

# **An Education Future NHSBT**

## **Slide 2**

We have seen from Cathy the transformation in our specialist nurse training and how that evolution has strengthened our service delivery.

We have strong roots in governance learning and in collaborative training. The powerful immersive learning with simulation supports the learning in the detailed skills of communication and guiding family donation experiences.

From Ben, we have heard how, equally, education for medical intensive care trainees and CLOD colleagues is now having demonstrable impact with similar techniques. It can't be underestimated just how far we have travelled with donation education with donation now being recognised as integral to good end of life care in our critical care areas so routinely now

## **Slide 3**

So where now?

2019/ 2020 offers us opportunities. As the professional development team we are ambitious to always work hard with NHSBT's desire to be world class and work to the highest of quality.

We have new strategies on the horizon, and new legislation to prepare for and these will shape our education programme for the near future.

From improvements for Committee chairs, to the refreshed new look to specialist nurse training following on from rapid improvement events. It will include a widening of focus to attain the influence required to be effective in carrying through all of these changes and continue to make the difference for donation, transplantation and the families we serve.

So, our focus will fall on these key areas:

- Widening the scope of our reach and moving further towards interdisciplinary learning
- Supporting the new strategy for Paediatrics
- A digital response for a broad access to learning
- Sharing internationally

And

- Building the academic rigour and recognition of NHSBT's educational delivery moving towards accreditation of courses where deemed suitable and beneficial.

## **Slide 4**

It is undeniable that excellence in donation practice is dependent on people, and communications between those people just as we saw yesterday. Our training programmes therefore are:

### **(RESPONSIVE)**

- Responsive to the opportunities where we can make a difference.
- Responsive to emerging needs from any governance developments,
- Responsive to the changes in legislation and strategy that will be coming.

AND

- Responsive to wider learning needs, attentive to individual learner needs and differing skill sets of those joining us at NHSBT

### **(WIDER REACH)**

Our new strategies and legislation will put a spotlight on donation practice. In responding to that we will need to widen our reach, working with & empowering our regional teams as they engage with clinical areas. We will maintain our pivotal role in support of sharing excellence

and maintaining quality as changes occur and continue to engage in social media as the 'conversation' develops.

As a national team we are also perfectly placed to support small scale local developments, credit them to their origins, whilst encouraging and developing the ideas to strengthen them for broader use. **(Lori's small team disrupts bigger teams develop yesterday)**

### **(STRONGER CONNECTIONS)**

We will be building stronger connections between NHSBT and others through all our activities.

That could be through continuing to inspire team members to perform to their optimum.

Encouraging our faculty members to develop more fluid links between facilitating national and local courses, to maintain quality and consistency across the country.

OR

Empowering those who have taken regional clinical leads in medical education.

A good example of this would be the work undertaken in London A collaboration between SNOD Dr Shibu Chacko, Professor Hannah Cock and St George's University London supported by our own Professional

Development Specialist Gordon Turpie, together they have developed a free on line, distance learning resource for organ donation for healthcare professionals. True collaborative working for a wider benefit which we will link to from the ODT website.

### **(Interdisciplinary learning)**

As we have already heard, we have been consistently building an approach of interdisciplinary learning wherever possible and suitable across the range of courses. It is our intention to continue to encourage this approach. Reducing barriers and opening communication between many disciplines as was highlighted yesterday.

### **Slide 5**

December's State of the Art Conference for intensive care is one such example. Part of our team of mixed disciplines, with actors playing family members, will have the opportunity to engage with a large number of intensive care colleagues. This opportunity will bring specialist nurses and CLODs together to show case and model some family donation discussions with interaction from our audience. We will be able to demonstrate excellence in donation practice, confidence with the new

legislation and the benefit of collaborative working to a large number in a short space of time. It will be a powerful and positive learning opportunity which we hope to be able to engage with at other occasions too.

## **Slide 6**

This congress sees the launch of NHSBT's paediatric strategy which recommends "*access to training and education tailored to address the unique considerations, challenges and opportunities of paediatric donation*" for those staff involved.

In support of what I have already outlined, we will be exploring a piloted new approach in support of that. Medical ICM trainees from both adult and paediatric disciplines learning the principles of donation practice together through our existing course with a new 1 day multidisciplinary bespoke course that addresses these unique characteristics of paediatric donation. If successful, it may well determine the direction of future targeted collaborative training.

## Slide 7

### Digital

The NHSBT clinical website is freely accessible to the public.

We have recognised for some time now that the nature of critical care delivery and our limited resources means we cannot facilitate face to face training in clinical areas that suits all needs and that there is also a place for additional learning opportunities for individualised learning in our own community.

Embracing the digital age in our service provision is vital to attain the reach we desire and require.

Our Education and training zone pages now support course information and course delivery of the medical education courses. The same will come for the specialist nurse training. New areas and pages are planned to expand this and support a variety of learning needs for all disciplines.

Innovations will include:

- Password protected pages for clinical practitioners involved in donation and transplantation.
- Committee chair pages, to support their particular needs

- E- learning on a modern and common platform that will work across all disciplines and on the range of devices, tiered to suit the variety of needs from novice to expert and based on the donation and transplant pathway to encourage a wider awareness in an individual's study.
- Eventually, direct bookings for delegates and faculty to reduce the burden of administration, enable a better experience for users and release more time for concentrating on course content.

## **Slide 8**

As Cathy highlighted, significant interest has been shown internationally in our deceased donation teaching programmes, both for medical and nursing focussed activity.

Interest lies from both Europe and beyond, mainly in DCD donation. We have facilitated visits from delegations with regional teams and combined these with our scheduled courses. This has allowed delegations to explore both process and how we educate to achieve success.

One example of this has been a Singaporean delegation, keen to start their own DCD programme, who came to explore our UK experience in December 2017. Impressed by our systems and particularly by the



collaboration between medical staff and our specialist nurse teams, alongside witnessing specialist nurse training, they have maintained contact and have requested to explore this further with the aim of developing their own program of education for donor specialist nurses.

This is not unique. Similar recent interest has also been from Japan where DCD could also offer a solution to their organ shortage and has yet to be fully explored. Once again, the strength of our education was highlighted as an impressive attribute of the UK success story which has caught their interest.

If by following a UK style model of donation, their own programmes develop and succeed, it is anticipated that, in turn, international interest in our education programmes will grow, helping us further achieve that world class accolade.

Building from all of this is our ambition to strengthen our reputation and achieve academic rigour, and accreditation where beneficial, and that donation becomes a recognised individual field of interest and study.

## **Slide 9**

As you have seen from Ben's presentation we have certainly benefitted from our delegates joining the conversation on social media, particularly twitter, widening our profile and interest in all that we do. We hope that

you will also join that conversation and support us as we embark on an exciting future in donation education.