account wider government advice on limiting travel.

I have children – do I qualify as a key worker?

Welsh Government's Department of Health and Social Services has confirmed that students undertaking clinical healthcare courses are contributing to the national COVID-19 response and can confirm that these students are able to self-identify as key workers. If you require any evidence to support discussions with your school or childcare provider this can be obtained from your university

What training and support will I receive before I am deployed?

You will be provided with training prior to commencing in your role. This will involve an induction appropriate to your needs and to enable you to practice safely including:

- Statutory and mandatory training
- Local Induction
- Specific guidance associated with the unprecedented situation i.e. the management of coronavirus and use of Personal Protective Equipment (PPE).

What if I decide I can no longer work?

As set out in this guide opting in to work in clinical practice is voluntary. If at any time you feel unable to continue to work, you should speak to your employer and university link who can support you.

Your health and wellbeing

What if I'm concerned about my health, I'm pregnant, immunosuppressed, have health problems or am a primary carer?

Given the increased risks associated with COVID-19 in these vulnerable groups we would of course advise against taking up patient-facing clinical work if you belong to this group and are at increased risk of severe illness from coronavirus (COVID-19).

For more information on vulnerable groups please access [here](#).

There are a range of opportunities you may wish to consider in non-patient facing roles that may be more suited and these can be discussed in more detail as part of your bespoke offer.

What if I become ill when I am working or concerned that I may have coronavirus?

If you become ill while working, local policy and national guidance must be followed to ensure your safety and the safety of others.

You should immediately inform your line manager and withdraw from work. If you have concerns regarding COVID-19 please follow national guidance which you can access via [NHS111](#).

Where can I get more information?

For further information, advice or support the following may be of interest:

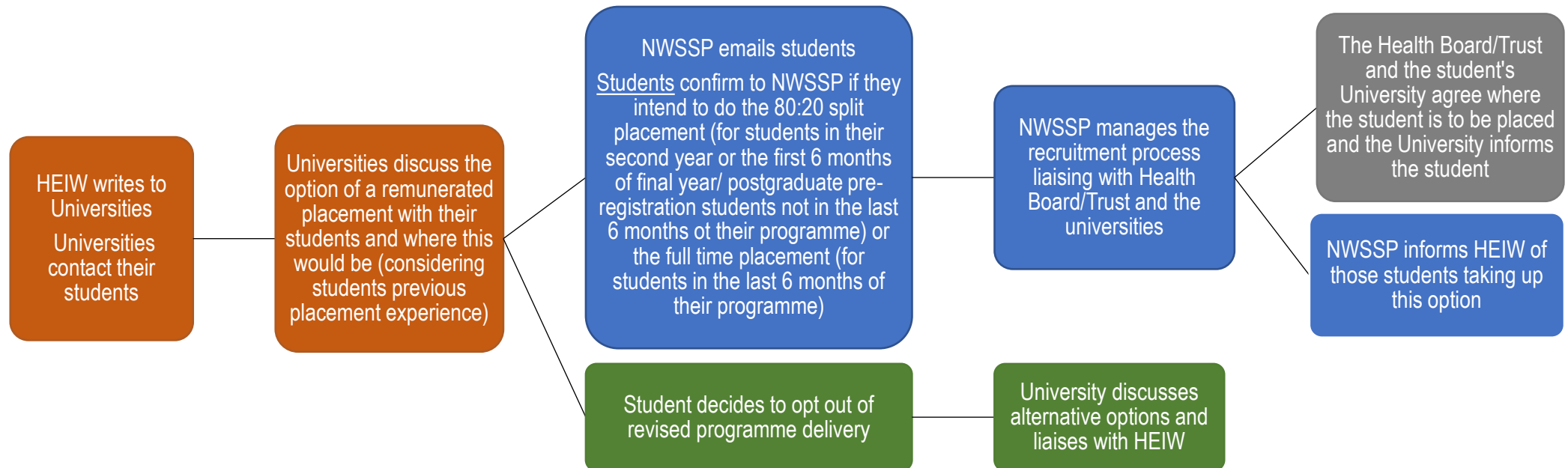
- [NHS111 coronavirus guidance](#)
- [NMC information for students:](#)
<https://www.nmc.org.uk/news/coronavirus/information-for-students-and-educators/>
[NMC joint Statement from Chief Executives of Statutory regulators of Health and Care Professionals](#)
- [Royal College of Midwives – Coronavirus – what you need to know](#)
- [RCN publication of UK coronavirus action Plan](#)
- [Council of Deans for Health – Response to Coronavirus - News Releases](#)
- [Unison: your rights at work \(coronavirus\)](#)
- [National Care Forum – Coronavirus Resources](#)
- [Public Health Wales – Coronavirus Resources](#)
- [NHS Employers guidance \(include hyperlink\)](#)
- [Student Finance Wales guidance https://www.studentfinancewales.co.uk](https://www.studentfinancewales.co.uk)

Annex A - Glossary

Agenda for Change	National system for pay and terms & conditions for all NHS staff, with the exception of doctors, dentists and most senior managers.
Approved Education Institutions	Bodies approved by the NMC to offer educational programmes for nurses, midwives and nursing associates (England only).
Council of Deans of Health	Represents the UK's university faculties providing education and research for nurses, midwives and allied health professionals.
Employee assistance	An employee benefit offered by employers and intended to help employees deal with personal problems that might adversely impact their work performance, health and well-being.
Learning Support Fund	A programme of financial support for students to assist with the costs of dependent children, travel & accommodation and financial hardship.
NHS Wales Shared Services Partnership (NWSSP) Student Awards Service	Responsible for assessing applications to the Learning Support Fund and making payments to eligible pre-registration students.
Nursing and Midwifery Council (NMC)	The professional regulator of nurses and midwives in the UK, and nursing associates in England. Ensures these professionals have the knowledge and skills to deliver consistent, quality care that keeps people safe.
Preceptorship	the period in which newly registered practitioners are guided in their transition from a student and support to develop their practice further.
Statutory and mandatory training	Training for staff that is required by law or a compulsory requirement of the organisation to ensure safe and effective care.
Supernumerary	Students must be considered 'supernumerary', meaning that they are not counted as part of the staffing required for safe and effective care in that setting. This ensures that students can be supported to learn and practice skills safely.
Supervision	Supervision of student nurses and midwives in practice learning environments by registered nurses to ensure that students can meet the relevant learning outcomes whilst ensuring public protection.
COVID-19 temporary emergency register	This is a new part of the NMC register, established by emergency legislation, to which nurses whose registration recently lapsed may be admitted. Nursing students in their final 6-months of study may also be considered for the temporary register given specific conditions of practice.

Annex B – Student opt-in and allocation process

Applies to all students in the second year or the first six months of their final year of their undergraduate programme, postgraduate pre-registration students not in the last 6 months of their programme, and students in the final 6 months of their programme





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Health Education and Improvement Wales

Briefing paper for Practice Partners, Education Leads, Practice Education Facilitators (and equivalent roles) during the Coronavirus (Covid-19) period

March 2020

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Briefing paper for Practice Partners, Education Leads, Practice Education Facilitators (and equivalent roles) concerning support of nursing and midwifery students in clinical practice during the Coronavirus (COVID-19) period.

Date: 30.03.20.

1.0 SITUATION

This paper sets out further guidance to Health Boards and consideration of the imminent pressures facing health and care services in relation to the COVID-19 outbreak. The paper also takes account of announcements from professional regulators and a joint statement by the four country Chief Nursing Officers endorsed by Welsh Government concerning healthcare students and measures to increase the NHS workforce.

2.0 BACKGROUND

In response to the COVID-19 national public health emergency, UK regulators (NMC; HCPC) have published statements on expanding the healthcare workforce.

2.1 Nursing and Midwifery Council (NMC) statements

Joint nursing and midwifery leaders' statements on expanding the health and care workforce in the COVID-19 pandemic includes four parts:

<https://www.nmc.org.uk/globalassets/sitedocuments/other-publications/joint-statement-on-expanding-the-midwifery-workforce-in-the-covid-19-outbreak.pdf>

1. The UK Government has passed legislation to enable the NMC to establish a COVID-19 temporary emergency register. The first focus will be to invite those nurses and midwives who have left the register within the last three years to opt in should they wish to do so.
2. The joint statement also encourages those nurses and midwives who are currently on the register but not working in clinical care to consider coming into clinical practice during this time.
3. The NMC have changed the nature of the programme for undergraduate nursing and midwifery students so that they can opt to undertake their final six months of their programme as a clinical placement.
4. The COVID-19 emergency temporary register has established a specific part for nursing students in the final six months of their programme. The NMC will only consider asking student nurses whether they would like to join the COVID-19 emergency temporary register if they believe that this is necessary. This does not apply to midwifery students.

*** Actions 3 and 4 of the NMC statement have significant implications for nursing and midwifery students which this paper addresses in a Welsh context.**

2.2 Further key NMC publications

NMC 25.03.20. - *Emergency standards for nursing and midwifery education*
<https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/emergency-standards-for-nursing-and-midwifery-education.pdf>

NMC: 25.03.20. - *Update in relation to nursing and midwifery students in all fields, who are not in the final six months of their programme:* <https://www.nmc.org.uk/news/news-and-updates/joint-statement-update-for-students-not-in-final-six-months-covid/>

This statement has been agreed by a number of national organisations including the four nation Chief Nursing Officers, Council of Deans for Health and Welsh Government.

2.3 Impact of COVID-19 on students in different years of the programme

Students will remain as students during the COVID-19 period and aligned to their Approved Education Institution (AEI). NMC Standards for Supervision and Assessment (NMC 2018) will apply when students are in clinical practice. Students' deployment in practice for a paid placement will be with the agreement of their Approved Education Institution and count towards practice hours.

All students must receive theoretical learning concerning infection prevention and control measures in relation to COVID-19. This will be delivered by AEIs. For those students opting to work in practice, students must have an effective safety induction into new areas where they are being deployed, ensuring they are familiar with emergency procedures, reporting procedures and any equipment they may be asked to use including appropriate fit testing and use of Personal Protective Equipment (PPE).

2.3.1 **First year nursing and midwifery students in all fields will not undertake practice placements during the COVID-19 emergency period.**

These students will nevertheless continue with their nursing and midwifery programme. Their clinical placements will be paused, and for the duration of the COVID-19 emergency period students will pursue a programme of academic learning organised by their AEI using distance/ online learning approaches.

All students will continue to receive their usual bursary payments until the end of their programme.

Due to the pause on clinical placements, these students will not be able to complete the usual level of practice hours in their first year. The NMC will work closely with AEIs to assess how students can be supported to reach the required number of practice hours beyond the COVID-19 period and across their remaining programme time.

In addition, first year nursing and midwifery students may volunteer or undertake paid work in a clinical setting in their spare time while they maintain their academic study. However, volunteering or paid work will not be counted towards the practice hours and experience required to complete their pre-registration course.

2.3.2 **Nursing and midwifery students (in all fields) in their second year or first 6 months of the third year (and postgraduate pre-registration students not in the last 6 months of their programme) can opt into a revised programme structure.**

Given the significant pressures on the system and the need to ensure that front line services are fully supported, the NMC recognise it is not possible to continue to provide the current programme for students in these years of study.

These students will be invited to opt-in to an arrangement where they may spend no more than 80% of time in clinical practice and 20% in academic study during the COVID-19 emergency period.

This amounts to a pattern of 30 hours in practice and one day academic study each week. The purpose of the period of academic study is to build in designated structured and regular contact with their relevant AEI personnel.

Time in practice for these students will be remunerated and will also count towards practice hours as it will be part of the student's programme.

In addition to continuation of the usual bursary payments, it is expected that second year students and those in the first 6 months of their third year will be remunerated as Agenda for Change Band 3.

2.3.3 **Supervision and assessment**

The NMC understands that it will not be possible for nursing and midwifery students (in all fields) in their second year or first 6 months of the third year to be supernumerary on clinical placement in this emergency situation but will expect students to be supervised and work within an appropriate delegation framework.

An appropriate delegation framework will require institutions to adopt NMC *Standards for Student Supervision and Assessment* (NMC 2018 - SSSA) for these students. The SSSA standards allow for greater flexibility, by allowing any registered health or social care professional to supervise students.

A nominated practice assessor (experienced as a mentor or sign-off mentor) who is a registered nurse (or for midwifery students a registered midwife) must be the individual to ultimately confirm student achievement of competence and practice learning outcomes.

In exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor.

The exact nature of the role to be undertaken and the level of supervision will be agreed between the student and the organisation in which they will be working, **within the limits of students' level of competence**. In most cases there will be an effort to place students in an organisation where they have worked previously.

2.3.4 For pre-registration nurses and midwives in the final 6 months of their programme the NMC have outlined a change of nature of the programme.

These students will be asked to opt-in to an arrangement whereby they undertake their final six months of their programme as a clinical placement.

An appropriate delegated framework will require institutions to adopt NMC *Standards for Student Supervision and Assessment* (NMC 2018 - SSSA) for these students.

The SSSA standards allow for greater flexibility, by allowing any registered health or social care professional to supervise students.

A nominated practice assessor (experienced as a mentor or sign-off mentor) who is a registered nurse (or for midwifery students a registered midwife) must be the individual to ultimately confirm student achievement of competence and practice learning outcomes.

In exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor.

The exact nature of the role to be undertaken and the level of supervision will be agreed between each student and the organisation in which they will be working, **within the limits of students' level of competence**. In the majority of cases there will be an effort to place students in an organisation where they have worked previously.

In addition to continuation of the usual bursary payments, it is expected that those students who opt to undertake their final six months as a clinical placement will be remunerated on Agenda for Change Band 4.

2.3.5 Under new legislation, the NMC have emergency powers to enable nursing students in the final six months of their pre-registration programme to join a COVID-19 emergency temporary register.

The policy

The Nursing and Midwifery Council have also established a COVID-19 emergency temporary register. This went live on the 25.03.20. In the first instance, the COVID-19 emergency temporary register is only open to nursing and midwifery professionals who left the register within the last three years.

The NMC will only consider asking student nurses whether they would like to join the COVID-19 emergency temporary register if they believe that this is necessary to further benefit health services and the people who use them. Further details about this will be made available to students on the NMC website at <https://www.nmc.org.uk/news/coronavirus/temporary-registration/>

On the 25.03.20. the NMC published a COVID-19 emergency temporary registration policy: <https://www.nmc.org.uk/globalassets/sitedocuments/registration/covid-19-temporary-emergency-registration-policy.pdf>

Should the NMC open the emergency temporary registration to students in their final 6 months of the programme, the COVID-19 registration policy outlines several provisos.

The NMC consider final six-month nursing students can reasonably be considered fit and proper by reason of their participation in approved education programmes, particularly as those students are subject to fitness to practice procedures in line with NMC health and character guidance.

Also, that students in their final six months can be considered suitably experienced to be registered during this emergency period provided their temporary registration is subject to proposed 'conditions of practice.'

Note: The NMC are not proposing to invite midwifery students to join the temporary register at this time. This is because the newly registered midwife is required to practice with a high level of clinical autonomy, which it was felt could not be expected of students who had not completed their full programme.

Conditions of practice

If the COVID-19 emergency temporary register is opened to nursing students, the NMC have proposed conditions of practice. Any nursing student placed on the emergency register would be subject to the following conditions on their temporary registration.

This would include:

- *Working at all times with, but not always directly observed by an NMC registered nurse, midwife, or other registered health care professional, who is not on a temporary register.*
- *Not carrying out any activity in which they have not been assessed as competent and appropriately signed off during their training unless supervised by NMC registered nurses, midwives, and other registered health care professionals who are not on a temporary register (or unless a lifesaving intervention is required to avoid sudden and unexpected death).*

The NMC will ask AEIs to exclude any student who is in a local fitness to practise process, who has any outstanding failed assessments, or for whom the university would not sign a health and good character statement.

Nursing students who choose to join the temporary register instead of completing their pre-registration programmes in an extended clinical placement will not be automatically admitted onto the full register at the end of the emergency period.

In each case, the AEI would need to work with the student who opted to join the temporary register to see if their practice hours could be counted towards their programme.

The AEI will also need to ensure that there is an appropriate assessment to ensure all the learning outcomes and requirements for full registration have been met. If not, then the student would need to return to their programme to complete their studies.¹

Supervision and assessment

An appropriate delegation framework will require institutions to adopt NMC *Standards for Student Supervision and Assessment* (NMC 2018 - SSSA) for these students. The SSSA standards allow for greater flexibility, by allowing any registered health or social care professional to supervise students.

A nominated practice assessor (experienced as a mentor or sign-off mentor) who is a registered nurse (or for midwifery students a registered midwife) must be the individual to ultimately confirm student achievement of competence and practice learning outcomes.

Student registrants will be allocated to work in a variety of settings to meet service needs and the influence of the university over placements is likely to be reduced.

While in clinical practice students will be paid in line with the terms and conditions of the organisation in which they are working and national guidelines (e.g. Agenda for Change). As set out above, specific roles will be agreed with individuals with the first 6-8 weeks expected to be at Band 4 moving to Band 5 on joining the temporary register.

2.3.6 Student opt-in status

Not all students will opt to undertake practice placements as the opt-in is voluntary. Students who do not wish to undertake the revised programme structure will not be disadvantaged. They will be supported by their AEI to consider options available.

2.3.7 Students identified as being in vulnerable categories

Given the increased risks associated with COVID-19, students would not be expected to opt-in to arrangements for working in practice should they be at increased risk of severe illness relating to their own health and/or with caring responsibilities. In these situations, the AEI will discuss alternative options.

2.3.8 Student support whilst working in practice

All students will continue to be supported by identified AEI and practice staff throughout the COVID-19 period. Practice Education Facilitators (PEFs) and university staff will also provide a direct and bespoke support network for students whilst working in practice.

¹ Students in these circumstances would continue to receive their usual bursary payments.

3.0 ASSESSMENT

See also Appendix 1: Summary of emergency COVID-19 arrangements and impact on current student cohorts.

3.1 Implications for student support

There are several implications for the supervision and assessment of healthcare students including:

3.1.1 *Support of healthcare students' emotional well-being during unprecedented circumstances in healthcare services.*

There is the potential for significant increased programme attrition in terms of completion of programmes and retention of future registrants. It is vital that beyond the COVID-19 emergency period Wales can ensure a sustainable workforce.

