



# UHSM Academy

Pioneering health education



**“My ambition for the NHS has always been the swift adoption of innovation and the creation of new partnerships and models to facilitate the provision of the best-possible patient care. The Academy is making my vision a reality and I wish it every success.”**

*Professor Lord Ara Darzi*



## The Vision for the UHSM Academy

UHSM has long been at the cutting edge of medical and nursing training, but the UHSM Academy has been created to take that a step further. It is pioneering a vision of education in health care which breaks down divisions between professions.

**The Academy is the only organisation in the UK to unify every aspect of health education – from specialised consultant training to basic fire safety courses – under one umbrella.**

Education has been the lifeblood of the NHS since its beginning in 1948, but we here in South Manchester recognise that teaching in professional groups only contributes to a fragmented medical approach. We believe in multi-disciplinary learning and have set up the Academy to make this the norm.

We are doing this through a range of approaches, including our nationally-recognised, work-based training courses. This model also represents good value for money.

New high-tech ways of delivering education, including electronic simulation, reach directly into our local community.

As more patient care is given outside hospitals, we lead the UK in devising models of training staff in non-hospital settings. We also make links with schools and hospitals locally.

Our vision also extends across the world. In line with the UK's commitment to global health, The Academy has set up links with Gulu University School of Medicine in Uganda and with its referral hospital, providing training opportunities and exchanges for staff at all levels from both countries.

With Manchester University, we also host a centre for global health development.

We now have established a partnership with Manchester Business School to deliver specialist leadership and management training and to explore how the Academy's educational model can be adapted and marketed for use with the wider commercial community.



**Ged Byrne**  
Academy Director

## How do we work?

- Develop systems to test and quantify how well we provide education through our unique Department for Educational Governance
- Raise the status of teaching by rewarding good teachers with accreditation, awards and inclusion of good performance in appraisals
- Guided by a dynamic strategy shaped by everyone in the organisation
- Task-based perspective on training boosts a team approach
- All resources are available to everyone
- All administrative and managerial staff are unified under the same structure regardless of discipline

## What do we do?

- Deliver undergraduate and postgraduate medical and nursing training
- Pharmacy training
- Physiotherapy, speech therapy, occupational therapy training
- Library and information facilities
- Learning and development

## What is special about us?

### CHRISM

This unique partnership between UHSM and Manchester University has been established to research the innovative educational and teaching methods we are pioneering at the Academy.

### SAGE & THYME™

An innovative training module developed by specialist nurses at UHSM to help staff deal with distressed patients in hospitals. Both words are acronyms and provide a model to help staff explore a patient's fears and emotions and help identify solutions.

### Universities Medical Assessment Partnership (UMAP)

As a result of our dynamic relationship with Manchester University, the Academy hosts and runs UMAP to generate quality-assured, scenario-based questions for the assessment of undergraduate medical students. We now have a bank of questions used by 16 of the UK's medical schools. UMAP will provide assessment material for all 31 of them by the end of 2010.

### Major incident Masters

UHSM has teamed up with Manchester Metropolitan University to launch the UK's first-ever set of qualifications for healthcare professionals working in the field of major incident response.

**Training to become a doctor is emotionally and academically challenging. UHSM takes medical students from one of the largest medical schools in the UK and the Academy is keen to ensure as many as possible are supported towards qualifying.**

The Undergraduate Medical Education Department runs the MB ChB course for the University of Manchester Medical School and organises teaching and assessments for 450 students in years one to five. Clinical placements in years three to five are arranged within UHSM, at associated teaching hospitals, in community and mental health settings.

The Manchester MB ChB course is at the forefront of problem-based learning and was one of the first to introduce this approach in 1998. A new curriculum is now being designed and is due to be implemented in 2011.

We also organise and deliver clinical assessments (known as OSCEs) for Years 3-5 and have won the national contract to do this for the UKFPO for all candidates applying for Foundation posts but have not sat their exams of clinical skills in Europe.

We run an annual Widening Participation Work Experience Course in collaboration with Manchester University; opening up medical training to young people from less-privileged backgrounds.

