

**2019/20 Accountability Report**

NHS Board: **Greater Glasgow and Clyde**

Section

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| 1) Confirmation of total Medical ACT funding received from NES during 2019/1920 |   |                             |   |                        |
|---|---|-----------------------------|---|------------------------|
|   |   | Initial Allocation<br>£'000 | 2019/20 Total<br>£'000                                      |                        |
| a)  | ACT Allocation 2019/20                    |                             | 17892   | 17892                  |
|   |   | Recurring<br>£'000          | Non-Recurring<br>£'000<br><i>(b/fwd from previous year)</i> | 2019/20 Total<br>£'000 |
| b)  | Use made of 2019/20 additional allocation | 789                         |   | 789                    |
| Regional Slippage Bid Funding Received in 2019/20                               |   |                             | 12.5  | 12.5                   |

ACT Officer

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NB GGC received £12.5k of slippage from NHS NWC which was used non-recurringly.

| 2) General narrative on 2019/20 Medical ACT activity within your Board area: |   |
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| a)   | <i>Health Board Involvement in Regional ACT group Meetings</i>  |
|  | NHS Greater Glasgow and Clyde continues to have consistent engagement with the Regional ACT group with the DME and senior finance support in attendance. Where the DME is unable to attend, a deputy attends on her behalf. The DME attends the University of Glasgow quality management meetings; and the Head of School, Head of the Undergraduate Medical School and the Post Graduate Dean attend the NHSGGC Medical Education and Staff Governance meeting chaired by the Board Medical Director. The DME reports to the Board Staff Governance Committee meeting twice a year on all training matters including our undergraduate students. These structures ensure focus on medical student training and learning. Regular meetings with the Head of the Undergraduate Medical School take place at which all matters ACT related are discussed. |
| b)   | <i>Decision making process at local and regional level for any new uses of Medical ACT funding</i>  |
|  | Use of Medical ACT funding is discussed locally: at regular meetings between the DME and Medical Director; with NHSGGC finance colleagues with responsibility for overseeing ACT funding; at the quarterly meetings of the Board Medical Education and Staff Governance group; with UoG Medical School leads; with the UoG/Regional ACT Finance Officer; and at quarterly meetings of the Medical Education Directorate, where attendance includes the DME, Associate DMEs, Hospital Sub-deans and Education Managers. Decisions are made regionally following discussions and approval at the WoS Regional ACT Group, where robust scrutiny is applied to proposals for the use of ACT funding. Where appropriate, discussions will take place between regional DMEs on matters of collective interest.  |
| c)   | <i>Detail of any new initiatives funded by Medical ACT within the last 12 months</i>  |

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Word Count

130

112

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|    | <p>Our ACT mapping project (described last year) made good progress and has continued into 2019/20. The project seeks to assess teaching capacity against need and align a proportion of uplift monies appropriately where resource is most needed, to ensure adequate time for teaching within clinical units. We have also allocated targeted funding in areas of known pressures to ensure sustainability of our undergraduate activity in the meantime whilst this project is ongoing. Our ACT mapping project has been shared via TIQME and more recently with the ACT lead Dr Brennan. Our Clinical Simulation Fellow, appointed last year to develop the simulation experience for undergraduates has been an invaluable addition to our Clinical Teaching Fellow team and has been extended for a further year. Alongside our ACT mapping project, we have sought to pilot a new model of clinical teaching fellow support in one area. This model seeks to establish a more sustainable approach and combines a teaching role with a service role; and if successful, will be rolled out further in 2021.</p> <p>Our Widening Access Programme has made excellent progress and we have extended our clinical Lead sessions for a further year. This is a truly collaborative programme of work involving a range of stakeholders. The challenges of Covid 19 for this programme are not insignificant; however, all involved are rising to the challenge with a range of digital solutions already having been utilised to ensure all those interested in pursuing a career in medicine, irrespective of background can access the range resources this programme has to offer.</p> <p>Sub-dean sessional commitment has been increased to GRI to reflect the level of activity required within the role. For QEUH, the large numbers of students in placements on the site necessitated increased clinical coordination/oversight to help ensure an even spread of specialty teaching.</p> <p>Undergraduate Administration leads are now in post to undertake the organisation and logistics of teaching in key high priority areas and support the development of all aspects of Undergraduate education, allowing us to ensure an excellent teaching experience for students.</p> |
| d) | <p><i>General use of Medical ACT funding within Health Board area for improvement of teaching.</i></p>  |
|    | <p>In NHSGGC, Medical ACT funding is hypothecated into base budgets for service. There is an expectation that appropriate measures are put in place at local level to ensure a good teaching experience for students and to constantly review and improve that experience. The increase in numbers of medical students and consequent need for increased teaching capacity will require the continued roll out and successful implementation of our ACT mapping project going forward.</p>  |



