



UK Core Skills Training Framework Online Survey Results

March 2014

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Introduction

The Core Skills Training Framework online survey was conducted between 4th and 21st March 2014, approximately one year after the launch of the Framework in March 2013.

The purpose of the survey was to:

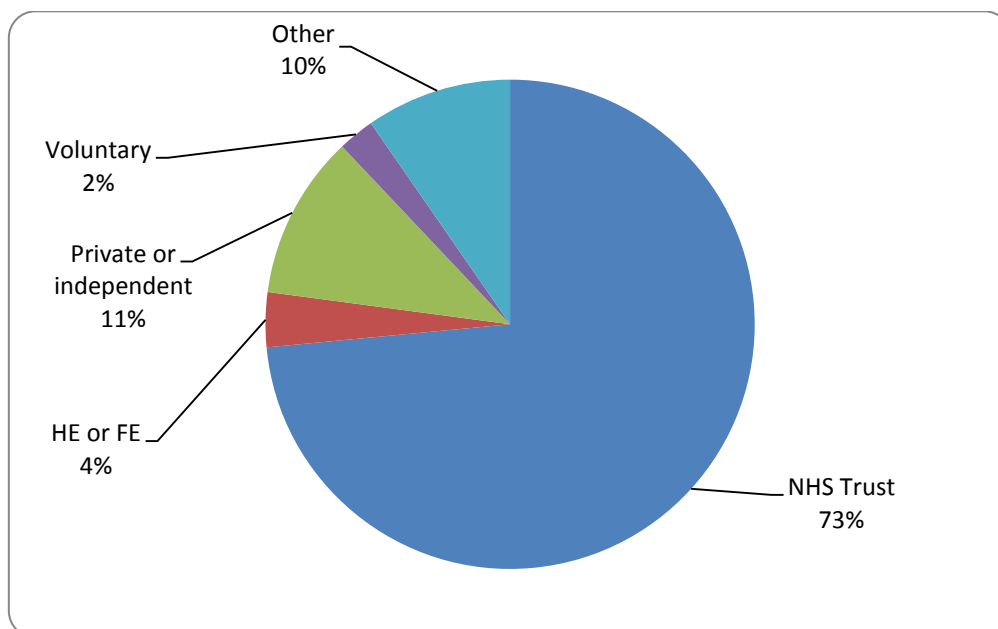
- (a) establish the level of support for the UK Core Skills Training Framework and,
- (b) prioritise the level of demand for potential new subjects to add to the current Framework.

A link to the survey was sent by email to 765 individuals who had registered to download the Framework documents during the previous year. In total 83 completed responses were received i.e. a response rate of 10.8%.

A profile of the respondents

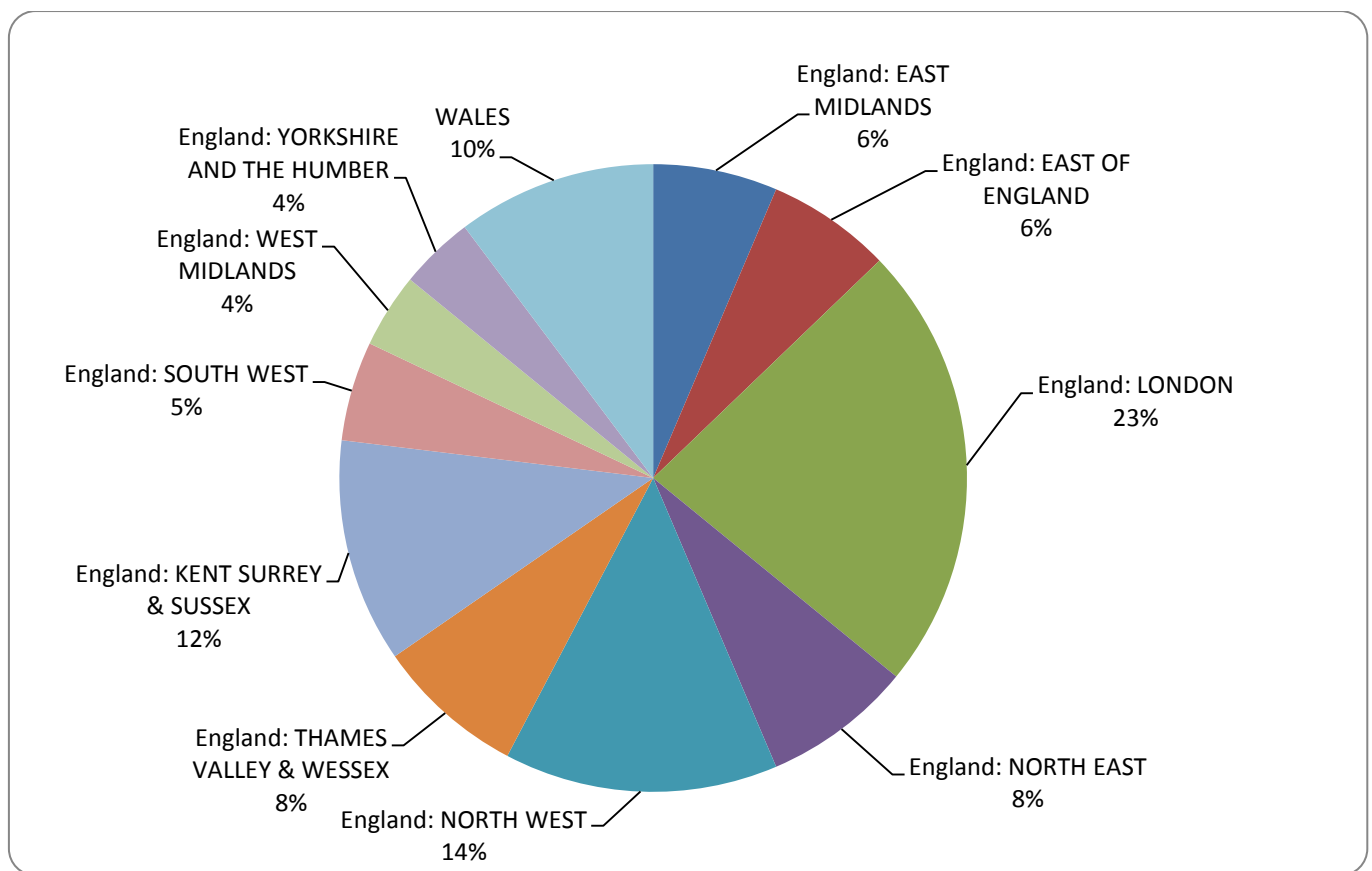
Type of organisation represented by respondents