3.1.2 *Support of students' understanding of a potential extension to their studies, assisting them to record their practice experiences, motivate their ongoing learning and encourage them to continue to develop their skills and experience.*

This will be important in relation to the potential to credit service experience, knowledge and skill development against the programme requirements within the flexibilities afforded by professional regulators.

This work will also be vital to continue to enable students to progress their nursing and midwifery studies after the emergency period is over.

3.1.3 *Support of nursing and midwifery students who opt to undertake their final six months of their programme as a clinical placement or who consider entry to the COVID-19 temporary register as and when established by the NMC.*

3.1.2 *Support of practice staff's understanding of NMC emergency standards which allow that in exceptional circumstances the same person may fulfil the role of practice supervisor and practice assessor.*

3.1.4 *Support for newly registered nurses.*

It is recognised that usual preceptorship arrangements for students transitioning to registrant status may not be as readily available for these cohorts during the COVID-19 period and they will require additional bespoke support to mitigate any risks involved in their retention in service.

4.0 RECOMMENDATIONS FOR PRACTICE EDUCATION FACILITATOR ROLES

Following the joint CNO statement Practice Education Facilitators (or equivalent roles including Educational Liaison Nurses, Open University Practice Tutors and identified Approved Education Institution staff) are seen as having a key role in supporting healthcare students who are working in practice and those entering the period of registration.² These roles will:

4.1 ***Establish and maintain a dedicated and creative support network for healthcare students working in practice during the period of the COVID-19 period.***

HEIW will oversee this network across Wales and work with relevant AEI personnel and PEFs (and equivalent roles) to develop detailed local plans, gather data, and report and respond to any identified risks concerning the immediate or continuing viability of student placements during the emergency period. The AEI will continue to exception report to NMC if required.

4.2 ***Maintain robust communication systems with healthcare students in practice.***

This will include a range of methods (direct face-to-face support in the clinical area, or through methods such as Skype, video or telephone calls).

4.3 ***Liaise with service colleagues utilising AEI/PEF established link areas***

This involves identification of all second and third-year students working within clinical practice environments during the COVID-19 period.

This includes establishing viable means of communication in order to respond to students' pastoral needs during placements with due consideration of students' continuation in practice at any point there are indications this is becoming unsustainable.

4.3 ***Support service colleagues' understanding of NMC emergency standards***

This includes students working within an appropriate delegation framework and how this relates to NMC Standards for supervision and assessment (NMC 2018).

4.4 ***Support students' understanding of supernumerary status being removed during the COVID-19 emergency.***

PEFs will liaise with students and service colleagues to monitor all students are supervised and supported appropriately and that they are working within an appropriate delegated framework.

4.5 ***Liaise with relevant AEI staff and service colleagues as and when there is consideration of a student being considered for the COVID-19 temporary register within the final six months of their programme.***

This would include discussion with AEI staff and service colleagues concerning conditions of practice for any student going onto the COVID-19 temporary register (does not apply for midwifery students).

² Chief Nursing Office for Wales will establish a point of contact (telephone helpline, website) for all health and social care employers in all four nations across the UK that can provide appropriate information for potential registrants and final year students.

Appendix 1. Summary of COVID-19 emergency arrangements and impact on current student cohorts

Cohort	Months into course	Altered placement pattern	From	Student support arrangements in practice
M17	3 years - New registrants	These students are at the point of registration and entering a preceptorship period as new registrants.	April 2020	<ul style="list-style-type: none"> - The new registrant works within the delegated framework in their area of employment. - Additional bespoke preceptorship support from AEI staff and PEF (and equivalent) roles.
S17 (3 rd year) ³	2 years 7 months	Arrangement 1: Students can opt-in to an arrangement whereby they undertake their final six months of their programme as a clinical placement. In addition to continuation of the usual bursary payments, students who opt to undertake their final six months as a clinical placement will be paid as a Band 4.	April 2020	<ul style="list-style-type: none"> - Students are supervised and work within an appropriate delegation framework (NMC Standards for supervision and assessment (NMC 2018). - The requirement for supernumerary status will be removed for these students (however NMC emergency standards would require them to be supervised and supported appropriately during the emergency period). - Students can potentially finish their training on placement subject to learning outcomes being met.
		Arrangement 2: Under new legislation, the NMC has emergency powers to enable nursing students in the final six months of their pre-registration programme to be asked to join a temporary register. Specific roles will be agreed with individuals with the first 6-8 weeks expected to be at Band 4 moving to Band 5 on joining the temporary register.	TBC ⁴	<ul style="list-style-type: none"> - Student nurses opting to join this register would be subject to specific conditions of practice, to ensure that they, and the public are appropriately protected. These include appropriate supervision and working within the boundaries of their competence. - Education institutions and practice partners will need to work with individual student nurses to determine whether it will be possible for them to meet all requirements to be fully registered at what would be the end of their programme. If students do not meet all their learning outcomes during this time, they would need to extend their programme to complete their studies

³ Those students having already commenced their final placement can choose to opt-in to the revised programme structure.

⁴ The NMC will only consider asking nursing students whether they would like to join the COVID-19 emergency temporary register should they believe that this becomes necessary.

Cohort	Months into course	Altered placement pattern	From	Student support arrangements in practice
M18 (3 rd year)	2 years	Students can opt-in to an arrangement where they may spend no more than 80% of time in clinical practice and 20% in academic study. In addition to continuation of the usual bursary payments, students in the first part of the third year will be paid as a Band 3.	April 2020	<ul style="list-style-type: none"> - Students are supervised and work within an appropriate delegation framework (NMC Standards for supervision and assessment (NMC 2018)). - The requirement for supernumerary status will be removed for these students (however NMC emergency standards would require them to be supervised and supported appropriately during the emergency period). - Additional bespoke support from AEI staff and PEF (and equivalent) roles.
S18 (2 nd year)	18 months	Students can opt-in to an arrangement where they may spend no more than 80% of time in clinical practice and 20% in academic study.	April 2020	
M19 (entering 2 nd year)	12 months	Students can opt-in to an arrangement where they may spend no more than 80% of time in clinical practice and 20% in academic study.	April 2020	
S19 (1 st year)	7 months	First year nursing and midwifery students in all fields will not undertake practice placements. May volunteer or undertake paid work in a clinical setting in their spare time, while they maintain their academic study.	April 2020	<ul style="list-style-type: none"> - Clinical placements will be paused, and for the duration of the COVID-19 emergency period they will pursue a programme of academic learning organised by their AEI using distance/ online learning approaches.
M20 (1 st year)	Programmes commencing	First year nursing and midwifery students in all fields will not undertake practice placements. May volunteer or undertake paid work in a clinical setting in their spare time, while they maintain their academic study.	April 2020	<ul style="list-style-type: none"> - Clinical placements will be paused, and for the duration of the COVID-19 emergency period they will pursue a programme of academic learning organised by their AEI using distance/ online learning approaches.



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Meeting Date	9 April 2020		Agenda Item	2.3
Report Title	Training Related Matters within Medicine, Dentistry and Pharmacy during the COVID 19 Pandemic			
Report Author	Pushpinder Mangat			
Report Sponsor	Pushpinder Mangat			
Presented by	Pushpinder Mangat			
Freedom of Information	Open			
Purpose of the Report	This report provides high level updates for the Education, Commissioning and Quality Committee (ECQC) on national changes affecting University Students and Postgraduate Trainees during the COVID 19 Pandemic			
Key Issues	<p>Medicine</p> <ul style="list-style-type: none"> • Early Graduation and Provisional Registration of Final Year Medical Students • Utilisation of skills of other Medical Students • Early Full Registration of existing Foundation Year 1 doctors • Changing processes in Recruitment, Progression and Certification in PGME • Training Returners to GMC Registration • Redeployment of HEIW Medical Staff <p>Dentistry</p> <ul style="list-style-type: none"> • Offers to Dental School students • Redeployment of PGD Trainees • Redeployment of HEIW Dental Staff • Issues of recruitment and progression for all grades of dental trainees <p>Pharmacy</p> <ul style="list-style-type: none"> • Offers to Pharmacy Students • Issues with recruitment into and progression of Preregistration Pharmacists • Issues with recruitment into and progression of Postgraduate Diploma Pharmacists 			
Specific Action Required <i>(please ✓ one only)</i>	Information	Discussion	Assurance	Approval
Recommendations	<p>Members are asked to:</p> <ul style="list-style-type: none"> • Consider this report 			

Training Related Matters within Medicine, Dentistry and Pharmacy During the COVID 19 Pandemic

1. INTRODUCTION

This report seeks to provide a high level update to the Education, Commissioning and Quality Committee (ECQC) on changes agreed across the UK in Medicine, Dentistry and Pharmacy.

2. BACKGROUND

Over the last few weeks, the NHS has faced unprecedented challenges due to the Coronavirus pandemic. There have been a number of national responses to try and prepare the NHS for this impending incident. The suspension of training and educational activities has impacted across the system from School students unable to take national school exams to Exit exams for Senior Medical Trainees.

Extensions of training for many of our trainees may be necessary to allow extra time for competencies to be reached and exams to be taken. There may be a financial cost to this.

3. MEDICINE

a. Medical Students.

Final year Medical students are to be graduated early where possible to allow them to provisionally Register and become interim FY1. These are optional and should take place at their home medical schools. In August they will become FY1 doctors at their appointed place of work.

In Wales these roles will follow their Senior Studentship which is a transition attachment which already supports final year students to become Foundation Year 1 doctors.

More than 4000 medical students have graduated already this year on the UK.

Medical Students of other years can access Agenda for Change roles that are established in the NHS. There are ongoing discussions about these roles between NHS Employers, WG and the BMA which may result in some changes.

b. Foundation Year 1

These doctors did not rotate into their final attachment. This was to decrease the burden of induction and orientation into the new posts in April. There is considerable work being undertaken to support this group of trainees. This is aimed to ensure trainee needs for completion of foundation are met. There may be rotations undertaken in individual circumstances after April.

Those doctors who are coming to the end of their first FY1 may be fully registered early to allow them to carry out more senior roles.

c. Other Trainees

It is important to recognise that many doctors who are out of programme, on parental leave and LTFT have offered their services to NHS Wales.

d. ARCPs

This process has been modified as the resources available to do these in the normal way will not be available. Those areas that are most critical will be prioritised (e.g. transition to next stages of training and CCT). Colleges will be asked to provide information regarding the minimum level of guarantee they would like in order for a trainee to progress – this will rely heavily on the ES reports as well as evidence gathered in the months preceding the pandemic. Patient safety is paramount in deciding these levels but there will not be the slavish devotion to existing ARCP thinking that has existed to date. There will be a new outcome to reflect that progression has been granted while being unable to meet the recognised requirements. (Outcome 10).

All college exams have been cancelled until further notice. This will potentially have a knock on effect on trainee progression and ARCP process.

e. Study Leave/Annual Leave

We are working with Medical Directors to ensure that leave is taken or paid for during current attachments for trainees.

f. Recruitment

In the absence of normal recruitment processes, modified methods are being used nationally. All relevant Colleges have been intimately involved in reaching a solution.

g. Other GMC

Revalidation of all doctors due up to September 2020 has been deferred for 1 year.

Most QA processes (targeted visits, meetings, commissioning visits) have been suspended.

h. Appraisals

The CMO in Wales has suspended appraisals in Wales until September.

i. Redeployment

Many HEIW Staff have been redeployed into frontline services. The final details are being developed.

4. DENTISTRY

a. Dental Students

Final Year Dental Students are completing their studies virtually but will be given the opportunity to contribute to the “Pop up workforce” that is being developed and co-ordinated by HEIW.

b. Foundation Dentists

Current FDs are continuing their education using virtual tutorials and online education. This cohort will be making sure that their portfolios contain all of the requisite information about the competencies they have completed. A standard operational process is being developed for year-end (August 2020) to assess and review FD progression. Some FDs will be probably requiring an extension to training. Comprehensive data on activity during this period is being collected.

Dental Foundation trainees have been redeployed to roles within Health Boards supporting the dental COVID 19 efforts. This has been done with involvement of Dental Educators and the Dental Deanery.

Recruitment of Educators and new FD placement for September 2020 start will require a novel approach using video interviewing and other virtual technologies. We are confident that this can be delivered on time.

c. Other Trainees (DCT/Dental Speciality)

Recruitment issues for new DCT and dental speciality training is currently unresolved, partly due the postponement of professional examinations. New arrangements are being discussed at a UK level. Current trainees have in the main been redeployed to other parts of the NHS.

d. ARCPs

This process has been modified and a virtual approach has been used on two occasions. This approach was extremely successful.

e. Study Leave/Annual Leave

We are working with Medical Directors to ensure that leave is taken or paid for during current attachments for trainees employed by NHS. Discussion are ongoing regarding FDs (employed as private individuals).

f. Redeployment

Clinical Dental Staff have been identified and data on these individuals has been passed to HEIW people to for redeployment to frontline services. The final details are being developed via a survey to all Dental Registrants.

Advice on how non clinical dental HEIW Staff will be redeployed is in progress.

g. Appraisals

Dental Appraisals have been suspended.

5. PHARMACY

a. University Students

Final Year Pharmacy Students are completing their studies virtually from home but will be given the opportunity to contribute to the “Pop up workforce” that is being developed and co-ordinated by HEIW.

b. Preregistration

Preregistration pharmacists are at risk of not finishing their assessments and as such not being able to fully register with the GPhC. There are proposals to create a temporary register for this cohort but it is not yet clear what this registration will allow them to do.

c. Diploma

There is a cohort of postgraduate Pharmacists undertaking the diploma in Pharmacy within the Service. It is likely that they will finish their qualification.

Recruitment into next years Diploma Programme has occurred but many of these are currently Pre-registration Pharmacists. We are working through the risks this poses. The potential solution depends on what the temporary register(described above) will allow them to do.

d. Redeployment

There is little scope for HEIW staff to be redeployed into frontline services.

6. GOVERNANCE AND RISK ISSUES

There are major risks to the service relating to lack of progression of individuals throughout the “pipeline” from school to fully qualified professional roles, as a result of exam, assessment and recruitment difficulties.

Alternative methods of progression run the risk of lowering standards within all professions. These are being mitigated by having 4 nation discussions and agreed processes across the UK.

7. FINANCIAL IMPLICATIONS

There are also significant financial risks of needing to extend training attachments due to the issues in the paragraph above.

8. RECOMMENDATION

The ECQC is asked to note this report.

Governance and Assurance				
Link to corporate objectives (please ✓)	As a new organisation establishing HEIW as a valued and trusted partner, an excellent employer and a reputable and expert brand	Building a sustainable and flexible health and care workforce for the future.	With Social Care Wales shaping the workforce to deliver care closer to home and to better align service delivery.	Improving quality and safety by supporting NHS organisations find faster and more sustainable workforce solutions for priority service delivery challenges.
	Improving opportunities for use of technology and digitalisation in the delivery of education and care.	Reinvigorating leadership development and succession planning across health and social care in partnership with Social Care Wales and Academi Wales	Demonstrating value from investment in the workforce and the organisation.	
Quality, Safety and Patient Experience				
The response of all healthcare professionals has been remarkable, not least the courage and determination of doctors in training to continue to provide the best care they possibly can in difficult circumstances to those under their care.				
Financial Implications				
There are also significant financial risks of needing to extend training attachments due to the issues in the paragraph above.				
Legal Implications (including equality and diversity assessment)				
Unknown at present				
Staffing Implications				
Unknown at present				
Long Term Implications (including the impact of the Well-being of Future Generations (Wales) Act 2015)				
N/A				
Report History				
Appendices				



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Addysg a Gwella Iechyd
Cymru (AaGIC)
Health Education and
Improvement Wales (HEIW)

Meeting Date	9 April 2020	Agenda Item	3.1
Report Title	Health Professional Education Annual Quality Review Process		
Report Author	Martin Riley & Dawn Baker Lari		
Report Sponsor	Stephen Griffiths		
Presented by	Martin Riley		
Freedom of Information	Open		
Purpose of the Report	The purpose of the report is to provide the Committee with a summary of the quality measures in place to ensure that the Health Professional Contracts in Wales deliver value for money, are of exceptional quality and that all stakeholders are influencing the education, training and support of the students in a proactive, appropriate, efficient and effective manner.		
Key Issues	This report provides a summary of the key themes raised in the National Student Survey, Annual Performance Reports, University self-assessment quality reports, NMC visits and stakeholder engagement with Students, Practice Education facilitators and Mentors.		
Specific Action Required (please ✓ one only)	Information	Discussion	Assurance
	✓	✓	
Recommendations	<p>The Committee are asked to,</p> <ul style="list-style-type: none"> • Note the information and work conducted by the Education, Commissioning and Quality Team • Note the drive for improvement to continually improve and enhance quality measures. • Note the work being undertaken within the Strategic Review of Health Professional Education which will further enhance quality • Discuss opportunities to further improve the process in order to provide further assurances of quality 		

HEALTH PROFESSIONAL EDUCATION ANNUAL QUALITY REVIEW PROCESS

1. INTRODUCTION

The purpose of the report is to provide the Committee with a summary of the quality and performance measures in place surrounding the Health Professional Education Contracts. The total value of investment in Health Professional Education in Wales exceeds £110m and there are nearly 9,000 students in training. It is therefore vital to ensure the education commissioning system delivers value for money, are of exceptional quality and that all stakeholders are influencing the education, training and support of the students in a proactive, appropriate, efficient and effective manner.

Elements of the quality metrics are new and still being developed. Learning is being acquired from the closer links available – since the inception of HEIW – from the post-graduate Deanery quality management system.

For the first time the annual post-graduate medical Commissioning meetings – between HEIW and the Health Boards (which are a requirement of the GMC) includes a “multi-disciplinary part B” to the meeting where Health Professional education has been discussed. Feedback from these meetings will be included in this quality report in future.

2. BACKGROUND

Universities are a key partner of the NHS as they provide large volumes of education and training at undergraduate and postgraduate level. This includes provision which is commissioned by HEIW, Health Boards/Trusts and education which is funded through Student Finance Wales.

The quality aspects of the contract management process assures both HEIW and Service that health professional education commissioned and delivered in Wales adheres to the highest academic and vocational standards in line with contractual agreements. As part of this contract assurance process HEIW provides its education partners with an individual annual quality review. This review is only possible due to the open, collaborative approach undertaken by all parties. The aim of each individual review is to guide the continuous improvement of education programmes, as such action plans set out in each HEIs individual quality report is incorporated into each universities own improvement processes.