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| 341 |
| 72  |


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|------|---|--|------|-----------------------|------|-----------------------|------|-----------------------|
| 3)   | <p><b>Detail Funding Confirmation 2019/20</b></p>   |  |      |                       |      |                       |      |                       |
| a)   | <p><i>Confirmation that your Board have used the 2019/20 additional funding as agreed by NES (details to include full summary that reconciles to submissions to NES) or identify any changes made in-year.</i></p>  |  |      |                       |      |                       |      |                       |
|      | <p>We can confirm funding was spent as per the bid and each area of additional recurring funding is broken down in detail within the baseline uplift table. While there were no items of a non-recurring nature within the core bid identified in-year slippage was used non-recurringly to cover the partial cost of the CTF programme and the Board received slippage from NHS NWC for</p> <p>Mobile VC Unit for teaching/education rooms in Education Centre at GRI</p> <p>Mobile VC Unit for teaching/education rooms at QEUH.</p> <p>Camera and video kit for recording of teaching materials.</p> | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">3984</td> <td>Item purchased as bid</td> </tr> <tr> <td style="text-align: center;">3984</td> <td>Item purchased as bid</td> </tr> <tr> <td style="text-align: center;">4500</td> <td>Item purchased as bid</td> </tr> </table> | 3984 | Item purchased as bid | 3984 | Item purchased as bid | 4500 | Item purchased as bid |
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| <p>b)</p> | <p>For each item of additional expenditure;<br/> <i>i. Please detail the results of any evaluation/review undertaken or other assessment of the fitness-for-purpose of this expenditure.</i><br/> <i>ii. If no evaluation/review or other assessment has yet been undertaken, please detail planned evaluation/review including estimated date.</i><br/> <i>iii. If no evaluation/review is possible please detail why.</i><br/> <i>iv. confirm that this investment is to continue in future years.</i></p>   | <p>Regional Group</p> |
|           | <p>All bids from main uplift for 2019/20 were for recurring funding and are intended:<br/>                 (i) to improve the overall quality of the student experience, as demonstrated by the increasing number of green flags within QA reporting; and<br/>                 (ii) to utilise new technology to improve the student experience and better prepare them to become foundation trainees.</p> <p>The bids are included here for reference, as an embedded document.</p> <div data-bbox="215 520 383 643" style="border: 1px solid black; padding: 5px; width: fit-content;">  <p>2019/20 NHSGGC<br/>ACT bid</p> </div> |                       |
| <p>c)</p> | <p>Please attach a revised base-line budget for 2019/20 which reconciles to your 2018/19 base-line budget submitted to NES plus the additional recurring funds received in year.</p>   | <p>ACT Officer</p>    |
|           | <p>Attached</p> <div data-bbox="427 740 595 863" style="border: 1px solid black; padding: 5px; width: fit-content;">  <p>GGC Baseline.xlsx</p> </div>   |                       |

|           |   |  |
|-----------|---|--|
| <p>4)</p> | <p><b>Use of Measurement of Teaching Data and Financial Allocations</b></p> <p>Please refer to: <a href="http://www.scotlanddeanery.nhs.scot/trainer-information/medical-act/medical-act-performance-management-framework/">http://www.scotlanddeanery.nhs.scot/trainer-information/medical-act/medical-act-performance-management-framework/</a></p> |  |
| <p>a)</p> | <p>Please provide a breakdown of your Boards 2019/20 ACT allocation by specialty/department or other clinical service grouping used locally. This should reconcile to the total ACT funds identified in 1a above.</p>   |  |
|           | <p>Attached</p> <div data-bbox="371 1112 539 1235" style="border: 1px solid black; padding: 5px; width: fit-content;">  <p>1920 GGC Table<br/>4.xlsx</p> </div>  |  |

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| <b>b)</b> | <p>Please detail the number of ACT funded teaching sessions identifiable in job plans (shown by consultant and other teaching staff) in each specialty/department or other clinical service grouping detailed in 4a. Please use the template provided.</p> <p>At a minimum this should include all sessions funded from all ACT funding provided to the Boards since the NES allocation model was introduced, however, if possible this should show all sessions funded from total ACT funds set out in 1a.</p> <p>The table below can be used to provide the information requested in 4a and 4b but amended as necessary to suit local circumstances.</p> |
|           |  |

|           |   |
|-----------|---|
| <b>5)</b> | <b>Any future significant changes anticipated in ACT activity:</b>  |
|           | <p>Uncertainty exists around how COVID will continue to impact on teaching and training for our undergraduate students. Many of the practical procedures will require simulation based teaching in the first instance. This considerable change is demonstrated in our current ACT bid for equipment relating to obstetrics and gynaecology. Anecdotaly there has been an increase in the requirement for remediation and support - we will assess this need over the next few months. Within NHSGGC we have lost the Teaching and Learning Centre as a venue and resource. We are active within the NHS Louisa Jordan:National skills and education hub and are looking at how we support learning when this resource is stood down.</p> |

**Signed:**

**Date:**

**Signed:**

Section

Reviewed by

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Date:

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