#### Key aspects of our work:

- **Emphasis on student support, with a Hospital Dean and Associate Hospital Dean for Student Support and Student Support Advisor dedicated to this role. We hold two student surgery sessions a week and have close links with the University of Manchester pastoral and occupational health services**
- **Our clinical skills unit (see *Simulation unit opposite for details*) is extensive, supported by four clinical skills tutors, a skills lab technician and AV technician. We have plans to extend this to create a hi-tech suite, incorporating advanced simulation facilities.**
- **Renowned for communication skills education, supported by remedial training, use of actors and moves to pilot the use of actors and podcasts as teaching aids.**
- **A coach is being converted into a mobile clinical skills bus, to take health education outside UHSM to hospitals where students are on placements, as well as linking into local schools to deliver education package**



#### Simulation unit

The pride of our simulation unit is “iStan” – a human patient simulator model used to enact a variety of scenarios, from breathing difficulties to the aftermath of an accident or a heart attack. It even incorporates a voice over.

The model sits alongside an extensive range of simulation models including limbs, part torsos and models of the human pelvis.

Facilities also include communications rooms and ward bays. Plans to expand the unit into a simulation suite by the end of 2010 will enable our models to be used in a simulated clinical environment under the supervision of a team of specialist staff.

The suite can be used by external organisations for a range of purposes including training paramedics and people preparing to work overseas.

**Medical school is just the beginning. Doctors in the 21st century need to be versatile, competent in the most up-to-date techniques of their field, good communicators and to have an ability to adapt to future changes in the way that health care is delivered.**

Here at the Academy we prepare our graduate doctors for excellence.

Based in one of the UK's largest teaching hospitals, the Academy is responsible for 200 junior doctors in training posts and speciality training.

Our role is to link in with their specialty tutors to ensure that the education and training they give is of the best-possible quality. We also provide them with pastoral care.

Another of the Academy's strengths is its well-established two-year Foundation programme for 72 new doctors from medical school.

We are responsible for their induction, four hours teaching a week and regular reviews of their portfolios. Three consultants are dedicated to Foundation training.

**Key aspects:**

- **Simulation tools and models are an established part of training and assessment**
- **UHSM provides unique training opportunities in many aspects of heart/lung transplantation and adult cystic fibrosis, amongst others**
- **UHSM is one of only two locations in the North West able to provide speciality training in burns treatment**
- **Strong links have been set up between final year medical students and Foundation training, to be strengthened by the introduction of a new mentoring system to smooth the transition from study into the profession**



Communication skills

**Tutor: Dr Richard Sawyer**



As a radiologist and medical tutor at UHSM, I try and encourage my students to focus from the start on who the patient is, what jobs they do and how their illness is affecting what they enjoy doing. This means teaching the group I meet weekly about communication from their earliest encounters with patients, including how to break bad news about cancer and death. We use actors as well as real patients throughout the hospital and in GP surgeries.

In our weekly meetings I set my students specific written cases and let them explore unlikely diagnoses before asking them whether there is a more common possibility. I'm more of a facilitator, albeit one with a wide range of clinical experience.

We now have a personal tutor for each student, to encourage them to be honest about their problems and aspirations. We hope to produce new doctors able to reflect on the complex issues all around them as well as being competent in diagnosis and treatment.

*Dr Richard Sawyer, Associate Dean for academic advisors and Consultant Radiologist*

**The role of nurses in the NHS has changed radically in the past 20 years, influenced by the creation of a number of new roles such as advanced practitioners and recent moves to make degree training compulsory.**

The Academy is at the cutting edge. It delivers its pre-registration nurse training in partnership with Manchester Metropolitan University and Manchester University— which has an international reputation for excellence and was the first in the country to set up a nursing degree in the 1970s.

As a large teaching hospital renowned for a number of speciality areas including heart transplant surgery, undergraduate and postgraduate nurses gain from a variety of training opportunities rarely found anywhere else in the UK. The multi-disciplinary approach taken at the Academy encourages versatility.