Information used in reviewing quality include:

- a. Results from the National Students Survey (NSS)
- b. The NSS has specific health professional questions surrounding placements including,
 - *“I received sufficient preparatory information prior to my placement(s)”*
 - *“I was allocated placement(s) suitable for my course”*
 - *“I received appropriate supervision on placement(s)”*

- *“I was given opportunities to meet my required practice learning outcomes / competencies”*
 - *“My contribution during placement(s) as part of the clinical team was valued”*
 - *“My practice supervisor(s) understood how my placement(s) related to the broader requirements of my course”*
- c. Individual student comments submitted as part of the NSS
- d. Regulators AEI and Practice Learning Partners annual self-assessment reports
- reports submitted to NMC (via Mott McDonald) and NMC responses provide assurances that risks are being identified, managed and mitigated
- e. HCPC annual monitoring Submissions and HCPC approval
- f. University self-assessment quality report for HEIW incorporating results of the NSS and Regulator Reviews
- g. University Individual Programme Enhancement / Improvement Plans
- h. HEIW produced performance reports (previously reported to Committee) including actions relating to University under-performance against set Key performance Indicators

In addition, and after reviewing all above information there is further stakeholder engagement conducted by HEIW's Education, Commissioning and Quality Team:

- i. Annual focus group with pre-registration students
- ii. Annual focus group with post-registration students
- iii. Annual focus group with Practice Education Facilitators and placement mentors

In addition to this HEIW holds 3 formal business performance and quality management meetings with each education provider and twice a year host an Education Partnership meeting which comprises senior staff within HEIW and all Heads of Schools of Health in Wales.

This year's summary report has also been enhanced by interaction with students through the strategic review of health education procurement events. HEIW currently holds contracts with seven Welsh universities that provide pre-registration Health Education courses. These contracts will come to an end in 2021 offering HEIW the opportunity to reimagine healthcare education for Wales that meets the needs of patients and services in the future.

3. ATTACHMENTS

Attachments to this cover paper are:

- Annual Quality Report – for review and consideration by the Committee

A sample of documentation received from Universities. Note, that this is not a complete list of all documents received due to volume, but are provided to add context to the range of documents and information requested, received and analysed by HEIW.

- Cardiff University
 - NSS scores
 - An example of an enhancement plan. Cardiff University have many enhancement plans themed as follows,
 - Thematic (student experience, learning opportunities, academic support, etc...)
 - Programme (specific plan per programme to drive improvement)
- University of South Wales
 - Quality self-assessment report
 - School action Plan
- Bangor University
 - Quality self-assessment report
 - NSS Plan
- Swansea University
 - NSS, SES and PTSES Analysis Report

4. RECOMMENDATION

The Committee are asked to,

- Note the information and work conducted by the Education, Commissioning and Quality Team
- Note the drive for improvement to continually improve and enhance quality measures.
- Note the work being undertaken within the Strategic Review of Health Professional Education which will further enhance quality
- Discuss opportunities to further improve the process in order to provide further assurances of quality

Governance and Assurance				
Link to corporate objectives (please ✓)	As a new organisation establishing HEIW as a valued and trusted partner, an excellent employer and a reputable and expert brand	Building a sustainable and flexible health and care workforce for the future.	With Social Care Wales shaping the workforce to deliver care closer to home and to better align service delivery.	Improving quality and safety by supporting NHS organisations find faster and more sustainable workforce solutions for priority service delivery challenges.
	✓	✓		
	Improving opportunities for use of technology and digitalisation in the delivery of education and care.	Reinvigorating leadership development and succession planning across health and social care in partnership with Social Care Wales and Academi Wales	Demonstrating value from investment in the workforce and the organisation.	
			✓	
Quality, Safety and Patient Experience				
HEIW has a duty to ensure that students fully understand the commitment to work in Wales following uptake of the NHS Wales bursary.				
Financial Implications				
None				
Legal Implications (including equality and diversity assessment)				
None				
Staffing Implications				
None				
Long Term Implications (including the impact of the Well-being of Future Generations (Wales) Act 2015)				
Briefly identify how the paper will have an impact of the “The Well-being of Future Generations (Wales) Act 2015, 5 ways of working.				
Report History	NA			
Appendices	Annual Quality Report Appendix 1: Cardiff University Enhancement Plan Appendix 2: Cardiff University NSS Results Appendix 3: Swansea University Self-Assessment Appendix 4: USW Self-Assessment Appendix 5: USW Action Plan Appendix 6: Bangor NSS Plan Appendix 7: Bangor NSS Plan 2			



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Cymru (AaGIC)
Health Education and
Improvement Wales (HEIW)

Annual Quality Review 2019 Summary Report

Report Prepared By:

Dawn Baker Lari,

Education and Improvement Manager

April 2020



Annual Quality Review 2019 Summary Report

1.Introduction

Sitting alongside health boards and trusts, HEIW has a leading role in the education, training, development and shaping of the healthcare workforce in Wales. HEIW commissions both pre and post registration health education courses across a broad range of professions; from nursing to genomics that meet the workforce needs of the NHS in Wales. In collaboration with our service and education partners, HEIW's contract management process ensures that education providers are supported and empowered to provide NHS Wales with the right workforce at the right time with the necessary skills to provide quality, safe patient care.

2.Annual Quality Review

The quality aspects of the contract management process assures both HEIW and Service that health professional education commissioned and delivered in Wales adheres to the highest academic and vocational standards in line with contractual agreements. The total value of investment in Health Professional Education in Wales exceeds £110m and there are nearly 9,000 students in training. It is therefore vital to ensure the education commissioning system delivers value for money, are of exceptional quality and that all stakeholders are influencing the education, training and support of the students in a proactive, appropriate, efficient and effective manner.

As part of this contract assurance process HEIW provides its education partners with an individual annual quality review. This review is only possible due to the open, collaborative approach undertaken by all parties. The aim of each individual review is to guide the continuous improvement of education programmes. This summary report encapsulates the themes raised across the individual quality reports.

Information used in reviewing quality include:

- A. Results from the National Students Survey (NSS)
- B. The NSS has specific health professional questions surrounding placements including:
 - "I received sufficient preparatory information prior to my placement(s)"
 - "I was allocated placement(s) suitable for my course"
 - "I received appropriate supervision on placement(s)"
 - I was given opportunities to meet my required practice learning outcomes / competencies
 - *"I was given opportunities to meet my required practice learning outcomes / competencies"*
 - *"My contribution during placement(s) as part of the clinical team was valued"*
 - *"My practice supervisor(s) understood how my placement(s) related to the broader requirements of my course"*



- C. Individual student comments submitted as part of the NSS
- D. Regulators AEI and Practice Learning Partners annual self-assessment reports
 - o reports submitted to NMC (via Mott McDonald) and NMC responses provide assurances that risks are being identified, managed and mitigated
- E. HCPC annual monitoring Submissions and HCPC approval
- F. University self-assessment quality report for HEIW incorporating results of the NSS and Regulator Reviews
- G. University Individual Programme Enhancement / Improvement Plans
- H. HEIW produced performance reports including actions relating to University under-performance against set Key performance Indicators

In addition, and after reviewing all above information there is further stakeholder engagement conducted by HEIW's Education, Commissioning and Quality Team incorporating:

- i. Annual focus group with pre-registration students
- ii. Annual focus group with post-registration students
- iii. Annual focus group with Practice Education Facilitators and placement mentors

HEIW also holds three formal business performance and quality management meetings with each education provider, and twice a year host an Education Partnership meeting which comprises senior staff within HEIW and all Heads of Schools of Health in Wales.

This year's summary report has also been enhanced by interaction with students through *the strategic review of health education* procurement events. HEIW currently holds contracts with seven Welsh universities that provide pre-registration Health Education courses. These contracts will come to an end in 2021 offering HEIW the opportunity to reimagine healthcare education for Wales that meets the needs of patients and services in the future. As part of this review, and to ensure the contracts best fits with these needs, HEIW engaged KPMG to independently advise on future education provision and configuration. To inform their work, KPMG engaged with 36 organisations and in excess of 120 individuals. This, along with internal scoping work has led to the development of key themes to be integrated into these new contracts. As students are at the centre of HEIW's work; the commissioning team, with the support of our current contracting HEIs, met with students across all of the land based contracting university sites to 'test' the key themes and garner further information and advice from students in how the new contracts can deliver modern, accessible, high quality education in Wales. As part of this engagement students shared their views on their current experiences; these experiences along with the above stated information has been reflected in this year's summary annual quality report.



3. Self-Assessment

Universities proactively quality assure their own programmes. Undertaking both internal QA processes and external reviews in order to comply with regulators QA processes.

3.1 Nursing and Midwifery Council (NMC) Quality Assurance

There are currently around 900 NMC approved nursing, midwifery and nursing associate education programmes at over 80 approved education institutions (AEIs). Quality assurance (QA) is the process the NMC follows to make sure that the education programmes for nurses, midwives and nursing associates meet the standards needed to prepare them to join their register. These programmes are then monitored throughout the year and the NMC make regulatory interventions where they have concerns.

HEIs submit an annual self-report to show how they, along with their practice learning partners, continuing to meet NMC standards and requirements. They also relate how they're addressing and managing ongoing issues and concerns. HEIs commissioned partners readily share these self-assessment documents with the commissioning team and openly relate any concerns and issues raised. This collaboration, again supports HEIs in its quality management processes.

3.2 Health and Care Professions Council (HCPC) Annual Monitoring

Every year the HCPC consider programmes to ensure they continue to meet their standards. Education providers are split into two groups: one group is audited whilst the other submits a declaration that nothing has changed in the way the programme has run.

Programmes submit an annual monitoring audit form containing several key pieces of internal quality monitoring documentation. Provided there is sufficient evidence that the programme continues to meet HCPC standards it is approved. Again, this regulator QA process offers HEIs assurances that our partners are working to the highest standards.



3.3 Universities Internal QA

Additional quality assurances are offered to HEIW via the universities own internal quality self-assessment action plans. These plans are shared with HEIW prior to the annual contract meeting and reviewed in partnership during the meeting. These openly shared documents and discussions allows HEIW to further scrutinise the quality of programmes and the actions the University is taking to correct or improve areas.

3.4 HEIW quality action plans

HEIW recognises that HEIs undertake continuous improvement activities and appreciates the open nature of our partners in sharing their internal programme action plans. We continue to welcome the incorporation of action plans arising from HEIW's individual quality reports into the Universities own improvement processes.

HEIW is committed to supporting our partners to make positive changes that may result in consistently high quality programmes with positive NSS scores that help to attract the most talented applicants with the right values and motivation to become future employees of the NHS in Wales.

4. National Student Survey

4.1 Satisfaction scores

The NSS gathers students' opinions on the quality of their courses. This helps to inform prospective students' choices, provides data that supports universities and colleges to improve the student experience, and supports public accountability.

Universities are measured on a number of areas including organisation and management, the teaching on their course, learning opportunities and academic support. The key statement that students are asked to respond to is '*Overall I am satisfied with the quality of the course*'. In 2019 the average UK score given across all participating UK universities was 84%. Comparing this indicator across the four land based adult nursing programmes shows large variances in student satisfaction. Cardiff and Bangor responses are at 73% and 79% respectively. Swansea scored above the average at 90% and the University of South Wales significantly so at 96%.

HEIW understands that it is not only student's experiences in the academic setting that influence scores but students' experiences in the clinical setting too. Many Health education programmes comprise of a 50/50 split across areas. Should a student feel they have experienced a negative event or unsatisfactory mentorship in placement, this is likely to be unfairly reflected in the feedback supplied to universities via the National Student Survey.



It is also recognised that the overall score does not always reflect the quality of programmes. During HEIW's annual quality meetings with Universities, many highlighted exceptional performance across the other 32 domains measured in the NSS but rightly pointed out that this is not reflected in the overall satisfaction scores

4.2 NSS Organisation and Management scores

HEIW acknowledges the challenges of organising health care courses. It is understood that the complexities of arranging lectures, seminars and placements across multiple cohorts has likely resulted in relatively low organisation and management NSS scores across all universities as compared to overall student satisfaction scores. Whilst contracting university programmes generally score highly across all NSS domains the three NSS organisation and management domains (averaged below) are lower than other indicators. HEIW also recognizes that the influence of placements on this score cannot be underestimated. Should a student find their placement cancelled or reorganised at short notice, students will reflect this in the NSS despite university having no control over organisation decisions made in service.

The table below illustrates that organisation and management scores tend to mirror the overall student satisfaction score, evidencing a causal link between the two KPIs. The organization and management scores in the below table have been averaged from the three organisation and management domain statements – 'The course is well organized and running smoothly', 'The timetable works efficiently for me' and 'Any changes in the course or teaching have been communicated effectively'. These scores were discussed with each university as part of their annual quality review meeting and all universities explained their plans to improve these areas with many sharing targeted action plans to do so.

Commissioned pre-registration adult nursing courses 2019 NSS overall satisfaction results		
University	Organisation and Management % (3 domains averaged)	NSS overall satisfaction score %
Cardiff	48%	79%
Bangor	50%	73%
Swansea	72%	90%
USW	80%	96%



4.3 NSS domain highlights

As discussed in 3.1, many programmes across HEIWs contracting universities have produced exceptional results across multiple NSS domains.

For example:

Cardiff Met's BSc(Hons) Speech and Language Therapy Programme has a 100% score in the domain 'The course is intellectually stimulating' and 91% of students expressed overall satisfaction with their BSc Dietetics Programme.

Glyndwr's BSc(Hons) Occupational Therapy overall satisfaction score is 100%, and 100% of students agreed that *'Staff are good at explaining things'*.

92% of Swansea Universities DipHE Paramedic science students agreed that *'my course has provided me with opportunities to apply what I have learnt'*. And 100% of BSc(Hons) child nursing students agreed that *'overall, I am satisfied with the quality of the course'*

As mentioned previously the University of South Wales BN(Hons) Adult Nursing programme has a 96% overall satisfaction rate, 100% of students studying BN(Hons) Learning Disability Nursing agreed that *'the course had challenged them to achieve my best work'*.

99% of Cardiff Universities BSc(Hons) Physiotherapy students agreed that *'My course has provided me with opportunities to apply what I have learned'* and 100% of BMid (Hons) midwifery students agreed *'Overall, I am satisfied with the quality of the course'*

Bangor Universities BSc (Hons) Diagnostic radiography course scores 92% in the domain *'staff are good at explaining things'* and 100% of students studying BSc(Hons) Biomedical science agreed that *'The course is intellectually stimulating'*.

5. Student Feedback

Students were invited to feedback on specific areas – Organisation and management, wellbeing, clinical simulation, inter-professional education, mentor support, placement feedback and assessments.

5.1 Organisation and management

Students from universities that run multiple programmes highlighted inconsistencies in the quality of course information available across different programmes. Whilst the majority of students across all universities expressed positive experiences of utilising their universities online communication systems and resources such as blackboard; others have raised difficulties in accessing the correct information in a timely manner.



Students enrolled at some universities have suggested that there are large swathes of information on university learning platforms that are no longer relevant. Students would benefit from this information being archived to enable quicker access of relevant communications and resources.

Timetabling also has proved to be challenging for many students, and whilst HEIW does not underestimate the challenges this poses to universities, we would invite our partners to be as cognisant of the barriers some students face in physically attending classes.

Anecdotal evidence from students include travelling two hours to attend a single lecture and lectures being scheduled at 9am and 4 pm with no structured learning in-between. Anecdotal evidence from students include travelling two hours to attend a single lecture and lectures being scheduled at 9am and 4 pm with no structured learning in-between. Health care students derive from various age groups, with many older students have caring responsibilities. Structuring timetables in a more cohesive manner and delivering education online should support these students and impact positively on attrition.

5.2 Wellbeing

Students generally reported positive experiences around the quality and range of wellbeing support offered. Students with additional learning needs were particularly vocal about the timely and accessible support offered in the university setting once an additional need had been highlighted.

During our engagement events, one student invited the commissioning team to acknowledge their universities support for transgender students; relating to us that she only felt empowered to train as a healthcare professional due to the open, inclusive and supportive learning environment. As HEIW aims to ensure that equality of opportunity is actively embedded in all that we do; we both expect and value the businesses with whom we contract that provide services where diversity is valued, and equality is a core aspect of how they design and deliver education.

Anomalies in the level of wellbeing support were raised around universities with satellite campuses. Whilst it is understandable that all services cannot be provided across all sites, HEIW would like to see the majority of support services extended, even if in a time limited manner across all campuses.

Unfortunately one cohort of students felt that students with carer's responsibilities were treated less favourably than the general student population when they needed to take time off to care for unwell children.

5.3 Clinical simulation

Simulation training provides an opportunity to apply theory and gain experience in skills or procedures that would otherwise be difficult without potentially putting patients at risk along. In addition to this simulation training helps students to develop confidence to manage similar real-life scenarios.

On engaging with students all confirmed simulation as a valuable learning experience, for which they would like more. Some students cited high-tech simulation opportunities as one of the reasons for selecting their university. However, not all students were benefiting from use of modern, high quality university based facilities. Students did not feel that large groups being taught in simulation facilities is entirely beneficial, instead relating the greatest satisfaction was found when they were taught 1-2-1 or in small groups. Greater satisfaction still was expressed when universities offered extensive teaching using these facilities and these facilities had 'drop in' sessions where students could practice their skills as and when required.

5.4 Inter-professional Education (IPE)

IPE is an experience that occurs when students from two or more professions learn about, from, and with each other. It is a necessary step in preparing a 'collaborative practice-ready' health workforce that is better prepared to work as a multi-disciplinary team, responding to the holistic needs of patients.

Few students across many of HEIW's contracting universities related that they had experienced inter professional education. There were however notable exceptions – at one university a cohort of midwives had taught medical students about normal births. At another university student mental health nurses had worked on a collaborative case study with social work students. The students of another university that delivers a commissioned AHP programme shared that they had experienced multiple opportunities for inter-professional learning, despite having few other health care student groups studying at the university.

HEIW would welcome wider opportunities for students to develop their competence to work effectively as part of an inter-professional team, and would like to offer any support required for universities to work together to provide these rewarding experiences to students.

5.5 Clinical Placements

Student's experiences of placements varied across universities. Whilst largely positive a number of themes emerged when in discussion with both pre and post-registrants. Post-registration students generally experienced excellence in the organisation of their placements. However, pre-registration students across a number of universities pointed to difficulties with the organisation, many feeling that they do not receive sufficient notice of placements.



