

2014/15 Accountability Report

NHS Board Fife _____

Note: This report is required to be submitted to your lead Regional Group in time for their meeting on
 _27th August 2015_____

Section

Reviewed
by

1) Confirmation of total Medical ACT funding received from NES during 2014/15

		Initial Allocation £'000	Reallocation Adjustments £'000	2014/15 Total £'000
a)	ACT Allocation 2014/15	2,804	19	2,823

ACT
Officer

		Recurring £'000	Non- Recurring £'000	2014/15 Total £'000
b)	Use made of 2014/15 additional allocation			19

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If there is not enough space in boxes for Sections 2) to 5) - please use the labelled additional worksheets

2) General narrative on 2014/15 Medical ACT activity within your Board area:

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There was a £22k reduction in ACT funding from 2013-14 to 2014-15 for NHS Fife which meant that departments did not receive a pay award uplift this year. There was little new activity until a non-recurring allocation became available later into the year. £19,365 was successfully bid for with the aim to improve resources for undergraduate teaching and improve student accommodation.

Previous years' bids for recurring activity continues.

3) **Detail Funding Confirmation 2014/15**

a) Confirmation that your Board have used the 2014/15 additional funding above inflation as agreed by NES (details to include full summary that reconciles to submissions to NES) or identify any changes made in-year.

We confirm that the ACT funds were used as specified in the bids submitted.

1. Smart Podium (Universities of Edinburgh, Dundee and St Andrews)- £2,250
2. Projectors (Universities of Edinburgh, Dundee and St Andrews) - £6,600
3. Accommodation refurbishment at Matthew Street, Kirkcaldy (University of Edinburgh) - £5,515
4. Turning Point Presentation Hardware (Universities of Edinburgh, Dundee and St Andrews) - £5,000

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b) For each item of additional expenditure;

Based on the benefit criteria identified please detail the results of any evaluation/review undertaken or other assessment of the fitness-for-purpose of this expenditure and confirm that this investment is to continue in future years.

These bids all used non-recurring funds.

The smart podium was required due to upgrading of NHS Fife computer software to Microsoft Office 2007. The previous smart podium could not support the new software and therefore needed to be replaced.


Two new projectors were needed to replace older units in undergraduate teaching space.

The lounge area in the Matthew Street student accommodation had become a source of significant criticism in student feedback and needed refurbishment to improve it to a suitable standard. This work has now been finished and informal student feedback is very positive.

The use of Turning Point for presentations and audience participation in teaching sessions has been well received in NHS Fife to the point that additional hardware was needed to meet demand.

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c) Please attach a revised base-line budget for 2014/15 which reconciles to your 2013/14 base-line budget submitted to NES plus the additional recurring funds received in year


Summary of spend
14-15- WITH RECONC

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4) **Review of Student Evaluation 2014/15 Results;**

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Please attach the detailed undergraduate RAG report for 2014/15


fife_ug_2014-15.pdf

- a) From your initial review identify all amber and red results which have been identified as one-off results which have been decided do no warrant further investigation at this stage;

Specialty	Uni	Flag	Comment
Locomotor	Edinburgh Yr 3	Red: IT equipment Amber: Overall IT	Wifi is available throughout VHK and in the education centre at QMH. There are computer facilities available for students 24/7 in the VHK and QMH libraries.
Psychiatry Stratheden	Edinburgh Yr 4	Amber: IT Equipment, Access to Software, Overall IT.	There are computers available in the library at Stratheden and also in the accommodation. There is also wifi available in the accommodation.
Psychiatry WMBH	Edinburgh Yr 4	Amber: Learning Opportunities, Clinical Experience, Overall Experience	Amber flags due to a student's poor experience. From 2015/16 students will be on this placement in pairs to have the benefit of peer support which should rectify the issues mentioned in the detailed university feedback.
Psychiatry QMH	Edinburgh Yr 4	Amber: IT Equipment, Access to Software, Overall IT.	There are computers available in the Education Centre at QMH and wifi throughout the hospital which adjacent to the accommodation.
General Medicine	Edinburgh Yr 5	Amber: Assessment, Access to Software	Critique of assessment being appropriate and fair (3 students either disagree or strongly disagree). Wifi is available throughout VHK and in the education centre at QMH. There are computer facilities available for students 24/7 in the VHK and QMH libraries.
Medicine of the Elderly	Edinburgh Yr 5	Amber: Block Organisation	This flag is related to one group of students which experienced administrative difficulties with medical education. These were rectified in the first week of their placement.
Anaesthesia & Critical Care	Edinburgh Yr 5	Amber: Pastoral Support, Overall Support	These are new flags this year which we do not think are representative of the placement. This will be monitored. 8 respondents out of 16 completed the survey. In detailed feedback from the university only one student did not think they had appropriate access to learning support.

