

# Quality Management Visit Outcomes Report



Lincolnshire  
Community Health  
Services NHS Trust

Visit date: 11<sup>th</sup> November 2015

Developing people  
for health and  
healthcare

[www.hee.nhs.uk](http://www.hee.nhs.uk)

## 1. Executive Summary

This was Health Education England, working the East Midlands first visit to the Trust and as all evidence gathered in advance highlighted good practice. This was therefore a Level 1 visit, meaning the training and education standards are in place and being met; the visit is to ensure the sustainability of the training and education plans. There were no concerns raised with regard to patient safety. The visiting team felt that, while busy clinically, this is a very supportive training environment, providing an excellent education and training experience for all learners.

Areas of good practice included the wealth of teaching, opportunities for inter-professional learning, pastoral support for learners and community opportunities.

HEE-EM will continue to work with Lincoln University to ensure support mechanisms are in place to support nursing students; particularly when concerns have been raised about the quality of training post. The issue relates to posts at another Trust but impacts on the quality of the rotation.

HEE-EM would like to thank the organisation for making us feel so welcomed through the day and for facilitating the visit.

## 2. Introduction

HEE-EM is responsible for managing the quality of multi-professional education and training across the East Midlands. We have specified the standards we expect providers to meet in East Midlands Multi-professional Quality Standards for local training and education providers.

This is the second year of our new approach to quality management visits, which look at the quality of education and training of all healthcare professionals within the region. This is to comply with our requirements to improve patient care through the effective management of the quality of healthcare education and training, for both Health Education England (HEE) and the General Medical Council (GMC).

This is a collaborative approach which utilises data from a variety of sources, including the Trust's self-assessment document, the General Medical Council National Training Survey results and workforce intelligence, to inform discussions between HEE-EM

and the Trust about areas of good practice and concern.

HEE-EM would like to thank Lincolnshire Community Health Services NHS Trust for the positive way in which they have engaged with the visiting process.

The visiting teams comprised:

- James McLean – Deputy Dean of Quality, Education (Lead visitor)
- Jill Guild - Head of Quality and Regulation
- Simon Mallinson –Quality Manager
- Richard Marriot – LDA Manager
- Gary Freeman – Commissioning Manager
- Cynthia Onions - Lay Partner
- Lucia Chimenti- Quality administrator

The Trust was represented by:

- Andrew Morgan - Chief Executive
- Sarah McKown - Chief Nurse / Director of Ops
- Dr Phil Mitchell - Medical Director
- Julie Stevens - Deputy Director of Workforce
- Khonzie Ndlovu-Gachengo - Head of Education & Workforce
- Jill Anderson - Strategic Lead for Education and Quality Standards
- Dianne Charysz - IPLU Manager

## 3. Visit to clinical areas

The visiting team completed a clinical visit starting on Scotter Ward at Gainsborough Hospital. Scotter Ward is a nurse led unit with 23 beds. The patients cared for on the ward are aged 18 and above.

Patients may be transferred from an acute hospital because they need a longer stay in hospital to recuperate, from an operation for example, or if they require intensive rehabilitation services. They could also come direct from their home if they are medically stable. Care is also provided on the ward to patients with end of life needs.

A range of staff provide care on the ward including occupational therapists, physiotherapists, nurses and other specialist nurses. Medical cover is provided by GPs and there are also well established links with other medical professionals.

The visit was an opportunity to meet with staff, learners and students to discuss how education and training is delivered within the clinical environment. The feedback we received was very positive and we

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found an embedded culture which supports workplace learning.

It was clear from the feedback that this is a very popular placement and all students wanted to return to the hospital to work post registration. The hospital maintains a high level of staff retention which individuals felt was because of the supportive and nurturing culture.

The team were then taken on a tour of the facilities in place for the community teams led by Ruth Dymmock, Clinical Team Leader. It was clear through the whole structure from the senior team to the community student nurses that they felt valued and engaged by the Trust and that their students would seriously consider working at the Trust post qualification if a position was available. Trainees welcomed the one-to-one delivery of on the job learning with the community team delivering district nurse training.

The team then met with the student nurses who were on placements with the community team who raised a number of concerns regarding the working relationship with Lincoln University including:

- Practice placement visits and the inequity between lecturers.
- Communication with students when taken out of placement.
- Inconsistency with practice hours and exams.
- Mentors not having a communication line and feedback with the university.
- Students not having feedback with the university around poor experiences/mentoring issues.
- Report of a 3rd year student never having a ward experience placement.
- That these experiences were across all years
- Poor mentors that have been reported unclear of follow up from university and LEP
- Placement activity; one student reported that a colleague living in Lincoln has had all placements outside of region, yet students living outside the region had all placements in Lincoln. University admitted problem no resolutions identified.

Following the visit members of the quality team met with Gary Freeman (The Commissioning manager, from HEE-EM Commissioning Department) who looks after the contract for Lincoln University, to discuss how we can best influence change and improve the working relationship with the Trust.

## 4. Trust Presentation

This was the first Quality Management Visit to the Trust, and it was clear from the outset that the level of engagement and enthusiasm that the Trust welcomed the visit to showcase their excellent standard of education and training delivered across the Trust.

The commitment and professionalism spanned the entire visit and this was apparent during both the clinical visit at Gainsborough Hospital as it was at the Trust new headquarters Beach House in Lincoln.

The Trust highlighted the potential for expansion of its current cohort of trainees and learners, providing a true experience of community placements.

The Trust delivered a series of informative and innovative presentations introducing the team to the challenges and achievements they have faced and the direction of travel for the future.

It is difficult to pick out specific highlights because the whole visit demonstrated the Trusts' commitment to education and training.