These general pre-registration experiences, however, can be contrasted with the organisation experiences of one group of students whose university has recently implemented a placement management system; perhaps co-incidentally this university had the highest percentage score in the NSS organisation and management domain.

In regard to the role of placement support staff, some students raised concern that they did not understand the role of their link lecturer, and those who did pointed to their lack of visibility on placement. Similarly they did not understand the role and functions of the Practice Education Facilitator.

All students confirmed that they are encouraged to contact their placement areas prior to commencement but not all felt supported to share if they required reasonable adjustments to be made. A small number of concerns around inclusion on placement were raised, with one BME student explaining that they had felt discriminated against on placement; service had used the reasoning that she didn't speak Welsh to exclude her from placement. Shortly after this a white student had taken this placement but no comment was made about her lack of Welsh language skills.

In regard to feeling prepared for clinical placements there were mixed opinions on how prepared students felt; with some feeling they did not yet possess the clinical skills required to take up placements. Students expressing this view tended to be those who had been offered little simulation experience.

Some students also highlighted the occasional difficulties they had experienced in meeting their competencies/outcomes due to the allocation of a limited number of placement areas. They expressed the hope that there would be greater cohesion between placements and competency opportunities in the future.

In discussion with post-graduate, pre-registration students, some shared their belief that placement areas are unaware of their level of skill. They explained that despite being post graduate they remained pre-registration and often did not have any additional clinical skills as compared to undergraduate cohorts. They felt that the expectations of them from service was often higher, adding additional pressures.

5.6 Mentor support

All students spoke highly of the mentorship provided to them during placement. They spoke of kind, committed staff that enabled them to learn in a supportive environment. The placement experience was also described by students as the opportunity for them to interview the service, establishing where they might fit on graduation. A small number of students raised concern around the lack of available mentors and the high number of students placed in some areas which was impacting on their learning experiences.

5.7 Placement Feedback

The majority of students with whom HEIW met, felt confident that they would be able to provide negative feedback to placement areas. A smaller number of students however did raise the fact that they would not feel comfortable in raising concerns for fear that this may impact their future employment opportunities. One group of students related their positive experience of providing placement feedback, which unfortunately has recently ceased. They shared that their university took a dual approach to feedback, where students provide an anonymous feedback form and also take part in a group session where placement experiences are discussed. HEIW cannot overstate the value of this type of confidential and supportive process for students to raise concerns. Student placements act as an additional layer of quality assurance in service. It is recognised that having students raises standards and ensures an additional safety mechanism to highlight issues relating to patient care and safety

5.8 Assessments

Students across all universities were pleased with how quickly their work has been marked. One cohort of students explained that they receive audio feedback on assignments which they found particularly beneficial. Students related some concern around the lack of consistency in marking between educators and suggested programmes should standardising marking.

6. Mentor and Practice Education Facilitator (PEF) focus groups

Mentors and Practice Education Facilitators were invited to feedback on the following areas - Workload, student preparedness and organisation.

6.1 Workload

Both mentors and PEFs raised concerns about the increasing number of students they support. This is an understandable concern, in 2015 Welsh Government investment in non-medical education was 79 million pounds; year on year this investment has increased, currently sitting at around 120 million pounds.

Whilst this is good news for the NHS in the future, at present it is a strain for mentors and educators who wish students to have the best placement experiences possible. A 'bottle neck' due to the large number of students currently exists for service, however this 'bottle neck' will ease this year as these new registrants begin to join the workforce and begin to provide support and mentorship to the students that follow them.

The concern around increasing student numbers did not extend to Learning disability nursing mentors, who raised the falling numbers of students opting to choose this specialism. As a result the commissioning team has engaged with HEIW's communications team, who will in 2020/21 create a campaign to promote the profession.

All mentors commended the support they receive from PEFs, and all PEFs commended the support they receive from Universities. The quality and frequency of training offered to PEFs and Mentors by the universities was described as being of the highest standard.

All but one group of PEFs relayed that they felt supported by their university to fail students. One group expressed concern that their university processes made it difficult to fail students; and that some students had continued their programmes despite documented concerns about their practice. HEIW would like to reiterate that 'failing' students should always be referred to and supported through the fitness to practice procedure, and communication between the university and placement area is critical to ensure all parties have confidence in the process. To further support Universities HEIW will not include students that have left programmes following F2P concerns as part of the attrition KPI.

6.2 Student preparedness

The majority of PEFs and mentors commented that students are well prepared to enter placement but some concern was raised about the seeming fragility of students that has emerged over the last few years. Some mentors and PEFs expressed concern that students are not displaying the required resilience to meet the challenges they face in service.

They evidenced this by pointing to the increasing number of students that require referrals to occupational health. HEIW takes seriously the concerns around student resilience and will seek to address them in the new education contracts in 2022.

6.3 Organisation

Mixed responses were provided when PEFs and Mentors were invited to comment on the organisation of placements. Some groups related that they are provided student details many months ahead and even up to one year of commencement, however other groups receive little notice and few student details. With the exception of the group that had benefited from their universities newly implemented placement management system, all groups stated that they would welcome universities providing them with clear information around students' needs regarding reasonable adjustments and competencies to be met. They also suggested that when matching students to placements, greater account of each student's previous learning and experience should be taken. One mentor shared the experience of an eighteen year old adult nursing student whose first placement was in a high pressured, distressing environment which was not appropriate for her skills, experience and wellbeing.

7. Conclusion

The quality aspects of the contract management process assures both HEIW and Service that health professional education commissioned and delivered in Wales adheres to the highest academic and vocational standards in line with contractual agreements. This review has been made possible by the open, collaborative approach undertaken by all parties. This summary report evidences how every one of HEIW's University partners are committed to providing high quality education provision for the NHS in Wales.

The information contained in this report encompasses a plethora of source evidence gathered from Professional Regulators, the National Student Survey, Universities internal QA processes and HEIW's interaction with Universities, students, Practice education facilitators and mentors. Each of these sources has reassured HEIW of the excellence of Health Education delivered in Wales. The NMC and HCPC QA processes helps to reassure HEIW that programmes are adhering to the high standards set out in the regulators frameworks. The NSS which reflects student's views on the quality of their programmes illustrates quality and appreciation for the education students experience in our partner universities.

On engaging with students it was clear that they feel valued and supported in both the education setting and in practice placement. Universities are prioritising student wellbeing with accessible support which enables students to reach their full potential. There is some concern around the organisation and management of programmes, but it is accepted that universities face multiple challenges when delivering complex courses. This combined with the impact of external placement issues, beyond the control of the university does have a negative impact on student feedback.

Online communication and resources are well received by students, this mode of learning stimulates independent study and better prepares students to consolidate their learning in face to face sessions.

There are some strong examples of inter-professional education being delivered in some programmes, this could be extended across all programmes to help prepare students to work in service as part of a multi-disciplinary team.

Students across all universities had positive experiences in placement. All students spoke highly of the mentorship provided to them during placement, describing kind, committed staff that enabled them to learn in a supportive environment. Again, however, students raised concerns around organisation and management, requesting that Universities provide them with greater advance notice of their allocated areas. Most students felt confident to raise any concerns they have encountered in service, but Universities should continue to strengthen the processes, accessibility and support offered to students who wish to confidentially raise issues.



The high quality support Universities provide to Practice Education Facilitators and Mentors ensures that students learning experiences in placement will contribute to the continued excellence of the NHS in Wales. Mentors and PEFs largely feel supported to 'fail' students, an exception to this was raised in one University. HEIW would like to reiterate that 'failing' students should always be referred to and supported through the fitness to practice procedure.

Again, HEIW would like to commend our partner universities for the high quality education delivered, affording HEIW's commissioned students with the tools to enter the profession for which they have trained with capability and confidence.

Student Experience Enhancement Plan 2019-20 Purpose: to capture School-level actions, reflections and updates arising out of feedback from students. (e.g. from NSS, PTES, PRES and module evaluation)			Produced by: Alex Harmer (DLT – UG)		SCHOOL TITLE: School of Healthcare Sciences		
			Date: 16/08/2019				
Reflections on current School-level Results							
<ul style="list-style-type: none">Overall satisfaction NSS 2019 83% (NSS 2018 – 77%) a 6% increase in overall satisfaction on last year.The school has achieved some excellent results in this years NSS. We have exceeded University results in all themes except organisation and management however, overall satisfaction is around 1.5% below University results which is disappointing. Despite the lower results in Organisation and Management, 4 of our programme have achieved results over 80% in this category which is encouraging.The school has improved in every theme compared to 2018 NSS results, demonstrating the school’s commitment to improving the student experience and our success in implemented actions.Two programmes achieved 100% overall satisfaction (Midwifery and Radiotherapy & Oncology). Radiotherapy & Oncology also achieved over 90% in every theme.Significant increases in overall satisfaction for all Nursing programmes. (See separate report and action plan).Organisation and Management and Assessment and Feedback continue to be the main areas of focus for the school. Additional work at programme level needs to continue to tackle isolated, programme specific issues where they exist.Some themes, despite high results, have received a number of criticisms in free text comments. These are largely focussed around Assessment and Feedback as well as practice placements.The new C22 programmes (for Allied Health programmes) which commence in September 2019, have addressed many of the students concerns within their initial design. Issues such as spread of assessments, assessment load, scheduling of study blocks, improved alignment of theory and practice etc have all been integrated into the new programmes. We anticipate that we will see further improvements in NSS over the next couple of years as these students progress through the programmes.							
No.	Description of Issue	Source (NSS, PTES, PRES, Module Evaluation etc. – quantitative and qualitative)	Action	Lead(s)	Timescale	Desired Outcomes	Status Update (date)
	Theme 1: Teaching						
#1.1 etc	The school continues to improve in this theme and is above the University average.	Teaching on my course – NSS 2019 86% (NSS 2018 – 81%)	<ul style="list-style-type: none">The teaching actions in the Nursing plan will help to address this metric and bring further improvements. (See Nursing plan)Midwifery and Allied Health programmes demonstrate a very strong performance in this category.				
	Theme 2: Learning Opportunities						
	The school continues to improve in this theme and has significantly exceeded the University average.	Learning opportunities – NSS 2019 88% (NSS 2018 – 84%)	<ul style="list-style-type: none">As above, the lower scores in this theme are related to the Nursing programmes. See Nursing action plan for specific actions to address these.				
	Theme 3: Assessment & Feedback						
	<ul style="list-style-type: none">Marking Criteria was clear in advance. Although the school result of 82% is encouraging, there exists some variability between programmes. Free text comments elude to lack of clarity in some cases which also links to the following issue.Marking and assessment has been fair. School results for this question are 64%, again with some variability between programmes. Free text comments indicate that this is a significant area of concern for students.	Assessment & feedback – NSS 2019 79% (NSS 2018 – 74%)	<ul style="list-style-type: none">To create a task and finish group under the auspices of Board of Studies, to review current marking rubrics and assessment criteria. The group will make recommendations for consideration at BoS and subsequent escalation to Strategic Education Committee. The group will be tasked with enhancing and redesigning rubrics and criteria where necessary to ensure the tools	DLT – UG, BoS, T&F Group.	July 2020	The development of more appropriate and useable marking criteria that allow for greater parity in marking and reduce student perceptions of unfairness. This will also enable the articulation of greater clarity in relation to expectations and	January 2020

	Discussions with programme managers have indicated that these issues are likely linked to the use of limited and sometimes inappropriate marking rubrics which have not taken account of developments in programmes, assessment and feedback. Rubrics and criteria have not been reviewed for some time.		<p>we use for marking assessments are fit for purpose and support students and staff alike.</p> <ul style="list-style-type: none">Programme team CPD activities to develop greater cohesion in relation to marking, assessment and feedback. To be trialled by Physiotherapy (idea proposed by Jill Morgan PHYSIO) <p>The school would value support from colleagues in CESI and College Dean UG with these initiatives if possible.</p> <ul style="list-style-type: none">To continue to embed the use of Panopto to capture assessment launches and to provide walkthroughs of exemplar assessments for students and markers. This has been useful over the past year and we will seek to further embed this into the culture of the school to provide both students and markers with a central point of truth on module assessments.	Jill Morgan/Physio team	June 2020	<p>requirements for assessment.</p> <p>Improved marking and grading literacy amongst teams, the creation of common benchmarks or points of reference for assessing student work.</p> <p>Both initiatives will be evidenced by improved results in this theme in module evaluations and NSS.</p>	March 2020
	Theme 4: Academic Support						
<ul style="list-style-type: none">	<ul style="list-style-type: none">Students have indicated that there is often increased stress, particularly around assessments. This is supported by the number of interruptions of study being requested on grounds of stress and anxiety.	Academic support – NSS 2019 82% (NSS 2018 – 76%)	<ul style="list-style-type: none">Student support, in conjunction with the school, are again running a series of workshops for students at HCARE on a wide range of study skills and coping strategies. Additionally, this year they are also offering a workshop to new first years on resilience. Also, this year (2019/20), based on feedback from students, there will be an additional workshop on coping with exam stress. Programme managers will be asked to promote these workshops and encourage attendance as historically it has been a little low at times.	Programme managers	September/Oc tober 2019	Increased attendance at workshops and subsequent reduction in student related stress and anxiety.	
	Theme 5: Organisation & Management						
<ul style="list-style-type: none">	<ul style="list-style-type: none">The course is well organised and running smoothly – 57%. This was the lowest result for any question on the NSS survey this year. However, although some programmes have made some significant improvements in this area others have slipped a little. Reasons for this result are varied but free text comments often point to timetables, room allocation and changes to timetables.As a school, estates capacity continues to be a challenge, particularly at the Heath campus for larger spaces of 70	Organisation & Management – NSS 2019 63% (NSS 2018 – 55%)	<ul style="list-style-type: none">The newly approved C22 programmes for Allied Health programmes commence in September 2019. Many of the issues raised in this theme have been addressed as part of the new programme design as these issues have been ongoing for some time. Study days and blocks have been adjusted in light of student feedback as well as ensuring assessments are better	Programme managers/DLT – UG	July 2020	Improved outcomes in relation to O&M in module evaluations, SSP’s and eventually NSS.	

	<p>plus. Rooms are at a premium which often leads to room changes and scheduling that aligns with room availability rather than pedagogy. Sharing space with other schools adds additional complexity to room allocation and resourcing.</p> <ul style="list-style-type: none"> It is important to note that many of the comments from students in this theme actually relate to practice placements. Students often express that sometimes mentors are not aware of them arriving or that mentors are off work etc. Feeding into this for many students are the issues and problems that arise from arranging accommodation whilst on placement. (These issues will be addressed under placements below but worth noting here due to cross applicability). 		<p>spread across the year. These programmes will be evaluated and feedback received via Student Staff Panels to ensure student concerns have been addressed.</p> <ul style="list-style-type: none"> Continue to operate the Scheduling Steering Group to further develop our process for ensuring appropriate timetabling and room allocation, building on our success over the past year. Liaise more closely with other schools in the College who share the space at Heath Campus, reinforcing our relationship with the Hub lead and improving communication on issues relating to scheduling and room allocation etc. Pilot personalised timetables by physiotherapy which will also link to attendance monitoring pilot. 	<p>DLT – UG and School Programmes Manager</p> <p>Scheduling Lead/School Programmes Manager.</p> <p>PM Physio</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Improved efficiency and greater accuracy with timetables and scheduling resulting in fewer changes being made in year.</p> <p>Fewer room availability issues.</p> <p>Positive evaluation from students in the pilot. Roll out across the school.</p>	
Theme 6: Learning Resources/Services							
	The school continues to exceed the benchmark in this area and continues to invest in resources, particularly in respect of clinical skills and technology enhanced learning.	Learning resources – NSS 2019 90% (NSS 2018 – 87%)	Continued investment and development to maintain our success.				
Theme 7: Learning Community							
	The school continues to improve in this theme and is significantly above the University average for this metric.	Learning community – NSS 2019 85% (NSS 2018 – 81%)	<p>We will continue to embed inclusivity and develop a culture of academic curiosity and build on our success in this area.</p> <ul style="list-style-type: none"> We will promote the new Beginning your Student Life at Cardiff University course being offered by CESI. Information has already been sent to programme managers to raise awareness with new students at the start of the academic year. 	Programme Managers/DLT - UG	December 2019	Improved student satisfaction. We will liaise with CESI to monitor uptake of this resource amongst HCARE students.	
Theme 8: Student Voice							
	The school has seen a huge improvement in this metric which we are proud of, demonstrating our commitment to listening to and acting upon, student feedback and valuing the student voice.	Student voice – NSS 2019 82% (NSS 2018 – 69%)	<ul style="list-style-type: none"> Continue to promote the student rep scheme. Ensure student representation at committees within the school (where appropriate). Continue to promote SSPs as a mechanism for student engagement and two way communication and feedback. 	DLT (UG) & Programme Managers	Ongoing	Continued improvement in student voice metrics.	

