



STRATEGIC PLAN

2010 - 2013

OUR VISION

Everyone associated with health care in the North West will be committed to a lifetime of professional development, be proud of the care they provide, support and challenge one another and strive for ever-increasing standards of patient-centred care.

NHS

North Western Deanery



INTRODUCTION

The North Western Deanery and the Workforce and Education Directorate of the Strategic Health Authority (NHS North West) are committed to the development of a medical and dental workforce that will support high quality patient care in Greater Manchester and Cumbria and Lancashire.

The Deanery's key objectives are to commission postgraduate medical and dental education and training to the standards set by the General Medical Council (GMC), Royal Colleges, the General Dental Council (GDC) and other relevant statutory bodies and to ensure that the medical and dental workforce is fit to deliver the vision of Healthier Horizons.

The Deanery's key objectives are:

1. To commission and lead the development and delivery of the new medical and dental curricula to the standards set by the GMC and GDC.
2. To commission and lead the development of the medical and dental workforce to implement the Next Stage Review from good to great.
3. To ensure appropriate governance and support arrangements are in place to deliver the future medical and dental workforce.

The Business Plan for the North Western Deanery for 2010-11 takes into account the significant areas of work to impact on postgraduate medical and dental education, including supporting the changes for effective implementation of Modernising Medical Careers and anticipating changes which are emerging from the Tooke Inquiry Report, the Response from the Secretary of State and the Darzi Report. The Plan for 2010-2011 supports the aims and approach of the Deanery's Strategic Plan 2005-2008 as well as embracing the themes in the Deanery's developing strategic plan for 2008-2011. The new strategic plan will focus on key areas of the Deanery's work, the priorities for 2010-2011 are:

1. To commission and lead the development and delivery of the new medical and dental curricula to the standards set by the GMC and GDC. We will achieve this by:
 - a. Commissioning the development of appropriate learning environments.
 - b. Developing training programmes and schools as effective commissioning arms for training placements and programmes.
 - c. Developing the educational community.
 - d. Enhancing leadership skills.
 - e. Delivering the quality agenda, including the quality assurance¹ of the learning environment and the quality of the training programme.

¹ The term Quality Assurance is used in this document for the process of assuring effective local quality control process. The GMC would term this process as Quality Management.

- f. Commissioning the development of high quality recruitment to training programmes.
 - g. Quality assuring and monitoring the output from the training programmes to ensure fitness for purpose.
2. To commission and lead the development of the medical and dental workforce for the modernised NHS. We will achieve this by:
- a. Commissioning the development of learning environments and training programmes to meet the aspirations in 'Healthier Horizons'
 - b. Implementing the agendas of High Quality Care for All: NHS Next Stage Review and the Next Stage Review: A Quality Workforce and the direction outlined by the English MMC Programme Board, the Modernising Dental Careers programme and Medical Education England (MEE). The themes for MEE are:
 - A commitment for tomorrow's clinicians to be practitioners, partners and leaders in the NHS.
 - A workforce which is patient centred and focused on quality, is able to manage complex health and social issues, is clinically driven understanding disease prevention as well as disease management and is able to respond rapidly to changing health patterns.
 - A workforce that values people and encourages a patient centred approach through learner centred education and a commitment to continuous professional improvement.
 - A medical workforce that values quality improvement and emphasis on patient safety, is able to assist the patient to navigate through health care pathways, is able to achieve accurate and timely diagnoses, contributes appropriately as a leader in the clinical team and contributes to healthcare research and training future generations of health care professionals.
 - c. Commissioning the implementation of the emerging themes on the role of the doctor. Although the debate on the role of the doctor continues, it is likely that there will be increased emphasis on the following:
 - Effective and efficient problem solving skills.
 - The ability to deal with complexity and manage uncertainty.
 - Management of risk through effective judgement and open communication with patients.
 - The ability to grasp situations intuitively through a deep understanding of their area of practice.
 - The ability to lead the strategic development of their service and develop strategies for determining the most appropriate setting for individual and groups of patients.

- d. Working in partnership with service commissioners and providers to develop the workforce of tomorrow while providing the service of today through:
 - Ensuring sufficient capacity to train doctors and dentists for an effective workforce and assist with recruitment and retention of doctors and dentists in general practice through partnerships with PCTs. Across the UK but particularly in the North West predictions anticipate insufficient doctors working in general practice and primary care.
 - Ensuring sufficient capacity, recruitment and flexibility to develop the next generation of clinical academics.
 - Ensuring sufficient time is allocated for the important educational role of the medical workforce.
 - Ensuring that staff grades and associate specialists are able to access sufficient educational opportunities for their role to be meaningful and valued.
3. To ensure appropriate governance and support arrangements are in place to deliver the future medical and dental workforce. We will achieve this by:
 - a. Ensuring that the Deanery is adequately resourced with robust processes in place to deliver all of the above.
 - b. Ensuring that the Deanery embraces new ways of working in a paper-light office.
 - c. Ensuring that the Deanery enhances its commissioning responsibilities.
 - d. Ensuring that the Deanery maximises its budget to deliver its key objectives.
 - e. Ensuring the development and implementation of IT services that support postgraduate medical and dental education and training.