Study for undergraduates is divided between university and practice-based learning at UHSM. Trainee nurses are encouraged to meet multi-disciplinary groups on the wards to broaden their understanding of how to deliver the best patient care.

There is also a large postgraduate nursing programme to Masters and PhD levels. We also provide training for health care assistants at our own accredited NVQ Academy and opportunities for all nursing staff to update their practice on a regular basis, through a series of stand-alone courses.

### Key aspects:

- **Undergraduate nurse training benefits from its long-established links with four Greater Manchester universities - University of Manchester, Manchester Metropolitan University, University of Salford and the University of Bolton**
- **A wide range of nursing roles and specialities are on offer because of the sheer size of UHSM, which boasts 120 specialist nurses and several nurse consultants**
- **Unique postgraduate training in burns treatment is given through our nationally-known burns unit accredited by Manchester Metropolitan University, leading to the Certificate in Burns Care. An equivalent certificate programme is also available in Accident and Emergency**
- **Research into nursing is given impetus by our professor of nursing, Christi Deaton, who is jointly funded by Manchester University and UHSM**
- **Mentoring of nurses is given a high priority to ensure that as many as possible complete their training**



21st century nursing

### Pharmacy is a core, practical part of the health care education we provide at the Academy, with medication safety underpinning everything.

Our clinical pharmacy training programme has a national reputation for excellence. We lead trusts nationally, for having made medicines management a compulsory part of training for all doctors, nurses and health care professionals. We also have strong links with industry.

Our two-year clinical pharmacy programme for undergraduates provides 120 university students in their third and fourth years with generous ward-based training and a strong emphasis on medicine management.

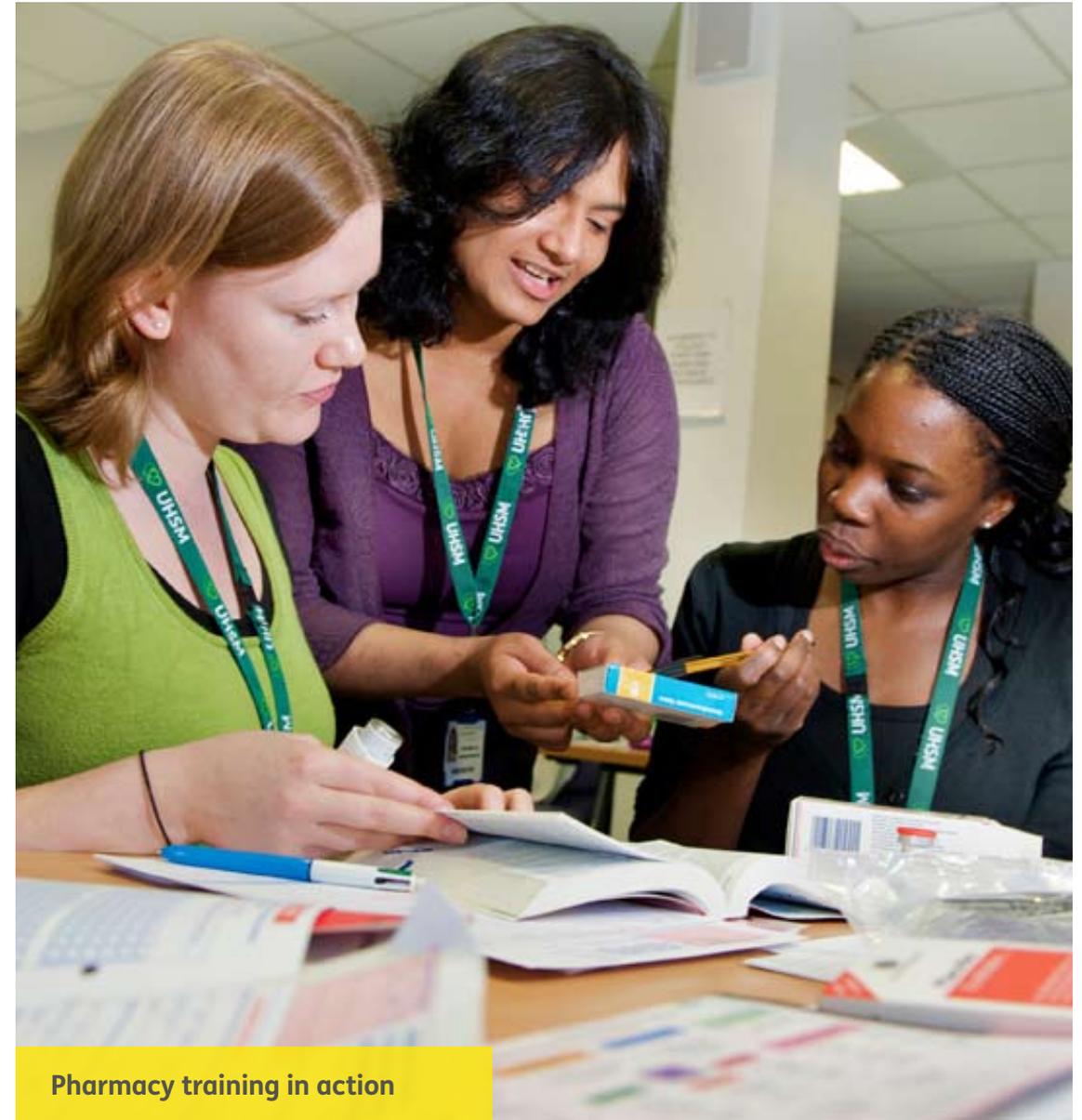
Pre-registration training, following the Royal Pharmaceutical Society programme, is a lively and rich experience because of the size of the hospital and the range of experience available.