			<ul style="list-style-type: none"> Continue to include students in curriculum development as co-producers. 				
	Theme 9: Practice Placements and placement learning						
	<ul style="list-style-type: none"> Students raise concerns in free text comments in relation to mentors and placements. Perceptions of inconsistencies in marking and assessment between mentors whilst on placement, variation in expectations from mentors, level of support offered by mentors etc. Providing better information and support to practice partners is crucial but also managing student expectations and improving their assessment literacy in regards to placements. This issue also feeds into Assessment and Feedback and Organisation and Management above. Sourcing appropriate accommodation for students on distant and remote placements continues to be a challenge. Understandably, Accommodation is one of the biggest sources of stress, anxiety and often expense for our students. HEIW currently funds £55 per night for Accommodation. This amount is often insufficient to secure appropriate, safe and local accommodation for students whilst on placement. Students report issues of unhygienic, unsanitary and unsafe accommodation. Issues of mould, vermin, noise, lack of internet access/Wi-Fi and criminal/nefarious activities at accommodation are not uncommon (often local B&Bs or hotels). An increase in the funding available for accommodation is required in order to secure more acceptable standards of accommodation for our students (including access to Wi-Fi), thus addressing their basic needs of safety and warmth etc (Maslow's hierarchy), allowing them to concentrate on their practice learning and improving their overall experience. 	Practice placements – NSS 2019 87% (NSS 2018 – 86%)	<ul style="list-style-type: none"> Programme teams to create / update written guidance on placement assessment, work with learning technology to team to create a video guide / Panopto recording of guidance on placement assessment that we can share with all profession specific placement partners. This will help to address issues of parity and expectations whilst on placement for students. Programme teams to review preparation for practice sessions and written advice guidance for students that can also be shared with placement partners. The video/panopto resources on assessment created for the above point should also be made available to students. A detailed report to be presented to strategic education committee requesting HoS/Deputy HoS to negotiate an increase in accommodation funding with HEIW. This could also include adding accommodation requirements in to Local Level Agreements with health boards as part of HEIW contracting or negotiating block booking with HEIW monies to secure hospital accommodation etc. 	<p>Programme managers/Placement leads and Placements team, Learning Technologists/Director of Technology.</p> <p>Programme managers/Placement leads and Placements team. Learning Technologists/Director of Technology.</p> <p>DLT/Placement Manager/HoS/Deputy HoS</p>	<p>April 2020</p> <p>April 2020</p> <p>December 2019</p>	<p>Reduction of these issues occurring and being reported in placement evaluations, and improvements in this metric in NSS.</p> <p>Increase in accommodation funding and/or inclusion of accommodation requirements in LLAs.</p>	<p>December 2019</p> <p>October 2019</p>

NSS 2019

SWANSEA UNIVERSITY QUALITY SELF-ASSESSMENT

College of Human and Health Sciences – National Student Survey (NSS), Student Experience Survey (SES) and Postgraduate Taught Student Experience Survey (PGTSES) Analysis

SES

	Eligible	Completed	%	Difference
University 2018-19	12273	5437	44.3	8.1 ↑
University 2017-18	10889	3945	36.2	
College of Human and Health Sciences 2018-19	2196	1101	50.1	5.9% ↓
College of Human and Health Sciences 2017-18	1983	1111	56.0	

NSS

	Eligible	Completed	%	Difference
University 2018-19	3756	2967	79	10.5% ↑
University 2017-18	4251	2910	68.5	
College of Human and Health Sciences 2018-19	815	689	84.5	7.5 ↑
College of Human and Health Sciences 2017-18	739	568	77	
Complementary Medicine 2018-19	34	34	100	7% ↑
Complementary Medicine 2017-18	15	14	93	
Health Studies 2018-19	37	29	78	
Nursing 2018-19	430	386	90	14% ↑
Nursing 2017-18	383	290	76	
Midwifery 2018-19	19	19	100	5% ↑
Midwifery 2017-18	22	21	95	
Osteopathy 2018-19	34	34	100	7% ↑
Osteopathy 2017-18	15	14	93	

Others in Subjects allied to Medicine 2018-19	11	11	100	33% ↑
Others in Subjects allied to Medicine 2017-18	21	14	67	
Psychology 2018-19	226	158	70	10% ↑
Psychology 2017-18	217	174	80	
Social Policy 2018-19	16	11	69	25% ↓
Social Policy 2017-18	17	16	94	
Social Work 2018-19	56	48	86	23% ↑
Social Work 2017-18	63	46	73	
Sociology 2018-19	129	89	68	4% ↑
Sociology 2017-18	111	71	64	

PGTSES

	Eligible	Completed	%	Difference
University 2018-19	2568	1076	41.9	12.7 ↑
University 2017-18	2294	670	29.2	
College of Human and Health Sciences 2018-19	649	255	40	5.6 ↑
College of Human and Health Sciences 2017-18	569	196	34.4	

Overall

Undergraduate Students

SES

Overall the College has improved its satisfaction in all areas compared with the College's data from the previous year. The College does have one area (Organisation and Management) with a lower of level of satisfaction than the University. The Year 3 students are most satisfied (Overall I am satisfied with my course 96%) followed by the Year 1 students (Overall I am satisfied with my course 91%) followed by the Year 2 students (Overall I am satisfied with my course 84%).

Nursing improved in all areas apart from Student Voice (down by 2%) and the Student's Union effectively represents Students' academic interests (down by 2%). IPHS improved in all areas apart from Learning Resources where the level of satisfaction remained the same at 84%. Psychology improved in all areas (with a high increase in satisfaction for Assessment and Feedback from 52% to 71%, Organisation and Management from 65% to 78%) apart from a slight drop in Learning Resources (down by 2%).

PPPS experienced drops in all areas compared with last year's data and also compared with the College information.

Taught Postgraduate Students

The College's PGTSES scores have remained the same or improved (for example Assessment and Feedback up 8%) in many areas since 2018, apart from: Skills and Dissertation (down 1%), Academic Support (down 3%), Organisation and Management (down 2%) and Overall I am satisfied with my course (down 3%). The scores are below the institutional average for all questions.

Nursing have improved in all questions, most notably in Learning Community (up by 14%), Organisation and Management (up by 10%) and Assessment and Feedback (up by 12%).

Public Health, Policy and Social Sciences have experienced drops in the following areas: The Teaching on my Course (down 15%), Learning Opportunities (down 10%), Assessment and Feedback (down 5%), Skills and Dissertation (down 9%), Academic Support (down 10%), Organisation and Management (down 5%), Student Voice (down 6%) with increases in Learning Resources (up 2%), Learning Community (up 1%). The scores are below the College in every question apart from Learning Community where they are the same.

Psychology has improved in all questions (for example Assessment and Feedback (up 20%), Student Voice (up 14%) apart from Learning Community (down 1%). The scores are above the College in every question apart from Learning Opportunities (down 2%), Assessment and Feedback (down 2%), Learning Resources (down 1%) and Learning Community (down 5%).

Interprofessional Health Studies have scores for the first time. The scores are above the College in every question apart from Learning Resources, Learning Community and Student Voice.

NSS

The College has similar levels of satisfaction for both this year (85%) and last year (84%).

Complementary Medicine has increased in overall satisfaction (and for all questions) from the previous year from 79% to 94%.

Nursing has maintained a similar overall satisfaction as the previous year (85% last year and 86% this year) and similar levels of satisfaction for the individual areas. Nursing is slightly above the sector average of 83%. The biggest difference in the areas is an increase in the "Learning Community" from 82% to 87%.

Others in Subjects allied to Medicine has experienced a drop in overall satisfaction from the previous year (from 79% to 64%) and is below the sector average of 82%. All categories have fallen from the

previous year apart from Learning Opportunities which has risen from 69% to 79% and Academic Support which has risen from 65% to 76%.

Psychology has maintained a similar overall satisfaction as the previous year (86% last year compared with 84% this year) and similar levels of satisfaction for the individual areas. Overall Psychology is in line with the sector average of 85%.

Social Work has increased in overall satisfaction from 74% last year to 81% this year with the sector average at 83%. The categories of: The teaching on my course (76% to 83%), Learning Opportunities (75% to 77%) and Learning Community (64%-67%) have improved, whilst the categories of Assessment & Feedback (70%-69%), Academic Support (77%-72%), Learning Resources (88%-83%) and Student Voice (74%-68%) have fallen slightly.

Sociology has slightly dropped in overall satisfaction from last year from 95% to 92% but is above the sector average which stands at 84%. All categories have improved in satisfaction apart from Learning Community which has remained the same.

Quantitative Analysis

Areas where respondents were satisfied:

Undergraduate Students

SES

- Teaching
- Academic Support

NSS

- Academic Support
- Teaching
- Learning Resources
- Learning Community
- Assessment and Feedback
- Learning Opportunities

Taught Postgraduate Students

- Teaching
- Organisation and Management
- Academic Support

Areas where respondents were less satisfied or outcomes are lower:

Undergraduate Students

SES

- Assessment and Feedback
- Organisation and Management
- Teaching
- Learning Resources

NSS

- Organisation and Management
- Assessment and Feedback
- Academic support
- Teaching

Taught Postgraduate Students

- Teaching
- Assessment and Feedback
- Organisation and Management

Qualitative Analysis

Undergraduate Students

SES

There were 164 individual free text comment responses to the survey split across the disciplines as follows: Interprofessional Health Studies (44), Nursing (83), Psychology (23), Public Health, Policy and Social Sciences (14).

A summary analysis is outlined below:

Positive Feedback

- Teaching (20)
- Tutors (7)
- Facilities (2)
- Organisation & Management (2)
- Diversity (2)
- Student Voice (1)
- Assessment & Feedback (1)
- Library resources (1)

Areas that could be improved

- Organisation & Management (29)
- Teaching (25)
- Assessment & Feedback (24)
- Timetabling organisation (16)
- Facilities (11)
- Workload (9)
- Library resources (8)
- Tutors (7)
- Placements (4)
- Community Feel (2)
- Student Union (1)
- Diversity (1)

NSS

There were 434 individual free text comment responses to the survey split across the disciplines as follows: Interprofessional Health Studies (52), Nursing (250), Psychology (107) and Social Work (25). Students were less satisfied with the information they received prior to their placements than across the sector. Students were generally more satisfied during their placements than across the sector.

A summary analysis is outlined below:

Positive Feedback

- Academic Support (107)
- Placement Experience (78)
- Teaching (67)
- Learning Resources/Course Content (33)
- Learning Community (20)
- Assessment and Feedback (17)
- Learning Opportunities (11)
- Organisation and Management (4)
- Students Union (4)
- Student Voice (3)
- Smaller Groups (2)
- Wellbeing (2)

Areas that could be improved

- Placement Experience (83)
- Timetabling (35)
- Assessment (97)
- Feedback (41)
- Support from tutors (24)

Taught Postgraduate Students

There were 77 individual free text comment responses to the survey split across the disciplines as follows: Ageing (5), Interprofessional Health Studies (2), Nursing (15), Psychology (31), Public Health, Policy, and Social Sciences (24)

A summary analysis is outlined below:

Positive Feedback

- Quality of teaching (13)
- Organisation and Management (5)
- Academic Support (4)
- Learning Opportunities (2)

Areas that could be improved

- Assessment (7)
- Feedback (6)
- Insufficient Academic Support (4)
- Communication between teaching staff (3)
- Teaching (3)
- Lack of organisation (3)

Authors: Fiona Rees-Cridland and Wendy Leslie, Academic Quality Services

UNIVERSITY OF SOUTH WALES – SELF-ASSESSMENT QUALITY REPORT

School Report- Continuous Monitoring 2018/2019

Contextual Statement

Academic provision within the School of Care Sciences is made up of four specific Academic Subject Areas; Pre registration (Professional Regulation) , Collaborative Provision, Professional Practice and Development and Post Registration (Professional Regulation) with much of its provision delivered on the Glyntaff site. The courses offered consist of a range of taught academic awards both on and off campus, full and part time, face-to-face and online activity. The courses range from certificate level in collaboration with a range of partner colleges, foundation level, fulltime undergraduate nursing and midwifery provision to BSc and Master's level professional courses. A number of courses offered in the School are commissioned and supported by HEIW, on behalf of the Welsh Government, as well as those requiring external professional body approvals. These courses are also subject to professional body and HEIW annual monitoring and reporting processes. Total numbers of students, across all provision within the School, are 5642, both on and off campus, compared to 4553 the previous year. Of those numbers, 2853 are on campus with 1529 fulltime undergraduate nursing and midwifery figures.

Courses that sit with Pre registration provision are the Bachelor of Nursing (BN) offering four fields of nursing namely Adult, Child, Mental Health and Learning Disabilities ,Bachelor of Midwifery (BM) and Return to Practice (RtP), the latter having course status but is a 40 credit module. Each of these are approved by the Nursing Midwifery Council (NMC) with the requirement that professional standards are met evidenced through specific annual quality monitoring processes. All pre-registration courses aim to prepare registrants, who will meet and improve the outcomes of service users across the age continuum and health and social care settings. To facilitate this, the School is committed to providing positive and facilitative student experiences in collaboration with a large range of practice partners across the NHS and Independent Sector. In addition, registrants across the School and those in practice settings serve as exemplars of professional, knowledgeable, current, critically analytical practitioners who are flexible in approach and resilient to meet existing and future challenges. Significant work has been undertaken this year to review the current BN provision in line with new NMC standards for nursing and provide documentation for revalidation. This process has resulted in renaming the BN to BSc (Hons) Nursing, again offering four fields of nursing. These new programmes have considered the underpinning pedagogy of teaching and learning, assessment and research strategies ensuring that the NMC (2018) proficiencies are met via these. In addition, a Post Graduate Diploma Nursing and MSc Nursing across four fields have been developed which will facilitate application for initial registration for nursing. These will add to the existing pre-registration portfolio of the School and offer routes into the profession for existing graduates.

The subject area of Professional Practice and Development has a range of courses, both at BSc and MSc level, that offer current practising, registered health care professionals the

opportunity to enhance their knowledge, skills and professional values post initial registration. These courses do not facilitate additional annotation to professional registration but are highly respected and valued as provision that enable skilled practitioners to enhance their professional profiles in complex healthcare settings. . February 2019 saw the successful review and revalidation of the MSc Advanced Clinical Practitioner, which is both commissioned by HEIW and offered to fee payers. In May 2019, the School was also asked by HEIW to provide a fulltime route of this course for Welsh Ambulance Service Trust Paramedics in order to meet the increasing demands for advanced pre hospital and primary care with the overall aim of keeping patients out of secondary care. The first cohort of this full time route will commence the course in September 2019.

The Post Registration (Professional Regulation) subject area primarily comprises educational provision that is commissioned by HEIW and offer professional body registration. Whilst the remaining provision of; , Post Graduate Certificate for Healthcare Professionals and MSc Public Health are non-commissioned with no additional registrable qualification. At the beginning of the 18/19 academic year, the subject acquired the Faculty's Public Health provision face-to- face (Part time and Full time programmes) and UNICAF provision. This increased the student head count by approximately 3000 and increased the staff FTE by 2.4. This academic year saw the closure of the Occupational Health provision due to poor student numbers with remaining students progression to graduation in 2020. Also, the Diploma Higher Education (FE provision) and BSc in Public Health were closed again due to poor student numbers.

The subject, Collaborative Provision comprises a range of education offered on campus and in collaboration with 9 partner colleges. Particularly, the Cert HE HCSW programme has seen steady numbers across the two-year provision (70 students enrolled on year 1 and 55 year 2) and the Cert HE Healthcare in Austere Environments have seen an increase in student number from very small numbers to 32 for 18/19. The increase in numbers in Cert HE Austere Environments has been as a result of a change in the personnel at Special Forces UK, Hereford Garrison and increased engagement and enthusiasm for the programme.

MSc Disaster Healthcare is the only course within Collaborative Provision that has had diminishing student numbers despite various marketing and recruitment initiatives. As a result, this course will close with no new entrants after Sept 19.

Across the School, courses are generally well evaluated and relationships with external examiners are good. External examiner reports along with verbal feedback at examination boards indicate satisfaction with learning, teaching and assessment strategies, parity of academic judgment and depth and breadth of feedback to students.

National Student Survey

Pre registration course level performance for the 2019 NSS shows an improvement from the previous year 2017/18. Overall satisfaction percentage for Care Sciences was 92%, which is an increase of 8 %, based on previous year figures. All fields of nursing have seen an overall percentage increase in the NSS with the exception of midwifery, which has seen a drop from 100% to 94%.

Key positive themes identified in the narrative from the NSS have been support offered by staff and preparation for employment. Although, there have been some negative comments in relation to disorganised placements, consistency of marking and timetabling issues a number of projects have been developed and are ongoing to help reduce or resolve most of these issues before the engagement window of NSS 2020.

For other courses that report via NSS, improvements have been seen in overall scores. These include; FD Childhood Studies with a score of 88%, which is slight increase from 87% in 2017/18, the BSc Health and Social Care Management reported 84% satisfaction, which is an increase of 15%, based on previous year figures and the BSc Community Health and Wellbeing reported 86%, which was a 2% increase from the previous year.

The majority of courses in the School have been RAG rated, with the majority at Green, the exception is the BSc Professional Practice (Violence Reduction) which is rated as amber and has been highlighted in the portfolio intensives as closing in 2020.

Sharing of Good practice

The School strives to ensure that students at all levels and for all modes of delivery receive a effective and positive experience utilising sound and high quality pedagogical approaches to teaching and learning, underpinned by research. Staff within the School are focused on preparing students for the workplace or enhancing and developing their current skills or adding to the quality of services offered to patients that require health care practitioner input. The School collaborates with a range of NHS and non-NHS partners to ensure a seamless learning experience across all provision.

Attrition rates in the School are generally low with average figures in the undergraduate nursing programme, across all fields of nursing, at 6.7 %. This can be linked to effective recruitment practices but particularly high quality academic support, guidance and pastoral care. Additionally, reported attrition figures within Collaborative Provision are at 4%.

Particular areas of good practice relate to;

- use of class based and on line scenario based learning to encourage critical thinking skills required in the healthcare setting
- the use of simulated clinical situations in the Clinical Simulation Centre which allows students to practice skills and techniques in a safe environment supported by clinicians and academics.
- The use of Hydra Minerva to promote and develop clinical decision making strategies that can be easily applied to practice learning environment often in collaborative learning with other professionals such as police and social workers
- Cloud based approaches to collaborative working used within The MSc Advanced Practice course.
- Use of OSCE's as assessment strategies for post registration practitioners. External examiners have made comments that these assessments are authentic and relate to varied practice settings.

- Continuing award of the Quality Mark (Silver IQT award) within the BSc/MSc Community Health Studies, alongside academic credits and NMC annotation.
- Good employability across the pre-registration provision and BSc / MSc Specialist Community Public Health Nursing (Health Visiting and School Nursing).
- Change of assessment strategy from 60 credit dissertation to three 20-credit modules, which has led to improved pass rates in BSc / MSc Specialist Community Public Health Nursing (Health Visiting and School Nursing).
- Celebratory events where students and mentors from partner health boards , general practice and private sector are invited for students to showcase their work
- Effective collaborative working between FE colleges and on campus teams with good progression rates onto BSC top up programmes
- Continued effective collaborative working processes with HEIW and a range of practice partners, NHS and non-NHS
- Continued activity with service users across teaching, learning and assessment processes. Service users have also been co-producers and critical reviewers in curriculum development activity.

Major development or enhancement Activity

The subject area of Pre-Registration is undergoing a number of validations over the next two/three academic years. The Bachelor of Nursing is to be revalidated in December 2019 with the newly badged pre-registration course BSc (Hons) Nursing starting in September 2020, along with the PG Dip and MSc Nursing. The Nursing Midwifery Council have published new guidance and proficiencies and these have been incorporated into the new programme. Alongside this, a review of the learning and teaching philosophy employed by the School has been undertaken.

The Return to Practice module will be revalidated in February 2020 to start in September 2020 and work is ongoing to write the validation documentation in preparation to meet NMC quality requirements early December 2019.