During the visit, a clear commitment to expand the existing services and the forward thinking of how education and training can be built into those changes was demonstrated.

The visiting team heard about the large number of Queens Nurses and the huge benefit of having the links and networks that the Queens Nurses provide.

We heard multiple examples of how the senior team, led by the CEO, have engaged with all staff groups and the pride and celebration of the various awards achieved by the Trust.

The visiting team felt that the Trust should be proud of the staff we have met, with both their commitment and professionalism, as it was clear that the senior teams' presentation is being lived and not just dreamed.

## 5. Market place

As Part of the visit to Lincolnshire Community Health Services NHS Trust, the Trust were given an opportunity to showcase good practice, projects and new innovations developed.

The quantity and quality of the stands was impressive and there was excitement and a real buzz

in the atmosphere as the visiting team met with stand holders to gain an understanding of their projects. It was encouraging to see other members of the trust attending the showcase which provided a great opportunity to network and share best practice.

HEE-EM would like to congratulate and thank those who took part in the showcase for their hard work and dedication in putting this together. Each of the stands will be included in the compendium of good practice produced by HEE-EM in early 2016.

## 6. Students and Learners

The visiting team met with a mixed group of student nurses, preceptorships, return to practice nurses and apprentices. The feedback received was all positive, and the group reflected on the support they had received from their mentors. The group said they were aware of how to raise and escalate concerns and said the process is supportive.

The group felt that the clinical exposure provided a good insight into a career in community nursing and many of the groups indicated that they would like to work for the Trust post registration.

Those newly qualified said that they had been supported well up to and beyond registration, with an excellent preceptorship programme which they felt allowed them to build confidence in their professional practice.

Student nurses described the end of placement feedback they give to Lincoln University, but felt they did not receive any response to close the feedback loop.

The group fed back that the car hire scheme was a great benefit and that the Trust was very flexible to meet the individual learner needs.

## 7. Mentors and Supervisors

The visiting team met with a group of mentors and supervisors to explore how the Trust supports them in their roles.

Mentors described good working relationships with Lincoln University, but they had noticed that they are seeing more students with additional learning and support requirements. The group felt that there are no mechanisms for feedback from the trust to

the university and that the curriculum does not match trust placements.

The group reflected on their combined experience with most of them having worked for the organization for over 5 years. Many felt that they are supported mainly from their own teams as they do a lot work together and get know one another.

Mentors said that having students gives them a sense of achievement because they see it as an opportunity to train the future workforce. They said they feel proud of their team members, and that they enjoy giving something back to new learners as they appreciated the support they got while they were training.

The group felt that they receive a very high volume of students who they felt are a very different type of students coming through to previously. The group went on to explain that the current cohort is more like 'students rather than student nurses'. A mentor mentioned meeting a 3rd year student who had never been on a ward before.

## 8. Requirement and Recommendations

### Recommendations:

1. HEE-EM would like to work with the Trust and Lincoln University to build upon and strengthen existing relationships to ensure the support structure is available to its mentors, supervisors and students.
2. HEE-EM would like to work with the Trust to develop additional capacity for students, trainees and learners in the diverse community setting provided by the Trust.

### Requirement

None.

## 6. Action Plan

**Recommendation:** HEE-EM would like to work with the Trust and Lincoln University to build upon and strengthen existing relationships to ensure the support structure is available to its mentors, supervisors and students.

Education and Training team working collaboratively with our operational partners on how to strengthen

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the relationships with UoL and utilise learner and mentor feedback received from the placements for improvement to practice learning. Currently new models of working being implemented into teams to enable improve support to learners. Key priority is integration and working across organisation.

- a) Establish the opportunity to meet monthly to discuss feedback and development together with identifying and populating on outstanding action plans.
- b) Build and strengthen relationships with HEE-EM commissioning manager by organising a teleconference between UoL, HEE commissioning manager and LCHS to develop working relationships and update on the HEE action plans.

**Recommendation: HEE-EM would like to work with the Trust to develop additional capacity for students, trainees and learners in the diverse community setting provided by the Trust.**

- a) Work with IPLU to understand the prospective placement capacity, gaps, challenges and opportunities for increasing practice placements. We will build, develop and report on a trajectory for increasing our students' placements. Initially 16/17.
- b) To raise the profile of IPLU and influence the IPLU strategic planning with identified key LCHS contact
- c) Work in partnership with UoL in utilisation of student feedback to highlight good practice and areas of improving learning environment and build mechanisms to close the feedback loop.
- d) Continue working on expansion of undergraduate and post graduate training posts for Lincolnshire Community and supporting the East Midlands medical strategy. We are currently developing LCHS medical model and this action will be built into that planning.

## 7. Trust Response

It was a great pleasure to welcome HEE-EM visiting team who were approachable and professional and we were excited to be the 1<sup>st</sup> community trust in East Midlands to undergo this process.

The feedback session was succinct and focused which was appreciated and we valued the feedback and recommendations provided. Both the Head of Education and the Strategic Lead for Education welcomed the opportunity to be able to share our clinical services and development with HEE.

The Trust is currently going through extensive organisational change and remains committed to the training and development of all staff. We are aspiring to develop LCHS as a training organisation; to be the centre of excellence in teaching and creating training posts and jobs for the Lincolnshire population.

We will act upon the requirements in the report and review the recommendations in conjunction with our 'people strategy'

We will work with our partners in Higher Education Institutions to incorporate the required improvements in supporting placements and improving feedback from learners across all professions. We have included a highline action plan which we will work on further as an organisation to provide the detail, which when implemented, will make a true difference to our services. We will then update with further on a quarterly basis.