Specialty	Uni	Flag	Comment
O&G	Dundee Yr 4	Amber: Block Organisation, Teaching Delivery	These are both new flags this year. There were several scheduled tutorials which did not take place during one block - this could be accounted for by staff taking annual leave. This will be monitored.
Psychiatry Stratheden	Dundee Yr 4	Amber: Block Organisation	A new flag this year. There is a mismatch in information available from the university and from Medical Education regarding what can be expected. The university has been supplied with new information to update their records. Students have the ability to arrange their own schedule according to their interests which the majority really enjoy.
Child Health	Dundee Yr 4	Amber: Block Organisation, Teaching Delivery	This feedback relates to an old timetable which has since been updated.
Ophthalmology	St Andrews Yr 3	Amber: Overall Experience	A new flag this year. Feedback from students reflected that they had not been able to see any patients during one of the sessions. It can be challenging organising outpatients to attend these sessions voluntarily. This coming year the Volunteer Patient Service will be assisting with this organisation.
Respiratory	St Andrews Yr 3	Amber: Facilities	This flag relates to the lack of a teaching room for one session. The rest of the feedback for this specialty was excellent and received 4 green flags. It is felt that this is a one off result.
Psychiatry Whyteman's Brae	St Andrews Yr 3	Amber: Overall Experience	Looking at more detailed feedback for this specialty, this amber flag relates to learning outcomes being met. Further guidance has been provided from St Andrews University on this in preparation for the next academic year.
Psychiatry Stratheden	St Andrews Yr 3	Amber: Block Organisation	This flag relates to the transport back to St Andrews University at the end of the day being late. This is arranged by the University and was a one off occurrence. Therefore it does not warrant any further investigation.

This initial review should make use of the trend analysis results and may also take into account the number of responses on which the results are based.

b) Please identify those results which from your initial review were classified as requiring further investigation i.e. requiring a “deep drill-down”.

Specialty	Uni	Flag	Comment
General Surgery	Dundee Yr 4	Amber: Block Organisation, Teaching Delivery, Overall Teaching.	Requires further investigation – see comments below.
General Surgery	Edinburgh Yr 5	Amber: Overall Satisfaction, Block Organisation, Teaching Delivery, Overall Teaching, Learning Opportunities, Feedback, Overall Assessment, Learning Support, Overall Support.	Significantly more flags than last year. There has been a transition this year to a new local module lead. Medical Education has liaised with both the admin support and the local module lead to discuss what is needed and to improve communication and assistance from Medical Education. A meeting is planned with the Director of Medical Education and the local module lead to discuss the feedback and plans for improvement. This will continue to be monitored.

Please attach the relevant documentation for each area identified for deep drill-down. This should show the agreed follow-up action, confirmation of Medical School input to the review and a status report on progress towards achieving the follow-up action.

c)

Please identify the 2013/14 results for which follow-up action was required and provide an update on whether the follow-up action was undertaken as agreed and the impact on 2014/15 results.

Specialty	Uni	2013/14 Flag	2014/15 Flag	Comment
O&G	Edinburgh Yr 4	Red: teaching delivery	Green: overall satisfaction, teaching quality, learning opportunities, clinical experience, overall experience, IT equipment.	The 2013/14 flag was considered unrepresentative. 2014/15 data shows that there have been no continuing problems with this specialty.
Renal	Edinburgh Yr 4	Amber: Feedback, overall assessment	Green: overall satisfaction, block organisation, teaching quality, overall teaching, learning opportunities, clinical experience, overall experience, feedback, overall assessment	The 2013/14 amber flags have been rectified and feedback has improved significantly since the change in length of this placement from one week to two weeks.
General Medicine	Edinburgh Yr 5	Amber: assessment.	Amber: Assessment, Access to Software	The amber flag regarding assessment has continued into the 2014/15 data. Last year this was attributed to one unhappy group of students.
Child Life & Health	Edinburgh Yr 5	Amber: Block organisation, teaching delivery, pastoral support, overall support	None	Significant improvement this year to remove all amber flags from 2013-14. Students were pleased with the variety of clinic and ward work, quality of teaching in tutorials was high and staff were keen to teach on the wards.
General Surgery	Edinburgh Yr 5	Amber: Overall Satisfaction, block organisation, assessment, overall assessment.	Amber: Overall Satisfaction, Block Organisation, Teaching Delivery, Overall Teaching, Learning Opportunities, Feedback, Overall Assessment, Learning Support, Overall Support.	As previously mentioned, this feedback will be discussed by the DME and local module lead and will continue to be monitored by Medical Education.