The Bachelor of Midwifery course will start the revalidation process following the publication of NMC new standards for Midwifery late spring 2020.

For courses that sit with Post Registration provision a new post Graduate Certificate in Prescribing is planned for March 2020 validation alongside NMC accreditation for existing prescribing provision. In addition, an MSc Dementia Studies is in development for early 2020 validation.

For Professional Practice and Development provision, a new course has been approved for validation in March 2020 entitled MSc Enhancing Clinical practice which will be offered to home and international students. This course is of interest to HEIW and is regarded as a useful vehicle to develop registered practitioners who do not aspire to become advanced practitioners.

Course leaders for Health and Social Care management and Community Health and Wellbeing programmes have streamlined assessment processes and undertaken minor

modifications to some modules. Across these courses, shared learning has been introduced within modules to increase shared learning for students and to streamline staff resources. This has also been replicated within modules in the BSc / MSc Community Health Studies where assessments have been reviewed, subsequently leading to reduced word counts and thus overall burden to the student. New modules have been integrated into these is course in collaborative development with NHS Health Board partners ensuring that the teaching and learning meet the needs of students and their ability to provide evidence based care.

Movement of start date of BSc / MSc Specialist Community Public Health Nursing (Health Visiting and School Nursing) from September to April, on the request of HEIW and partner health service providers, has allowed consolidated practice to no longer occur during the school summer holidays which has an impact on student engagement and allowed for enhanced practitioner support.

The School has significantly seen changes and improvements to its simulation facilities within the Tramsheds buildings on the Glyntaff Campus. In May 2019, six new treatment cubicles were opened to replicate clinical areas which are multi-functional. This has supplemented the simulation space already offered within the School, adding to the ability for simulation to be further used as a pedagogical approach to teaching, learning, assessment and research.

Issues and Measures

The main issues for the School have been as a result of centralisation of services such as examinations and timetabling. Other issues are in relation to timeliness of enrolment and the ability for roll over of student records when they are progressing from one year to another.

- Examinations - There have been a number of cases throughout the academic year where the examinations process has been inefficient resulting in student dissatisfaction and ultimately appeal. A number of meetings have explored the problems encountered to include:
 - Poorly prepared invigilators
 - Insufficient number of invigilators
 - Incomplete examination papers
 - Staff engagement with the process
- Timetabling - The centralisation of this process means that there are individuals who are not fully aware of the workings of the School managing the system. This has led to allocation of inappropriate rooms or lack of rooms allocated within a timely fashion in readiness for teaching, often to large groups of students. There have been meetings to improve communication pathways between the School and timetabling. Unfortunately the start of 2019/20 academic year has not gone smoothly and this is likely to influence the management and organisation category of the NSS in 2020 and may influence feedback to HEIW during a Commissioner-led annual quality monitoring event in December 2019.

- Loop evaluation with pre-registration provision has been an issue despite staff advertising the engagement windows and encouraging students to participate in the process in the classroom setting, uptake in the system is poor. The BN Course Leader speaks to each cohort at the start of the academic year to discuss loop engagement and, for third year students, the NSS process. Alongside this each module leader is active in the evaluation process to encourage maximum engagement. These issues are also mirrored within other modules and courses in the School where module and course leaders engage with students in class who openly use their hand held devices or laptops. Yet, when Loop results are accessed, responses do not reflect number of students who have indicated they have engaged.
- UNICAF delivery poses significant additional workload due to the very high number of students enrolled.

Student engagement

Students have been actively engaged in the NSS reporting, with the School seeing improved scores in 2018/19, yet Loop engagement tends to be an issue, even with constant encouragement. Student engagement is encouraged through the personal tutor role within pre-registration programmes and the PAC system for postgraduate students. It is emphasised to students that engagement assists their personal and professional development and aids signposting when they require further support.

Within the pre-registration subject area there are close working relationships with the student group. Students are invited to course boards and partnership meetings. There is a close relationship with students who represent their cohort through the Student Staff Liaison Group (SSLG) that meets three/four times a year. Students are active partners in Open days and interviews for entry into undergraduate nursing and midwifery courses and often represent the school at a number of Royal College of Nursing or Welsh Government events. Students have also been active co-producers in providing input into the development of module descriptors and course content for the revalidation of the BN programmes.

Many postgraduate students within the School attend on a part time basis, often supported by their employers, and are not inclined to be involved in SSLG activity. Nevertheless, communication is encouraged through course leaders to ensure student issues and feedback are consistently supplied and addressed.

Review of relevant data

Across the Pre-Registration provision, attrition figures show a low level of attrition at 6.7 %, which is constantly being reviewed and monitored to ensure value for money for each commissioned place offered. There has also been an improvement on good honours attainment with figures being reported at 74%, previously figures were 63%. First time pass rates across all fields of nursing (Pre-Registration) are at 80%.

First time pass rates for modules that sit within courses in Professional Practice and Development and post registration provision are high. Examples include; MSc Advanced Practice at 100% and 75% for MSc Advanced Clinical Practitioner.

Generally, student numbers within the Post Registration (Professional Regulation) provision are small for the commissioned programmes and they will be subject to review through the future HEIW tendering processes. The exception to this is the Independent prescribing provision that has seen improved student numbers based on increased commissioning. These increased numbers are expected to increase based on service need and the move to more advanced roles where prescribing skills are integral. First time pass rates sit at 80% for this module.

Employability sits at between 95%-100% for the pre-registration subject area, all fields, with 63% graduate employability but 100% for all within Collaborative Provision.

Planned changes

Planned changes are mainly in relation to validation of a number of courses as identified in this report;

BSc (Hons) Nursing, PG Dip/MSc Nursing, Return to Practice, Bachelor (Hons) Midwifery. MSc Dementia Studies, MSc Enhancing Clinical Practice and Post Graduate Certificate in Prescribing and NMC prescribing programmes.

A number of course closures will occur such as closure of Dip HE Public Health Neath Port Talbot College and closure of MSc Disaster Healthcare.

Further changes include potential change to course structure of Community Health and Wellbeing from FD and top up to Cert HE and BSc which will address the attrition figures within this programme as a number of students will exit at the end of the first year and transfer to other programmes such as nursing.

UNIVERSITY OF SOUTH WALES – QUALITY IMPROVEMENT ACTION PLAN

School of Care Sciences Action Plan 2018/19

Source of Evidence	Action	Intended Outcome
Student Feedback, NSS	<p>Bachelor of Nursing all fields- maintain high performance and scores and improve those in other courses of concern such as Bachelor of Midwifery, FD Childhood Studies, BSc Health and Social Care Management and BSc Community Health and Wellbeing.</p> <p>Addressing of outstanding issues of placements, consistency of marking, timetabling and examinations.</p> <p>Continue and enhance NSS meetings and deliver NSS briefings to students.</p> <p>Focus on LOOP course and module evaluation to be undertaken in teaching sessions but also with visit from member of School staff when students are out on placement</p> <p>Work with central examination and timetabling services to improve the student experience when undergoing exams and related activity.</p>	<p>Faculty to maintain overall satisfaction percentage of 95% or above for Bachelor of Nursing all fields.</p> <p>To achieve greater than sector average scores for other courses mentioned in Action.</p> <p>AM Practice based learning to lead processes for improving placement issues.</p> <p>All academic staff will adopt a rubric for marking, ensuring consistency.</p> <p>LOOP engagement to be improved and student will express satisfaction with the level of service offered by academic staff.</p> <p>Collaborative relationships will continue with key staff in central examination services and timetabling to improve current levels of service. Academic staff and students will express satisfaction with exam and timetabling processes. Improved communication so they understand the needs of the School.</p>
Validation and Revalidation	Ensure that courses are successfully validated and revalidated in line with , where appropriate, PRSB requirements	<p>Successful validation and revalidation of the following courses:</p> <p>Validations</p> <p>Post Graduate Certificate in Prescribing</p>

		MSc Dementia Studies MSc Enhancing Clinical Practice Revalidations Bachelor of Nursing to BSc (Hons) Nursing all fields Post Graduate Diploma/MSc Nursing Return to Practice
Continuous Course Monitoring, student feedback, NSS	Bachelor of Nursing (hons) all fields/Bachelor of Midwifery (Hons), BSc/Certificate Acute and Critical Care, MSc Advanced Clinical Practitioner, accessibility of simulated learning facilities	Students will have increased access to the Clinical Simulation Centre since the introduction of 6 extra clinical rooms have provided greater capacity for learning teaching and assessment
Review of HEIW processes for undergraduate nursing and midwifery and other allied health professional education delivery	Ensure the School is able to provide detailed tender applications for a range of courses offered up as 'lots' through HEIW processes	The School will be able to successfully tender for undergraduate nursing and allied health professional provision
Collaborative Provision	Disaster Healthcare-to ensure unbundling of education provision from the course and the offering of CPD activity	The school will successfully offer a range of CPD events in relation to Disaster Care/Management

Question	Issue	Quick win	Long term	Action owner / deadline	Bangor/Wrexham
Teaching and Learning					
1. Staff are good at explaining things 2019 = 100%					
2. Staff have made the subject interesting 2019 = 100%					
3. The course is intellectually stimulating 2019 = 100%					
4. The course has challenged me to achieve my best work 2019 = 100%					
Learning Opportunities	Issue	Quick win	Long term	Action owner / deadline	Bangor/Wrexham
5. My course has provided me with opportunities to explore ideas or concepts in depth					

2019 = 100%					
<p>6. My course has provided me with opportunities to bring information and ideas together from different topics</p> <p>2019 = 88%</p>	<p>Enquiry based learning groups</p> <ul style="list-style-type: none"> - Group size can be challenging, sometimes too big and sometimes too small - Group issues <p>NMW 2201 OSCE's (module 6) – emergency scenarios</p> <ul style="list-style-type: none"> - Prepping for all 4 topics reduced the focus on evidence and therefore may impact on marks. <p>Referencing with OSCE's</p> <ul style="list-style-type: none"> - Feels difficult to do rather than focusing on the skill. We discussed this. <p>Viva</p> <ul style="list-style-type: none"> - Year 1's not sure what is expected 	<ul style="list-style-type: none"> - Continuing to provide good tutorial support for EBL's and the key points that need to be addressed. - Remind students that EBL is about learning to work as a team. Be open and transparent with each other/ - Advise students to focus on the evidence underpinning to common aspects of these 4 skills; eg. Multi disciplinary working. Or the last few points on the OSCE crib sheet. - Encourage students to go for quality rather than quantity of evidence to support OSCE's - Enhance prep for year 1 	<ul style="list-style-type: none"> - Encourage students to look at EBL content from other students when they have presented. - Learning to work as a team is really important to working as a future midwife - Perhaps think of combining emergencies in the new curriculum eg. Breech birth with a subsequent PPH. <p>- consider Viva following OSCE skill for new curriculum?</p> <ul style="list-style-type: none"> - Consideration of any changes for new curriculum 	<ul style="list-style-type: none"> - Students - Module leads, during academic year - EBL/personal tutors - Midwifery lecturing team and year 2 lead <p>Midwifery lecturing team and stakeholders for new curriculum.</p> <p>Midwifery lecturing team and stakeholders for new curriculum</p>	Bangor and Wrexham (for all)
<p>7. My course has provided me with opportunities to apply what I have learnt</p> <p>2019 = 100%</p>					
Assessment and Feedback	Issue	Quick win	Long term	Action owner / deadline	Bangor/Wrexham
<p>8. The criteria used in marking have been clear in advance</p> <p>2019 = 88%</p>	<p>Weighting of rubrics</p> <ul style="list-style-type: none"> - We discussed this. Explained that rubrics is a guide. Referencing is only a few percentage of the overall grade <p>Use of quick marks for turn it in marking eg. "AWK"</p>	Explanation of rubrics and how we use this for marking	Think about providing percentage breakdown for rubrics in new curriculum.	Midwifery lecturing team and stakeholders for new curriculum	Bangor and Wrexham (for all)

9. Marking criteria has been fair 2019 = 94%	<p>Student wanted to discuss this point</p> <p>Consistency with marking/comments</p> <ul style="list-style-type: none"> - Year 3 rep is going to ask the current group of students for comments as there is some discussion that marks depend on who is marking. We would like to explore and unpick this so that we can ensure equity and pick up any issue with marking and consistency. <p>Health board Staff attending OSCE's</p> <ul style="list-style-type: none"> - Perception from year 2 students that this is a new thing 	<ul style="list-style-type: none"> - Explore this at course board and face to face with student cohorts. - Explanation for students provided however, this will be picked up in course board. Students stating that posters being displayed for mentors to get in touch re coming in to help with OSCE assessments are causing them to worry. 	Think about approach for a new curriculum. Possibly have year 3 students assessing year 1?	<p>Jude Field (course director)</p> <p>Midwifery lecturing team and stakeholders for new curriculum</p>	Bangor and Wrexham (for all)
10. Feedback on my work has been timely 2019 = 100%					
11. I have received helpful comments on my work 2019 = 100%					
Academic Support	Issue	Quick win	Long term	Action owner / deadline	Bangor/Wrexham
12. I have been able to contact staff when I needed to 2019 = 100%					

<p>13. I have received sufficient advice and guidance in relation to my course</p> <p>2019 = 94%</p>					
<p>14. Good advice was available when I needed to make study choices on my course</p> <p>2019 = 94%</p>					
Organisation and Management	Issue	Quick win	Long term	Action owner / deadline	Bangor/Wrexham
<p>15. The course is well organised and running smoothly</p> <p>2019 = 94%</p>					
<p>16. The timetable works efficiently for me</p> <p>2019 = 94%</p>					
<p>17. Any changes to the course or teaching have been communicated effectively</p> <p>2019 = 100%</p>					

Learning Resources	Issue	Quick win	Long term	Action owner / deadline	Bangor/Wrexham
<p>18. The IT recourses and facilities have supported my learning well</p> <p>2019 = 94%</p>					
<p>19. The library resources (eg books and online services and learning spaces) have supported my learning well</p> <p>2019 = 81%</p>	<p>Library resources not always up to date:</p> <ul style="list-style-type: none"> - Students aware they can make requests - Student reps to make students aware to let year leads/module leads know if they want more books etc 	<p>Explain to cohorts and in course board that students can let the library know, or let module leads/year leads know if they needs more books.</p>	<p>Module leads/year leads to keep TALIS reading lists up to date</p>	<p>Students Module and year leads</p>	<p>Bangor and Wrexham (for all)</p>
<p>20. I have been able to access course specific resource (eg equipment, facilities, software, collections) when I needed to</p> <p>2019 = 94%</p>					
Community	Issue	Quick win	Long term	Action owner / deadline	Bangor/Wrexham
<p>21. I feel part of a community of</p>					

<p>staff and students</p> <p>2019 = 94%</p>					
<p>22. I have had the right opportunities to work with other students as part of my course</p> <p>2019= 88%</p>	<p>Discussed, current students do not feel that this is an issue. Jude Field asked them to think about what they think this question is asking about?</p>	<p>Highlight when students are working with other students?</p>	<p>Inter- professional working as part of a new curriculum</p>	<p>Midwifery lecturing team and stakeholders for new curriculum</p>	<p>Bangor and Wrexham</p>
Student Voice	Issue	Quick win	Long term	Action owner / deadline	Bangor/Wrexham
<p>23. I have had the right opportunities to provide feedback on my course</p> <p>2019 = 100%</p>					
<p>24. Staff value students opinions on the course</p> <p>2019 = 100%</p>					
<p>25. It is clear how students' feedback has been acted upon</p> <p>2019 = 100%</p>					
<p>26. The Students' Union effectively represents</p>					

students' academic interests					
2019= 93%					

Additional discussion:

Be clear with current students that we may not know if there has been an incident on the unit, that students need to let us know or contact CSfM's

Consider a formative vital signs assessment

Placement packs – put on one drive? Discuss at course board. MW student survival guide?