1. COMMISSIONING THE DEVELOPMENT OF THE NEW MEDICAL AND DENTAL CURRICULA

a) Commissioning the development of appropriate learning environments

- i) Commissioning the development of learning environments to deliver the foundation and specialty curricula as determined by the GMC and GDC.
- ii) Working with provider organisations to ensure appropriate strategies are in place for the effective implementation of the generic curriculum.
- iii) Working with provider organisations to ensure appropriate strategies are in place for effective inter-professional working and learning.
- iv) Working with provider organisations to ensure the provision of appropriate career management services including careers information, advice, counselling and/or assistance for doctors and dentists in training.
- v) Commissioning the development of academic training programmes.
- vi) Support and facilitate, where appropriate, training for those with exceptional needs – those wishing to train on a less than full time basis, refugees and international medical and dental graduates.
- vii) Working with provider organisations to ensure effective identification of doctors and dentists experiencing difficulty in relation to their work and/or training progression, as well as doctors out of training and where appropriate advise and assist in the commissioning of remediation programmes.

b) Developing training programmes and Schools as effective bodies for commissioning training placements

- i) Establish a Schools' Board with an overarching remit and membership to ensure effective delivery of the training programmes.
- ii) Ensure clarity of purpose, function and structure of the schools within a clear governance framework.
- iii) Ensure that each training programme takes responsibility for the quality control of the programme against the GMC standards and within the Deanery QM Framework.
- iv) Establish clear parameters for the commissioning and decommissioning of training placements.
- v) Review the quality of formal training activity, its purpose, attendance and effectiveness in delivering doctors with the values set out in Healthier Horizons.

c) Developing the educational community

- i) Establish an accurate baseline of educator development needs.
- ii) Develop educators throughout the medical and dental workforce to meet the GMC standard and additional standards set by regulatory or professional bodies.
- iii) Commission the development of programmes to ensure the safe and effective delivery of workplace assessments.
- iv) Ensure the development of selection methodology in conjunction with Lead employers to meet the national and local requirements.
- v) Commission the effective implementation of the educator framework, including appraisal and job planning so that time is allocated to the training role.
- vi) Commission processes that ensure that all trainees are competent to undertake the educational role expected of them in supervising and assessing those more junior to themselves.

d) Enhancing leadership skills

- i) Develop strategies and competence to disseminate the effective delivery of leadership curriculum in the training workforce.
- ii) Continue to develop and evaluate the new combined leadership and clinical training.
- iii) Commission a range of developmental opportunities for all doctors and dentists in training to enhance their leadership skills.

e) Delivering the Quality agenda – particularly the quality of the learning environments

- i) Ensure the effective implementation of quality management and local quality control according to the GMC Quality Framework and the QAFP (GMC) standards including external input through lay, trainee and college representatives.
- ii) Maintain and develop the cycle of quality management of learning environments to ensure effective delivery of the curricula as specified for those placements.
- iii) Establish clear mechanisms for defining the expectations of individual placements.
- iv) Develop effective processes to review the quality of training programmes, in conjunction with the relevant colleges.
- v) Establish effective electronic collection/manipulation of information to assist in quality management of programmes.

- vi) Respond to the 2009 QAFP visit report and continue to respond to the 2008 GMC report.
- vii) Ensure that appropriate mechanisms are in place to prepare the annual GMC report.
- viii) Ensure that there are appropriate mechanisms to produce suitable annual reports for the GDC, NHSNW and other dental regulators.

f) Ensuring the commissioning of high quality recruitment to training programmes

- i) Establish clear Key Performance Indicators in an agreed Time Schedule for the lead employers.
- ii) Establish a framework for other deaneries to be reassured of the activity involved in commissioning national recruitment to psychiatry.
- iii) Establish a framework to ensure that other national recruitment will meet the needs of the North West.

g) Monitoring the output from the training programmes to ensure fitness for purpose

- i) Establish a framework for FPDs to provide data on the output of their programmes.
- ii) Identify the costs and benefits of following the career paths of trainees who have remained in the Deanery.
- iii) Work with NW health care provider organisations on 'fitness for purpose' issues

2. COMMISSIONING THE DEVELOPMENT OF THE MEDICAL AND DENTAL WORKFORCE TO IMPLEMENT THE NEXT STAGE REVIEW FROM GOOD TO GREAT

a) Commissioning the development of learning environments and training programmes to meet the aspirations in 'Healthier Horizons'