Specialty	Uni	2013/14 Flag	2014/15 Flag	Comment
Urology	Dundee Yr 4	Red: Block organisation Amber: overall satisfaction, teaching delivery, teaching quality, overall teaching, learning opportunities, feedback, pastoral support, overall support, access to software	None	Excellent improvement from the 2013/14 flags. Students for this specialty are now (for 2015/16) being provided with accommodation at QMH so that they are able to easily attend morning clinics and teaching there.
Neurology	St Andrews Yr 3	Amber: overall experience	Green: block organisation	Good improvement. Detailed student feedback provided suggestions for further improvement to the session.
Pre-assessment/ Peri-operative	St Andrews Yr 3	Amber: overall satisfaction	Green: block organisation	Good improvement due to changes in module structure.
Urology	St Andrews Yr 3	Red: overall experience Amber: overall satisfaction, overall teaching	None	Significant improvement this year through assistance from an additional tutor for the teaching sessions.

Flags regarding IT and access to software across all hospital sites in Fife are now out with the control of Medical Education. Patient Wifi is available throughout QMH, VHK, Stratheden and WMBH. Computers are available in libraries at VHK, QMH and Stratheden. There is wifi in the student accommodation at Kirkcaldy and Stratheden. The only student accommodation without wifi is at QMH – where there is wifi available just over the road in the hospital.

d) Please detail any areas of consistent good practice identified through the reports and trend analysis and provide a summary of any learning points identified.

Overall there has been excellent feedback received for undergraduate teaching in NHS Fife.

Of particular note:
 Dundee Yr 5 Foundation Medicine – 20 green flags (an increase from 12 green flags in 2013/14).
 Dundee Yr 5 Intensive Care – 20 green flags (no data available for 2013/14).
 Dundee Yr 4 Ophthalmology – 10 green flags (an increase from 7 green flags in 2013/14).
 Edinburgh & Dundee O&G – 7 green flags across the universities (a decrease from 8 green flags in 2013/14).

This is due to:

- A high standard of teaching and organisation.
- Departmental staff are friendly and welcoming.
- Flexible self-directed timetables allowing for students to address their individual learning needs and promote professionalism.
- Fair assessment methods which provide reflection/feedback for learning as well as of learning.

The feedback for St Andrews day teaching sessions remains very positive with some specialties in particular continuing to receive excellent results – Rehabilitation Medicine, Haematology, When Organs Fail and Reproductive Health. These results can be attributed to enthusiastic teaching staff, well structured sessions tailored to fulfilling the placement learning objectives.

e) Have the results been compared with the GMC trainees' survey results for 2014/15?

If so, please summarise your results/conclusions.

There is consistently very little correlation between undergraduate and postgraduate results for NHS Fife.

5) Please provide an update on the use of MoT data and linking MoT teaching activity to job plans. Please refer to: <http://www.nes.scot.nhs.uk/education-and-training/by-discipline/medicine/about-medical-training/undergraduate-education/medical-act-performance-management-framework.aspx>

MoT data sets are produced annually by the medical schools and are checked and agreed by NHS Fife Medical Education and the DME.

NHS Fife Medical Education annually reviews specialty teaching activity to identify Category B-like teaching taking place within clinical placements. This has also allowed for greater insight into staff involvement in teaching in relation to GMC Recognition of Trainers. Examining clinical placement timetables has been important in ensuring that teaching is in accordance with medical school curriculum and relevant to learning objectives.

Meetings have been held with NHS Fife Finance to review ACT monies in directorates in order to ensure transparency of ACT funding.

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6)	As at 2014/15: Any future significant changes anticipated in ACT activity:
	<p>No significant changes anticipated as at 2014/15.</p> <p>Anticipate some changes due to changing student numbers/change in curriculum at Edinburgh University to be implemented in 2016/17 and a small increase in student numbers from St Andrews from 2016/17.</p>

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