

REASON WHY?

Our cross-site theatre capacity is expanding resulting in a large recruitment drive. Cross-site the problem of staffing is exacerbated due to experience colleagues leaving the profession through retirement. Previously when training staff in "bulk", it was found that it was taking much longer for them to achieve appropriate competence. Additionally, this was impacting on the provision of safe patient care and resulted in additional stress for staff (who were supporting the learners). Feedback suggests that there is an ad-hoc approach to training, that is considered disruptive to individuals, adding unnecessarily to stress. It is necessary to provide assurance that all new staff cross site would receive the same level of training and support. At PRH the Elective Hub will be fully open in June 2024 and therefore, it is important to ensure all colleagues are effectively recruited and trained before that date.



To ensure a consistent approach to training for all non-medical clinical staff, (including Nurses, Nursing Associates, Assistant practitioners and HCA's) that are new to Theatres, that results in them being competent & effectively developed to safely work as a non-supernumery member of the team, within six months of starting their new role.

PLAN

We decided to create a four-week training timetable which would encompass relevant theory modules and practical demonstrations, hands on training and practice sessions. After all the training sessions had been delivered, we allocated time to consolidate learning, repeating hands-on practical training and concluded with completing OSCE style assessments on key practical skills which would be used frequently in their new role.

We anticipated we would have lots of amendments we would like to make as each new training cohort occurred. We expected to discover issues we had not anticipated. We expected Cohort 1 to be a steep learning curve for us all.



DO

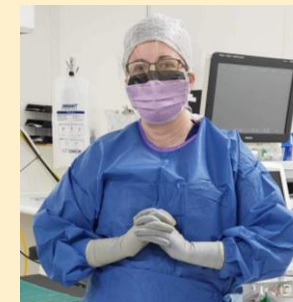
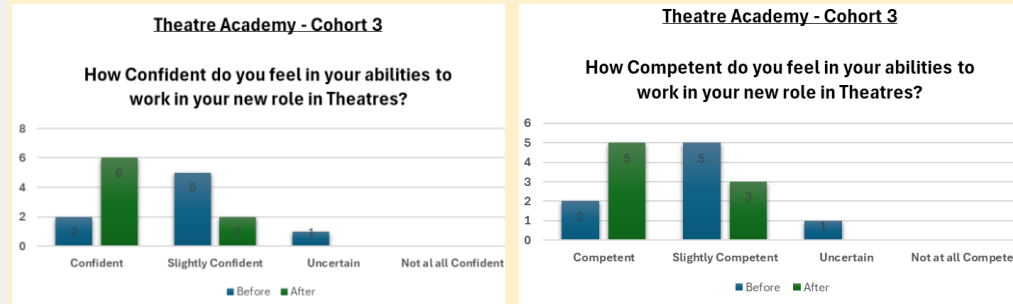
We created the timetable by looking through the key elements and topics covered in our competency documents. These topics formed the basis of our timetable. We then looked to put these topics in a logical order.

In Cohort 1 we left time for flexible sessions. We realised these sessions were difficult to manage with our new staff being very variable in the amount of e-learning they had to complete and what admin support they needed. This was compounded by some of our new staff having spent one month or more in Theatres before joining the Academy and some having the Theatre Academy as their first day in Theatres. We read feedback from students to see how they felt we could improve the training further.

For Cohorts 2 and 3 we removed flexible time, and we condensed the training into three weeks. For Cohort 3 we trialled sharing pre-reading for sessions/independent study via teams, however, we had some technical issues to overcome. For Cohort 3 we moved to digital feedback forms for all the training modules. Again, we experienced technical issues at times.

STUDY

Data collected showed an increase in how competent and confident staff felt after attending the Theatre Academy training. We anticipated an increase in confidence and competence; however, the margins of increase were higher than we anticipated.



ACT

ADOPT:
 We will keep the main format/structure of the Theatre Academy timetable. We will keep the requirement for students to do pre-reading/look up topics for independent study

ADAPT:
 For Cohort 4 we need to condense our timetable further and focus on ensuring timings of our sessions are correct, thereby reducing independent study time. We will seek to improve the way we share pre-reading/topics for independent study and improve how we gather feedback. We will also look to create assessments for at the end of each module, to ensure learning gained in each module. This will also provide assurances the set pre-reading/topics for independent study have been actioned by the students as we requested.

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