The Academy also provides training for pharmacy technicians and assistant technical officers, with a range of development opportunities available after they qualify. Pharmacy training is also given to medical students.

Antimicrobial usage is one of our strengths. Our director, Professor Jonathan Cooke, sits on the national group examining this area.

#### Key aspects:

- **Two of our six pre-registration students are funded by the pharmaceutical company AstraZeneca, whose staff also visit the hospital to see drugs in action**
- **Our staff includes national experts including a new consultant pharmacist post created to specialise in medicine and medication safety**
- **Six of our pharmacists are independent prescribers in areas including anticoagulants and care of the elderly**
- **Good opportunities are available to take part in research**
- **Our education research with Manchester University won us a Royal Pharmaceutical Society award for innovation**
- **Undergraduate courses follow the same problem-based approach as medical training**



Pharmacy training in action

**As improved communications and travel have increased people's mobility, health education must now be seen in a global context.**

Hospitals need to be equipped to treat diseases not traditionally seen in the UK, and health care staff require the training to identify them.

Countries need to work together to share solutions to common problems.

Our Centre For Global Health Development and Research (CGHDR) is looking at the health impact of a range of challenges such as global warming, pandemic disease and the British government's commitment to global health.

The centre has appointed Professor Tony Redmond as Global Health Advisor, with links into the United Nations.

It is also working with Manchester University to host the Humanitarian and Conflict Response Institute.

**How do we work in global health?**

- **Raise awareness of global health issues nationally**
- **Active relationship with Gulu University School of Medicine in Uganda and its referral hospital involving education, health delivery and management (see *The Gulu link* opposite)**
- **Provision of exchanges to Gulu open to any member of staff in the UHSM trust wanting career development. It is not restricted to clinical or medical areas**
- **Manchester Medical School's new curriculum starting 2011 includes an option on global health. We are working towards the development of an MSc or an MB ChB (Global Health)**
- **Funded by NHS Manchester to look at the delivery of primary care in Gulu**
- **Conference organisation**
- **Planned training for staff from any trust wanting to work in Third World countries**



**The Gulu link**

Since October 2006 UHSM has had links with Gulu University School of Medicine in Uganda and its referral hospital.

The relationship is strong and vibrant. Staff from UHSM have so far delivered teaching in reproductive health, pathology, acute illness and human resource management to students in Gulu. Ugandan visitors – including the Dean of the medical school – have also made return trips.