Section	Issue	Quick win	Long term	Action owner / deadline
Teaching and Learning				
1. Staff are good at explaining things	"Assignment feedback can be unclear and can be frustrating"	<ul style="list-style-type: none"> Feedback semi standardised with ... to resources Would like to see second marker comments Politeness – empowering – positive please etc. Standardised levels of feedback to assist students with attaining best classification 	<ul style="list-style-type: none"> Review within School Teaching & Learning Strategy 	<ul style="list-style-type: none"> Module leads and lecturers Director & Deputy Director for Teaching & Learning
2. Staff have made the subject interesting	Setting up "discussion boards" feels like the staff are not interested, especially when they only give limited comments on them/not responded in any valuable way	<ul style="list-style-type: none"> Evaluate alternative methods for group work. Encourage staff to interact with discussions they may have set. All new staff enrolled on PG Cert Peer observation Academic mentorship 	<ul style="list-style-type: none"> School Distance Learning strategy Request for Bangor University organised workshops for staff 	<ul style="list-style-type: none"> Module leads and lecturers Director & Deputy Director for Teaching & Learning
3. The course is intellectually stimulating	<p>"Need for more clinical skills"</p> <p>"More skilled study opportunities"</p> <p>"Having more clinical lectures; for example, ECG training, cannulations"</p> <p>"Could have more opportunity for clinical skills situations in the skills lab"</p> <p>"We have no skills time, no practice [sic] skills have really been taught at uni"</p>	<ul style="list-style-type: none"> Trial open times for practicing clinical skills –options appraisal to be evaluated with student body Review curriculum requirement and recommunicate requirement to student body Ongoing investment in simulation and skills equipment Simulation and skills equipment and resources scoping exercise 	<ul style="list-style-type: none"> Integrate simulation opportunities in new programme in line with NMC/HCPC requirement 	<ul style="list-style-type: none"> Head of School/Director of Teaching/Skills and Simulation Group
4. The course has challenged me to achieve my best work	"Limited to no access to example exam style questions"	<ul style="list-style-type: none"> Question banks on Blackboard for practice Reminders re study skills support available across both campuses 	<ul style="list-style-type: none"> Enhance support available across campuses through business case led by student services for 20/21 Review resources 	<ul style="list-style-type: none"> Module leads Deputy Director for Teaching and Learning

Learning Opportunities	Issue	Quick win	Long term	Action owner / deadline
5. My course has provided me with opportunities to explore ideas or concepts in depth	Lack of subject depth and breadth in some topic areas	<ul style="list-style-type: none"> • 'Need to know more' workshops • Revisit curriculum on a regular basis 	<ul style="list-style-type: none"> • Masterclasses from field experts on 'hot topics' raised in general feedback from students through existing route • Establish Masterclasses as routine- co-production with other Bangor University department and external partners 	<ul style="list-style-type: none"> • Module leads • Programme leads • Student representatives
6. My course has provided me with opportunities to bring information and ideas together from different topics	<ul style="list-style-type: none"> • Need a forum to innovate and collaboratively work with other students 	<ul style="list-style-type: none"> • Student-led newsletter with anecdotes from practice areas? - including examples of good practice, new ideas & innovations • Annual student conference • Implement the inter-professional education principles within curricula 	<ul style="list-style-type: none"> • Sustaining forums e.g. Nursing Society • Develop interprofessional placement opportunities 	<ul style="list-style-type: none"> • Course reps • Student Engagement Team • Student Union • Academic team
7. My course has provided me with opportunities to apply what I have learnt	<ul style="list-style-type: none"> • Limited advice available • All students to have all skills sessions before placement (adult have more than MH) • For placements: nurses /mentors don't know all the information or don't sign off until late • Concern about how portfolios are assessed / completed on placement • 	<ul style="list-style-type: none"> • If comment related to careers, then review quantity and quality of careers advice currently available • Establish an action plan for improvement in understanding theory to practice elements of curricula • Uni to offer booklet to outline competencies and structure (Placement link tutors or placement coordinators) 	<ul style="list-style-type: none"> • Act on review findings • Showcase professional profiles and career opportunities available 	<ul style="list-style-type: none"> • Careers advisors and Student Representative leads • Employability tutor/Employability strategy • Practice partners

Assessment and Feedback	Issue	Quick win	Long term	Action owner / deadline
8. The criteria used in marking have been clear in advance		<ul style="list-style-type: none"> Issue rubric as seen on grade centre within module handbook 	<ul style="list-style-type: none"> Enquire if core module handbooks can be offered as a PDF book which is phone friendly 	<ul style="list-style-type: none"> Module leads and lecturers Programme leads Deputy Director for Teaching & Learning
9. Marking criteria has been fair	<ul style="list-style-type: none"> Variation in feedback Feedback sometimes limited No use of in text comments Would like to see second marker comments 	<ul style="list-style-type: none"> Feedback semi standardised with ... to resources Encourage politeness – empowering – positive please etc with existing and new staff Standardised levels of feedback to assist students with attaining best classification 	<ul style="list-style-type: none"> Ensure lecturers use standard rubric and that external markers are always checking for discrepancies Student placement survival book - student contributions Module teams communicate on desired requirements clearly demonstrate to students how we link learning outcomes to assignments 	<ul style="list-style-type: none"> Module leads and module teams Course lead Student lead with lecturers to provide guidance Deputy & Director for Teaching & Learning
10. Feedback on my work has been timely	<ul style="list-style-type: none"> 1st year draft responded to within 5 days not within 2 weeks of submission 2/18 no drafts within 2nd and 3rd year 	<ul style="list-style-type: none"> Message to students from module leads regarding staff: sickness Study leave Maternity / paternity leave Remind students re assessment policy and the supervision policy 	<ul style="list-style-type: none"> Review within staff professional development reviews, induction, peer review, academic mentorship 	<ul style="list-style-type: none"> Module leads and lecturers Directors and Head of School Student body
11. I have received helpful comments on my work	<ul style="list-style-type: none"> Different levels of feedback depth 	<ul style="list-style-type: none"> reiterate to students to attend lectures where staff address learning outcomes and module handbook in lectures/Panopto Reiterate to students to highlight areas in essay that they would like more feedback in Reiterate the importance of reading the feedback 	<p>Consider the points below:</p> <ul style="list-style-type: none"> re the rubric add a comment on each section of positives and constructive feedback to enable students to see for each area of the criteria how to improve More in-depth support for staff on how to address improvements in grade from a B to an A etc More relevant feedback based on rubric 	<ul style="list-style-type: none"> Module leads and lecturers Course reps Programme leads

			<ul style="list-style-type: none"> Extra box on feedback form promote the offer of study skills 	
Academic Support	Issue	Quick win	Long term	Action owner / deadline
12. I have been able to contact staff when I needed to	<ul style="list-style-type: none"> Emails not addressed in time (2 days, 5 written work) Tutors not available Students not aware of staff availability / attend 	<ul style="list-style-type: none"> Escalations for students if no response Staff need to meet 3 x per year Be available Staff buddy system to respond to issues – designated second member of staff All staff to have weekly clinics – 1 hour per week All staff encouraged to add an out-of-office response detailing that they will reply to students within 2 days. Implement Monday lunchtime “Come Chat With Me” clinics 	<ul style="list-style-type: none"> Staff and student communications via student app etc – set boundaries Teams - 365 	<ul style="list-style-type: none"> Module leads and lecturers
13. I have received sufficient advice and guidance in relation to my course		<ul style="list-style-type: none"> Manage expectations better e.g. hours requirement for professional programmes, attendance, what is required from students re. travel etc. Course reps bi-monthly meeting to feed back to students 	<ul style="list-style-type: none"> Monitor attendance policy in line with University regulations Reiterate at Open Days/interviews/student agreement 	<ul style="list-style-type: none"> Personal tutors Director for Teaching/Head of School
14. Good advice was available when I needed to make study choices on my course		<ul style="list-style-type: none"> Implemented monthly shuttle bus from Wrexham for students to attend study skills sessions 	<ul style="list-style-type: none"> Continuous review of web information and signposting 	<ul style="list-style-type: none"> Module leads and lecturers Student Engagement Team (Wrexham) Marketing lead

Organisation and Management	Issue	Quick win	Long term	Action owner / deadline
15. The course is well organised and running smoothly	<ul style="list-style-type: none"> • Timetable, especially last-minute changes • Psychology • A+P • Prep for practice Y3 • Change of lecture time/location, esp. in Bangor • Common modules • Focus on nursing instead of radiography • Travel • Full day lectures not coming in for half days • Emails for Bangor/ Wrexham when not required • Access to generic course info • Too many BB notifications • Students not always on BB – time off • Timetables don't coordinate • MH and adult don't communicate effectively 	<ul style="list-style-type: none"> • Manage expectations – student led attendance etc. - to inform students early in the course that last minute changes may be unavoidable and the reasons why • Be transparent and honest • Explore use of NHS app to communicate? • First slide of every lecture – student expectations /agreement (generic slide) • Social media – communication • Manage expectations start of each module intro 	<ul style="list-style-type: none"> • Staff / student concerns portal to report issues re. experience (general feedback dropbox) • Module leads communicate better • Unified, accurate up to date timetable for students • Emails / calendar invites speakers • Capture PowerPoints in advance • Anticipate/consider alternative speakers and cancellations • Sue Peet – emails set up to email Wrexham / Bangor separately • School wide group to look at placements throughout the school • Orientation day – virtual tours? With BCU could this be a little more dynamic. Contact practice staff. more in prep for practical sessions 	<ul style="list-style-type: none"> • Module/programme leads • Delegate whose responsibility it is to adhere to structure
16. The timetable works efficiently for me	<ul style="list-style-type: none"> • Not prepared sufficiently to go out to practice areas • “I would like to do more clinical skills in University” 	<ul style="list-style-type: none"> • Student agreement / expectations in class – use of mobiles etc • Timetabled sessions: preparation to go out to practice • Involve staff from practice more in these sessions 	<ul style="list-style-type: none"> • Develop simulation suite with greater variety of scenarios and resources for practice • Integration of skills throughout the module with clinical staff rather than just skills week • Radiography – closer alignment between radiography / nursing placement and theory blocks • Work / build relationships with clinical staff coming into Uni more 	<ul style="list-style-type: none"> • Link tutors/PEFs • Skills and Simulation Group/Director for Teaching
17. Any changes to the course or teaching	<ul style="list-style-type: none"> • Staff attitudes • No email responses 	<ul style="list-style-type: none"> • Emails to students • Kindness to students 	<ul style="list-style-type: none"> • FAQ e.g. ?? issues etc 	All staff

have been communicated effectively	<ul style="list-style-type: none"> Being passed around Reports re admin issues 	<ul style="list-style-type: none"> All staff encourage to add an out-of-office response detailing that they will reply to students within 2 days Blackboard announcements when timetable changes 		
Learning Resources	Issue	Quick win	Long term	Action owner / deadline
18. The IT resources and facilities have supported my learning well		<ul style="list-style-type: none"> Wrexham IT suite open 7 days a week with swipe card entry Ensure BB modules are clear and up to date 		School executive Library leads Module leads
19. The library resources (e.g. books and online services and learning spaces) have supported my learning well		<ul style="list-style-type: none"> Library at Wrexham trialling an 8-week period of longer hours/7 days open. Students encouraged to use it in this time to make it a permanent change. 	<ul style="list-style-type: none"> Explore use of quiet study areas 	School Executive School Library staff Module leads
20. I have been able to access course specific resource (eg	<ul style="list-style-type: none"> Unable to practice clinical skills 		<ul style="list-style-type: none"> Review of equipment (low fidelity and simulation equipment) 	School Executive Skills & Simulation group

equipment, facilities, software, collections) when I needed to	<ul style="list-style-type: none"> Wrexham campus lacks learning difficulty equipment available at Bangor (i.e. Dictaphones/rainbow scanner) 	<ul style="list-style-type: none"> Bring Dictaphones and scanner across to Wrexham more routinely/buy some for the Wrexham site 	<ul style="list-style-type: none"> Overhaul simulation areas to make them more available to students. 	
Community	Issue	Quick win	Long term	Action owner / deadline
21. I feel part of a community of staff and students		<ul style="list-style-type: none"> Implement bi-monthly course reps meetings to keep students informed with ongoing university plans Soft re-launch of peer guides Monday lunchtime “Come Chat With Me” sessions 		<ul style="list-style-type: none"> Head of School School Executive Director for Teaching and Learning Director of Student Engagement Lead for peer guides
22. I have had the right opportunities to work with other students as part of my course		<ul style="list-style-type: none"> Students encouraged to take part in group activities both in curriculum and outside of it (i.e. sports). Encourage student involvement in recruitment of staff and new students (presentations to students as part of interview process) 		Personal tutors Module leads Course leads School Executive

Student Voice	Issue	Quick win	Long term	Action owner / deadline
23. I have had the right opportunities to provide feedback on my course	<ul style="list-style-type: none"> Module feedback not completed Unwilling to participate, worried about anonymity 	<ul style="list-style-type: none"> Email reminders – reiterate anonymity Course reps to facilitate feedback sessions to remove student worry about anonymity and reduce pressure. (snacks, refreshments) SU to let Wrexham students know when they are coming 	<ul style="list-style-type: none"> Student / staff committees, run through guidelines If feedback comments need to be identified, this should be highlighted when filling in feedback form – e.g. a box that states the importance and process / reasons for sharing information 	<ul style="list-style-type: none"> Student Union Course Reps meetings
24. Staff value students' opinions on the course	<ul style="list-style-type: none"> Time to be heard Problems that involve two fields are dealt with (e.g. MH and adult timetable) Ensure there are more students than staff at SSLiC 	<ul style="list-style-type: none"> Highlight availability of personal tutor time Highlight problem to both fields Request support from Course reps for SSLiC attendance Implement weekly lunchtime "Come Chat With Me" sessions giving students an informal route to escalate concerns/comments. 	<ul style="list-style-type: none"> Feedback to staff that they should make students aware that they're listening Reintroduce Together We to Boards of Studies Monthly emails to highlight to students' improvements/wins/changes etc 	<ul style="list-style-type: none"> All School staff Student Engagement Team
25. It is clear how students' feedback has been acted upon	<ul style="list-style-type: none"> Wrexham feel isolated from the University – this doesn't get changed Students feel feedback doesn't get acted upon SSLiC meeting feedback logs (template supplied by SU) Offer feedback about course, placement etc then hear nothing about actions 	<ul style="list-style-type: none"> Represent each Wrexham and Bangor in Union to be all inclusive Regular Course reps meetings Email students to say where feedback has gone to and reminders that it is being worked upon Direct communication regarding actions on feedback Student mentor deputies rolled out across all modules Sell the benefits of studying at the Wrexham campus in marketing 	<ul style="list-style-type: none"> Ensure equal services are facilitated in all campuses; e.g. counselling for students available across the board Monthly emails to highlight student improvements/wins/changes etc Access to info showing progress / changes Student staff meetings – minute to reflect NSS 	<ul style="list-style-type: none"> School executive Course Reps meetings Marketing lead
26. The Students' Union effectively represents students' academic interests	<ul style="list-style-type: none"> Not very present Don't consider nursing a vocational course Wrexham needs more input 	<ul style="list-style-type: none"> SU to let Wrexham students know when they are coming More visibility Increased awareness SU sessions now regularly held at Wrexham Refer students to website 	<ul style="list-style-type: none"> Advertisement of SU and services: Attend lectures Lecture shout outs Presence at both Fron Heulog and Wrexham Archimedes Centre Out and about Student space (tea and biscuits) Link more with nursing society Newsletter 	<ul style="list-style-type: none"> Students Union Student Engagement Team

			<ul style="list-style-type: none"> <i>Emails to course reps</i> Clear dates and schedule that detail SU attendance to Uni places 	
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	Adult field, general points
Red:	Radiography
Navy:	Mental Health
Green:	Child Field
Purple:	Learning Disability



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Health Education and
Improvement Wales (HEIW)

Meeting Date	9 April 2020	Agenda Item	3.2
Report Title	Quality Assurance Review of Post Graduate Medical Education (PGME)		
Report Author	Mandy Martin, Quality Manager		
Report Sponsor	Pushpinder Mangat, Medical Director		
Presented by	Pushpinder Mangat, Medical Director		
Freedom of Information	Open		
Purpose of the Report	This is a regular quarterly update on the current quality issues in Postgraduate Medical Training		
Key Issues	<p>6 areas are currently in Enhanced Monitoring status. In addition, a recent addition being Emergency Medicine in Morriston Hospital Swansea has been confirmed by the GMC following a deterioration - details of which are provided within the full body of the report below.</p> <p>Many follow up visits have been postponed following recommendations by the GMC.</p>		
Specific Action Required <i>(please ✓ one only)</i>	Information	Discussion	Assurance
Recommendations	<p>Members are asked to:</p> <ul style="list-style-type: none"> • Note this report 		

Quality Assurance Review of Post Graduate Medical Education (PGME): Update Report January 2020

1. INTRODUCTION

This report provides a regular update on the quality of Postgraduate Medical Training issues in Wales provided by the Quality Unit in the Medical Deanery.

2. BACKGROUND

The aim is to provide the EC&QC of current and pending areas of concern through regular monitoring, triangulation of complaints, trainee and trainer feedback and national surveys.

3. GOVERNANCE AND RISK ISSUES

There are 5 areas under Enhanced Monitoring

- **Paediatric Surgery – UHW**

Placed in Enhanced Monitoring in April 2017 because trainees had previously been removed in 2015 and we have been assessing the suitability for trainees to return. Approval for reallocation was granted in June 2019 and, since then, one ST commenced training in August 2019 with a further trainee due to take up their post by February 2020.

De-escalation from enhanced monitoring status requires the following:

- Evidence of a sustainable rota which could support training, (GMC Requirement R1.12).
- A case load that enables trainees to meet the curricula requirements, (GMC Requirement R1.17)
- Evidence of multi-disciplinary meetings, (GMC Requirement R1.17)
- Appropriate educational supervision, (GMC Requirement R1.17).
- Pre-admission clinics, (GMC Requirement R1.17).
- An environment which is conducive to a positive learning experience, (GMC Requirement R3.3).
- A teaching programme which is compliant with the BBC Consortium, (GMC Requirement R1.16).

Next steps:

- Monitoring arrangements have been put in place and a further targeted visit was planned for April 2020. This has now been deferred due to the COVID 19 pandemic.

- **Trauma and Orthopaedics - Morriston Hospital**

This department was placed in enhanced monitoring in January 2019 because of concerns about clinical supervision, supportive environment, adequate experience, induction and workload. Informally, the Health Board has provided a full response to the concerns. A further visit was undertaken on 21st November 2019 where it was noted that there had been some improvement,

particularly around the previously identified patient safety issues. However, progress in ensuring that trainees could access the curricular requirements and adequate time for training roles was not yet apparent and requires further input in order to consider de-escalation from enhanced monitoring status, (GMC Requirements R4.2 and R1.17).

Next steps:

- A robust action plan has been received from the Health Board against which we will monitor progress with the local team. A further targeted visit was planned for six months' time (May 2020) in order to review progress more formally. This has now been deferred due to the COVID 19 pandemic
- **Obstetrics & Gynaecology - Royal Glamorgan Hospital/Prince Charles Hospital**
This department has been in "enhanced monitoring" since December 2017 for concerns relating to clinical supervision and reconfiguration of services. The department has been the subject of a critical report by the RCOG into Obstetric Services more generally. The training issues however were considered to have improved. A follow up targeted visit was undertaken on 23rd October 2019 with the GMC present. A member of the Oversight Group who is looking into Obstetric Services in Cwm Taf was invited, but were unable to attend. The visit panel noted that there had been a significant improvement in the training experience since the previous visit. In terms of the wider learning environment, the trainees were cognisant that morale amongst midwives was low and they were anxious about decision making due to a perception that they would be blamed for mistakes. However, there was no evidence that this was the case. Reporting systems were improved and initiatives such as a multidisciplinary approach to CTG was being undertaken in order to build links with the midwives.

The following is necessary to secure de-escalation from enhanced monitoring status:

- Evidence that improvements to date are sustainable (GMC Standards S1.1 and S1.2).
- Resolution of the patient safety concerns around A&E pathways (GMC Standard 1.1).
- Access to ultrasound training, (GMC Requirement R1.20).

Next steps:

- An action plan has been received from the Health Board against which covers all of the points above. Progress against the action plan will be monitored in collaboration with the local team. In addition, a further visit was planned for six months' time in order to monitor progress more formally. This has now been deferred due to the COVID 19 pandemic
- **Obstetrics & Gynaecology - Princess of Wales Hospital**
This department has been in "enhanced monitoring" since January 2019 for concerns relating to clinical supervision, adequate Experience, curriculum coverage and reconfiguration of services. A further visit took place on 23rd

October with the GMC present in order to monitor progress more formally. At the visit it was evident that the patient safety issues identified at the previous visit had been addressed and the experience of the foundation and GP trainees had improved.