- i) Work with Medical Directors, Chief Executives and Commissioners to identify key features which will establish values in the medical training workforce commensurate with the vision in Healthier Horizons.
- ii) Establish a framework for commissioning a more systematic approach to mentors.
- iii) Maintain an overview of the use and effectiveness of the independent sector as a learning environment.

b) Commission the implementation of the agendas of High Quality Care for All: NHS Next Stage Review and the Next Stage Review: A Quality Workforce and the direction outlined by the English MMC Programme Board and Medical Education England (MEE)

- i) Continue effective dialogue with the Programme Board and establish effective mechanisms to understand the emerging agenda from MEE.
 - ii) Identify and encourage learner centred medical educators and review how and at what stages of the curricula trainees are encouraged to manage complex problems.
 - iii) Use the work in the five year GP training programme to identify effective ways of facilitating learning of complex clinical and complex leadership skills.
 - iv) Working with the NHS Institute and the SHA identify effective ways of introducing and advancing patient safety and quality improvement to the medical training workforce.
- c) Commission the implementation of the emerging themes on the role of the doctor**
- i) Maintaining close involvement with the debate on the future role of the doctor.
 - ii) Encourage and support effective interactive learning to develop problem solving skills, managing complexity and uncertainty.
 - iii) Continue to work with the Leadership Academy in developing effective ways of developing leadership skills.
- d) Ensuring sufficient capacity, recruitment and retention of doctors in general practice**
- i) Continue the work on developing primary care learning environments.
 - ii) Aim for 100% of foundation trainees to experience general practice.
 - iii) Continue to commission leadership activity to retain and develop doctors and dentists in primary care.
- e) Ensuring sufficient capacity, recruitment and flexibility to develop the next generation of clinical academics**
- i) Review the impact of the Integrated Academic Training programmes and identify outstanding issues.
 - ii) Clarify funding streams.
- f) Ensuring sufficient time is allocated for the important educational role of the medical workforce**
- i) Through the quality improvement processes ensure that all providers have effective mechanisms for reviewing and adjusting job plans for all medical educators.
 - ii) Work with the other Commissioners to ensure that this role is valued.

g) Ensuring that staff grades and associate specialists are able to access sufficient educational opportunities for their role to be meaningful and valued

- i) Produce preliminary findings from the SAS project.
- ii) Commission opportunities for SAS doctors to improve their leadership and management skills.
- iii) Facilitate opportunities for top-up training through engagement of stakeholders.

3. ENSURE APPROPRIATE GOVERNANCE AND SUPPORT ARRANGEMENTS ARE IN PLACE TO DELIVER THE FUTURE MEDICAL AND DENTAL WORKFORCE

a) Ensure that the Deanery is adequately resourced with robust processes in place to deliver all of the above

- i) Review and continuously monitor the administrative support for training programmes and schools.
- ii) Ensure the maintenance of a database of doctors and dentists in training and of approved MPET levy (PGMDE) funded training placements and associated programmes of training.
- iii) Ensure that the Deanery is equipped to provide evidence that the competence and performance of all doctors and dentists in training is appropriately assessed and documented, working to the Gold Guide/Orange Guide/Foundation Curriculum and Dental Foundation Curriculum.
- iv) Support and ensure the implementation of national policies on postgraduate medical and dental education.
- v) Contribute to the evidence base of postgraduate medical and dental education.
- vi) Ensure acknowledgment of diversity and equality of opportunity in recruitment, appointment and progression through training programmes, regardless of ethnic group, place of graduation, gender, sexuality or disability.
- vii) Continuously review the staffing structure in the light of changes.

b) Ensuring that the Deanery embraces new ways of working

- i) Support the OD function of the Deanery including staff development, as needed, for new ways of working.
- ii) Establish effective electronic collection/manipulation of information to assist in quality management of programmes.

c) Ensuring that the Deanery enhances its commissioning responsibilities

- i) Working with NHS North West, identify key commissioning activity in respect of learning environments.
- ii) Establish a clear framework for commissioning new activity and reviewing existing contracts.
- iii) Develop and maintain clear monitoring and reporting processes.

d) Ensuring that the Deanery maximizes its budget to deliver its key objectives

- i) Manage the PGMDE component of the MPET levy and account for expenditure, developing an equitable funding allocation for the specialty training infrastructure.
- ii) Review budget holders and authorised signatories to ensure safe financial practices and compliance with standing financial instructions.

e) Ensuring the development and implementation of IT services that support postgraduate medical and dental training

- i) Continue to develop an IT service that will enable the Deanery to deliver its core business activities in an efficient and effective manner by providing a secure network, website and web-based applications such as e-learning, e-assessment, VLE, Moodle etc.