Several medical students from South Manchester have spent their elective placement in Gulu. The hospital there has 250 beds but regularly accommodates 500. The experience students gain there in a resource-depleted setting enhances their clinical skills and encourages an innovative attitude.

Nursing and midwifery programmes are being developed for Gulu's new medical school, which trains 270 students at one time.

One of our visions for Gulu is to have our staff there working continuously alongside our Ugandan colleagues with additional short-term input on specific visits/projects as requested.

## Learning & Development

**The whole philosophy of the Academy – to be multi-disciplinary and inter-professional – is epitomised by the work of the Learning and Development group, since its remit covers all 5,500 staff in the trust.**

The range of the education we provide is extensive. We recognise that mandatory training such as fire safety, is not merely a box-ticking exercise, but performs an important function – hence the Academy’s focus on quality of delivery.

This approach also applies to the way we carry out education in leadership and management, clinical leadership, equality and diversity, NVQs and organisational development.

In keeping with the trust’s philosophy, we want our staff to be valued, knowledgeable practitioners, who work in teams and are equipped to deliver the best-possible patient care.

### Key aspects:

- **Our recently-launched matrons’ development programme has been produced in consultation with the matrons themselves to provide individually-tailored learning packages covering leadership, clinical skills and work-based study**
- **The NVQ Academy based at the Academy is accredited as a site of excellence for delivering practice-based training in health, support services and business administration.**
- **The Key Skills For Managers course developed in the Academy has trained more than 230 members of staff with basic management techniques**

### Student: Kay Davis



After my marriage broke up leaving me with four children, the reality hit me that needed to get out and work. I had few qualifications as I had had twins by the age of 18 so I went for cleaning jobs and started working at Withington Hospital. It was here that I completed my first NVQ Level 2 in Domestic Duties – I felt so proud of myself.

I longed to be a health care support worker (HCA) but thought I wasn’t clever enough, but after my transfer to Wythenshawe Hospital, the manager of the ward I was on asked me to apply for a vacancy as an HCA.

A housekeeper post followed and then I was offered a secondment as an NVQ assessment officer in the learning and development group at The Academy, where I have been since 2008. I now have five NVQs to my name, the European Computer Driving Licence (ECDL) and I am still studying – it is incredible to think how far I have come!

*Kay Davis, NVQ assessment officer, UHSM Academy*

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## Library Services

**Our multi-disciplinary health library is tailored to the proactive educational approach taken by the Academy.**

We aim to provide a timely, accurate evidence-based information service, within a comfortable and relaxing environment for learners, teachers and researchers. Our services can be accessed remotely and are available to all UHSM staff. They are also used by many other organisations including Manchester Mental Health, the Universities of Manchester and Salford and the local primary care community.

### Key aspects:

- **Providing staff with a dedicated computer area to support their learning and development**
- **Developing partnerships with educational and public institutions to ensure UHSM**

**staff and students can use a wider range of information services and resources**

- **Contributing to the development of the Global Health link with Gulu by focusing on library services and any other resources required there**
- **Set up of a newly-established wellbeing collection of books including cookery and gardening to encourage staff to read for enjoyment, self-help and inspiration**
- **Group and individual training on use of medical and clinical data bases**
- **Provision of an outreach librarian to explain the health library’s role and potential to staff across the trust, including its function in supporting e-learning**



## Other Academy Services

**Part of the Academy’s richness and vitality comes from the growing range of additional services that come under its remit.**

It provides placements in physiotherapy, occupational therapy, nutritional dietetics and speech and language therapy. Its large Macmillan Supportive and Palliative Care team delivers training to clinical staff on symptom and pain control and has produced the award-winning SAGE & THYME™ pack to help staff deal well with patients who are upset. Hospital chaplains also play their part in delivering spirituality sessions and ethics training.

### Key aspects:

- **The Regional Mycology Laboratory Manchester (RMLM), based in our Clinical Laboratory Service, provides a specialist medical mycology service for the North West of England and further afield**
- **Our consultant physiotherapist in cystic fibrosis is the first in the country**
- **The Speech Voice and Swallowing clinic has a national reputation and provides placements for students and postgraduate**



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