The following steps are necessary to ensure de-escalation from enhanced monitoring status:

- Evidence that the previous improvements are sustained (GMC Standards S1.1 and S1.2).
- Evidence that ST trainees can meet the requirements of the curriculum (GMC Requirement R1.17).
- Evidence that trainers have appropriate time for training within their job plans (GMC Requirement R4.2).
- Enhanced clarity around consultant presence on the labour ward (GMC Standard R1.7)

Next steps

- An action plan has been received from the Health Board against which progress will be monitored in collaboration with the local team. A further targeted visit was planned for April/May 2020. This has now been deferred due to the COVID 19 pandemic
- **Medicine - Wrexham Maelor Hospital**
A planned visit was undertaken on 19th July 2019, the third in a series of visits. At this visit, it was noted that there were persistent concerns around the ability of the trainees to meet the requirements of the curriculum due to an inappropriate balance between training and service provision. Given the persistent nature of this concern, the issue was referred to the GMC for consideration of enhanced monitoring status. This was confirmed and applied in September 2019.

The following steps are necessary in order to consider de-escalation from enhanced monitoring:

- Evidence that there is an appropriate balance between training and service provision and that this can be sustained (GMC Requirements R1.12, R1.7, R1.12).

Next steps

- An action plan has been requested from the Health Board and a further visit was being arranged in order to monitor progress. This has now been deferred due to the COVID 19 pandemic.
- **Emergency Medicine - Morriston Hospital**
A visit was undertaken to consider the training experience in Emergency Medicine at Morriston Hospital on 9th January 2020. At the visit the panel were concerned that there had been a significant deterioration in the training experience. Given the concern that progress had fallen behind, combined with the lack of a clear plan on how to address the concerns in the short term, the issue is being referred to the GMC for Enhanced Monitoring status.

The key issues for which action is required are as follows:

- Evidence that rotas are designed to minimise the adverse effects of fatigue and workload (GMC Requirements R1.12 e).
- Evidence that there are enough suitably qualified staff to ensure that trainees have appropriate clinical supervision and working patterns, particularly within the paediatric area (GMC Requirement R1.7).
- Ensure the provision of adequate educational supervision and time to complete the assessments as required by the curriculum, (GMC Requirement R1.19).
- A culture that seeks and responds to feedback from learners and educators on compliance with standards of patient safety and care as well as education and training (GMC Requirement R1.5).

A series of recommendations have been made to the Health Board and a request that an action plan be submitted to HEIW by 4th March 2020. This was received. A further visit was to be arranged but this has now been deferred due to the COVID 19 pandemic

Further visits

A table of recent and forthcoming visits is provided within Appendix 1. These will be revised due to the COVID 19 pandemic

GMC QA Pilot

The GMC have recently completed the pilot of the revised Quality Assurance Process. This process culminated with an annual wrap up meeting held on 16th January 2020. The outcome of the pilot appeared positive and the GMC are currently finalising a summary report, the draft version of which indicates that there are no ongoing areas of concern.

4. FINANCIAL IMPLICATIONS

There is no financial risk to HEIW

5. RECOMMENDATION

This report is for information and discussion

END

Governance and Assurance				
Link to corporate objectives <i>(please ✓)</i>	As a new organisation establishing HEIW as a valued and trusted partner, an excellent employer and a reputable and expert brand	Building a sustainable and flexible health and care workforce for the future.	With Social Care Wales shaping the workforce to deliver care closer to home and to better align service delivery.	Improving quality and safety by supporting NHS organisations find faster and more sustainable workforce solutions for priority service delivery challenges.
	Improving opportunities for use of technology and digitalisation in the delivery of education and care.	Reinvigorating leadership development and succession planning across health and social care in partnership with Social Care Wales and Academi Wales	Demonstrating value from investment in the workforce and the organisation.	
Quality, Safety and Patient Experience				
This is a regular report for information. Areas where enhanced monitoring is in place can be linked to other underlying issues with the service that might be a risk to patient safety and experience.				
Financial Implications				
None				
Legal Implications (including equality and diversity assessment)				
We need to protect our trainees from unsuitable training environments. In particular, where there are reports of undermining, bullying and harassment.				
Staffing Implications				
In the worst case scenario, removal of trainees could have staffing and service implications for Welsh Education Providers.				
Long Term Implications (including the impact of the Well-being of Future Generations (Wales) Act 2015)				
Report History	Regular monthly report to Executive Team and ECQ Committee.			
Appendices	<ul style="list-style-type: none"> Appendix 1 - Recent and Planned Visit Summary 			

Recent & Planned Visits

Recent Visits Summary

Ref	Specialty	Site	Current Status	Visit Summary
TP123	Emergency Medicine	Morrison	Concerns over progress	<p>A review visit was undertaken on 9th January at which it was evident that there had been a deterioration in the overall training experience and there was little evidence of a clear plan to address the concerns. As such the issue is being escalated for Enhanced Monitoring with the GMC. The key concerns include the following:</p> <ul style="list-style-type: none"> - A lack of pastoral support for the trainees with high levels of stress amongst trainees and trainers. - Patients safety concerns associated with the heavy workload and lack of space within the department. - Limited support within the paediatric area. - Variable educational supervision - Inadequate staffing resulting in the prioritisation of service over training. <p>Given the deterioration this issue has been referred to the GMC for Enhanced Monitoring. In addition, the Director of Quality Management has liaised with Executive Deputy Medical Director whilst the visit report was being prepared.</p>
TP078	Ophthalmology	Royal Glamorgan	Monitoring progress	<p>A review visit was undertaken on 16th January 2020 at which it was evidence that there had been progress in addressing many of the concerns identified at the previous visit. The full visit report is currently being prepared but the key recommendation is based around the need to ensure a cohesive departmental culture which will improve the training experience and department efficiency.</p>
TP365	Medicine	UHW	Monitoring progress	<p>A review visit was undertaken on 20th January 2020 at which it was noted that progress had been made in a number of key areas since the previous visit. In</p>

Ref	Specialty	Site	Current Status	Visit Summary
				<p>terms of ongoing concerns the recommendations will be based around the following :</p> <ol style="list-style-type: none"> 1. the need to ensure that IMT trainees can access clinics 2. streamlining systems to improve operational process and patient safety.
TP299 & TP206	Trauma & Orthopaedics	Nevill Hall Hospital	Monitoring progress	<p>A further visit was undertaken in January 2019 the full report of which is currently being prepared. Initial feedback from the visit indicates that there has been some improvement in trainee feedback but there was some concern about the engagement of the department in training. A full assessment of the risk rating will be undertaken once the full report is available.</p>

Planned Targeted Visits Summary

Ref	Specialty	Site	Current Status	Visit Timeframe
TP232	General Surgery	University Hospital of Wales	Checking sustainability	Follow up visit to be arranged for March 2020.
TP256	Emergency Medicine	Prince Charles Hospital	Monitoring Progress	Further visit to be arranged for May 2020.
TP123	Emergency Medicine	Morrison Hospital	Monitoring Progress	Follow up visit to be arranged for October 2020
TP299 & TP206	Trauma & Orthopaedics & General Surgery	Nevill Hall Hospital	Monitoring Progress	Follow up visit to be scheduled for November 2020.
TP365	Medicine	University Hospital of Wales	Monitoring Progress	Follow up visit to be scheduled for December 2020.
TP078	Ophthalmology	Royal Glamorgan Hospital	Action Planning	Follow up visit to be arranged for November 2020.
TP192 & TP278	General Surgery	Glangwili Hospital	Monitoring Progress	Follow up visit to be arranged for May 2020.
TP346	Haematology	Singleton Hospital	Monitoring progress	Follow up visit to be scheduled for March 2020.

Ref	Specialty	Site	Current Status	Visit Timeframe
TP410	Trauma & Orthopaedics	University Hospital of Wales and University Hospital Llandough	New visit	Targeted Visit being arranged for April 2020.
TV135	Anaesthetics	University Hospital of wales	New visit	Targeted Visit taking place on 11 th February 2020.
TP241	Intensive Care Medicine,	University Hospital of Wales	New visit	Targeted visit to be scheduled for April 2020.
TP385	General Internal Medicine,	Morriston Hospital	New visit	Targeted visit to be scheduled for June 2020.
TP416	Medicine,	University Hospital Llandough	New visit	Targeted Visit to be arranged for June 2020.
TP316	Trauma & Orthopaedics	Prince Charles Hospital & Royal Glamorgan Hospital	New visit	Visit to be arranged for May 2020.
TP405	Emergency Medicine,	Wrexham	New visit	Visit took place on 31 st January 2020.
TP402	Paediatrics	Wrexham	New visit	Visit being arranged for June 2020.
TP361	General Psychiatry	Cwm Taf	New visit	Visit being arranged for June 2020
TP346	Haematology	Singleton	Monitoring progress	Visit being arranged for June 2020



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Meeting Date	9 April 2020		Agenda Item	3.3
Report Title	GMC Annual Quality Assurance Summary			
Report Author	Pushpinder Mangat			
Report Sponsor	Pushpinder Mangat			
Presented by	Pushpinder Mangat			
Freedom of Information	Open or Closed (*)			
Purpose of the Report	To notify the ECQC of the outcome of the GMC Quality Assurance visit to the Medical Deanery in HEIW			
Key Issues	<p>The report is attached</p> <p>From the SAQ submission, and the clarification of points during the SAQ meeting, we did not identify any areas of concern, and following the activities conducted as part of the pilot no requirements and recommendations were set.</p>			
Specific Action Required <i>(please ✓ one only)</i>	Information	Discussion	Assurance	Approval
Recommendations	<p>Members are asked to:</p> <ul style="list-style-type: none"> Note 			

GMC Annual Quality Assurance Summary

1. INTRODUCTION/BACKGROUND

The GMC traditionally do a Quality Assurance visit to every Deanery in the UK every 5 years. This has not been achievable, and this visit was after a 7-year gap. Previously no concerns had been raised.

The QA process took over a year and was a new type of visit that was piloted in Wales and a deanery in the Midlands. It was based on a self-assessment process (suggested by HEIW). This was adapted by the GMC and combined with observations at several activities undertaken by the Quality Unit to produce this report

2. GOVERNANCE AND RISK ISSUES

This report provides assurance that our QA processes within the Medical deanery in HEIW reach the required standards of the GMC

3. FINANCIAL IMPLICATIONS

None

4. RECOMMENDATION

That the ECQC note this report

Governance and Assurance				
Link to corporate objectives <i>(please ✓)</i>	As a new organisation establishing HEIW as a valued and trusted partner, an excellent employer and a reputable and expert brand	Building a sustainable and flexible health and care workforce for the future.	With Social Care Wales shaping the workforce to deliver care closer to home and to better align service delivery.	Improving quality and safety by supporting NHS organisations find faster and more sustainable workforce solutions for priority service delivery challenges.
	Improving opportunities for use of technology and digitalisation in the delivery of education and care.	Reinvigorating leadership development and succession planning across health and social care in partnership with Social Care Wales and Academi Wales	Demonstrating value from investment in the workforce and the organisation.	
Quality, Safety and Patient Experience				
High quality Training accompanies safe patient care				
Financial Implications				
None				
Legal Implications (including equality and diversity assessment)				
None				
Staffing Implications				
None.				
Long Term Implications (including the impact of the Well-being of Future Generations (Wales) Act 2015)				
N/A				
Report History				
Appendices	<ul style="list-style-type: none"> Appendix 1 GMC Report 			

Annual Quality Assurance Summary

This summary forms part of the QA pilot to review our approach to quality assuring medical education and training. The summary provides an overview of the QA activity undertaken during the pilot period and addresses how our standards set out in *Promoting Excellence* are being met.

Organisation	Health Education and Improvement Wales (HEIW)
Review period	March 2019 - January 2020

Overview of findings

Overall findings statement

From the SAQ submission, and the clarification of points during the SAQ meeting, we did not identify any areas of concern, and following the activities conducted as part of the pilot no requirements and recommendations were set. We have highlighted three areas that are working well following these activities.

The activities we observed during this review period provides good evidence towards demonstrating that HEIW meets the standards in *Promoting Excellence*.

We have no concerns about how Health Education and Improvement Wales meet the standards in *Promoting Excellence* at this stage and we will review this during the next QA cycle.

Quality Activity undertaken

	Activity	Date	Summary
1	Self-Assessment Questionnaire (SAQ) submission	29 April 2019	The SAQ was submitted in a timely manner and covered all five themes of the GMC's <i>Promoting Excellence</i> (PE). The submission included a list of planned HEIW activities we could observe for quality assurance purposes.
2	SAQ meeting	4 June 2019	We met with HEIW to discuss the SAQ template and to seek clarification on areas of interest. We also identified potential quality

			<p>assurance activities to undertake. For the purpose of the pilot we chose activities on the sole basis of helping us to develop the QA toolkit, and not because of any specific risks identified through the SAQ.</p> <p>Following this meeting HEIW was provided with written feedback on their SAQ submission. We identified no gaps or areas of risk from the SAQ submission or the SAQ meeting.</p>
3	Annual Quality Engagement Meeting	10 September 2019	<p>The annual quality engagement meeting was attended by members of the GMC Education QA team, members of the HEIW Quality team and staff from the GMC Wales office.</p> <p>Prior to the meeting the agenda and relevant documents were circulated for review.</p> <p>At this meeting, we discussed the QA Pilot, existing quality actions and enhanced monitoring items, the most recent NTS results including potential areas of concern for exploration and differential attainment. The next steps were agreed upon and a summary of the meeting and related actions was circulated for agreement in the weeks following.</p> <p>No requirements or recommendations practice were identified from this activity. However, we identified an area working well (area working well 1).</p>
4	Observation of GP Specialty Training North Wales Trainer Day, Llandudno	17 October 2019	<p>This visit was listed on the SAQ by HEIW against Theme 4: Supporting educators.</p> <p>This GP specialty trainer day run by HEIW included an educational supervisor update; information about Longitudinal Integrated Foundation Training to be introduced in Wales; a session on motivational interviewing; a prescribing assessment workshop; and a talk on differential attainment.</p> <p>This activity demonstrated that supervisors are offered training for their roles and are provided with opportunities to calibrate their assessment marking and</p>

			<p>to network with other GP trainers.</p> <p>No requirements or recommendations were identified from this activity.</p>
5	Attendance at Sharing Training Excellence in Medical Education (STEME) Conference 2019, Bangor.	8 November 2019	<p>This conference was listed on the SAQ by HEIW against Theme 2: Educational governance and leadership and Theme 4: Supporting educators as an example of notable practice.</p> <p>The medical education and training conference is an annual collaboration between HEIW, Cardiff Medical School and Swansea Medical School. The programme comprised of a range of presentations with question and answer opportunities covering various topics, alongside three workshops.</p> <p>This activity provided good evidence towards how HEIW meets some of the standards set out in Themes 2 and 4 of PE. The activity demonstrates that both clinical and educational supervisors are offered training for their roles; and evidences opportunities for educators to network, calibrate practices, benchmark learning and understanding and to share good practice with each other.</p> <p>In addition, we noted the high-quality of the presentations delivered to those in attendance which should help to improve their understanding of differential attainment and how they can contribute to tackling unfairness in education and training. The attendees were also provided with good information on how to better support medical students and doctors in training to disclose mental health problems and to continue their learning.</p> <p>Furthermore, the educators were given an effective overview of the different learning styles they may encounter in their role to help their understanding of how learners may interpret and react to different clinical</p>

			<p>teachings and situations.</p> <p>No requirements or recommendations were identified from this activity. However, we identified an area working well on this activity (area working well 2).</p>
6	Attendance at a Wales Deanery Trainee Think Tank meeting, Cardiff	19 November 2019	<p>The Trainee Think Tank was listed on the SAQ by HEIW against Theme 2: Educational governance and leadership.</p> <p>The Think Tank provides trainees from a range of medical and dental specialties the chance to work with HEIW to promote trainee views within the organisation, with meetings taking place approximately every six weeks.</p> <p>This activity provides an example of how HEIW takes account of the views of learners about its policies, systems and processes, and how trainee representation is incorporated within its educational governance structure.</p> <p>During the meeting, trainees provided updates on multiple work streams and projects undertaken by the Think Tank. This led to discussions with the HEIW representative on the next steps for the projects, with clear engagement and collaboration between the two parties. Outcomes from the Trainee Think Tank feeds into HEIW's Senior Medical Team who report to its Executive Team.</p> <p>The Think tank has now been running for three years, but we note there are no examples yet of how it has directly influenced any changes to HEIW's policies, systems and/or processes. We therefore intend to continue to monitor the value that can be attributed to the Think Tank as a mechanism for trainee representation.</p> <p>No requirements or recommendations were identified from this activity.</p>
7	Enhanced monitoring activities	20 March 2019	<p>University Hospital of Wales, Cardiff and Vale University Health Board. Paediatric Surgery.</p>

		18 July 2019	Prince Charles Hospital/Royal Glamorgan Hospital, Cwm Taf Health Board. O&G.
		23 October 2019	<p>Prince Charles Hospital/Royal Glamorgan Hospital/Princess of Wales Hospital, Cwm Taf Health Board. O&G.</p> <p>We joined HEIW on triggered visits to these sites which are subject to our enhanced monitoring process. Further information on these visits can be found on the GMC website, but these activities allowed us an opportunity to see how HEIW manage concerns over training at LEPs.</p> <p>No requirements or recommendations were identified from this activity. However, we identified an area working well on this activity (area working well 3).</p>

Findings

Areas that are working well

We note areas where we have found that not only our standards are met, but they are well embedded in the organisation.

Number	Theme	Areas working well
1	Theme 2. (R2.1)	Annual Quality Engagement meeting. HEIW were aware of and actively monitoring/managing the majority concerns and investigating unknown ones providing evidence of the effectiveness of their quality management processes and the collaborative approach to addressing concerns.
2	Theme 4 (R4.5)	There are clear examples of opportunities for educators to interact and share learning with other educators, for example the STEME conference.
3	Theme 1 and 2 (R2.1) (R1.2)	It was clear from the structure of the triggered visits that there was a shared understanding by the panel of the areas of concern, and the questioning by the panel focussed on these areas as appropriate.

Next steps

Next Steps

For the next QA cycle, we would be interested to learn more of the move towards a single lead employer status, and of any outcomes achieved by the Trainee Think Tank. It would also be useful to receive an update on the development of a Simulation Strategy for Wales.

We would also potentially like to observe one or more activities that provide evidence towards Themes one, three and five being met, where applicable, as these were not covered during this QA cycle.