The vast majority of respondents were from NHS Trusts; 61 respondents (73% of the total). There were 9 respondents (11% of the total) from the private and independent sector and 8 'other' respondents (10% of the total) including Clinical Commissioning Groups, GP practices and a locum agency.



Geographical location of respondents

Respondents were widely spread across England and Wales. The regions most represented were London with 18 respondents (23% of the total) and North West England with 11 respondents (14% of the total). This is likely to be a reflection of the fact that London and the North West are the two regions with the highest numbers of organisations currently aligned to the Framework.



Responses to Questions

How useful are the sections of the Framework to your organisation?

Respondents were asked to indicate how useful the various sections of the Framework are to their organisation (63 respondents to this question).

Framework Section	Very useful	Useful	Somewhat useful	Not useful
Key learning outcomes	54.8%	41.9%	1.6%	1.6%
Proposed frequency of refresher training periods	39.7%	31.7%	27.0%	1.6%
Suggested standards for training delivery	38.7%	41.9%	17.7%	1.6%
Indicative mapping to related quality and regulatory standards	35.5%	51.6%	12.9%	0.0%
Current legal or relevant expert guidance	33.9%	51.6%	14.5%	0.0%
Relevant National Occupational Standards and links to the Knowledge Skills Framework	30.6%	43.5%	24.2%	1.6%

Over 98% of respondents indicated all sections of the Framework to be either Very Useful, Useful or Somewhat Useful.

96.7% of respondents describe the **Key Learning Outcomes** as Very Useful or Useful

To what extent does the current framework meets its intended purpose?

Respondents were asked to indicate the extent to which they feel the current framework meets its intended purpose (64 respondents to this question).

Intended purpose	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Helps to guide the focus and aims of statutory and mandatory training delivery	53.1%	43.8%	1.6%	1.6%	0.0%
Helps to standardise the interpretation of statutory and mandatory training	51.6%	43.8%	1.6%	3.1%	0.0%
Helps to improve the quality and consistency of training provision	49.2%	34.9%	11.1%	4.8%	0.0%

96.9% of respondents Strongly Agree or Agree that the Framework helps to guide the focus and aims of statutory and mandatory training delivery

95.4% of respondents Strongly Agree or Agree that the Framework helps to standardise the interpretation of statutory and mandatory training

84.1% of respondents Strongly Agree or Agree that the Framework helps to improve the quality and consistency of training provision

Other comments on the current UK Core Skills Training Framework

Respondents were asked to add any other comments they may have on the current UK Core Skills Training Framework. The full list of responses is as follows – these have been grouped according to the main themes to emerge:

General positive comments

- A great start - I would like to see this extended to other Stat and Mand training
- Aids standardisation and is useful to evidence THA's
- Find it very useful.
- It is an excellent guide to best practice and clarifies what all providers need to be delivering
- We feel it should become a statutory requirement and part of CQC and other auditors requirements
- I believe this framework makes statutory & mandatory training easily transferable
- Useful docs when linked to other similar national training and development standards such as the Intercollegiate Document (2010)
- We are still only part way through them but it has enabled us to "Re-brand" Statutory and Mandatory training for staff to a framework of core and essential skills that they must complete in order to fulfil their role.
- We have recently audited our approach to delivering the 10 with a trust we are acquiring and it is quite different. However, having this framework makes it easier in moving forward and identifying gaps.
- We see the greatest benefit of the framework as providing consistency of SaM training between providers meaning that training can be recognised when employees and healthcare students move between organisations
- I was delighted to see this initiative and think it is the best thing Skills for health have done.
- This has been a useful framework in enabling us to benchmark against other Trusts and clarify learning outcomes to ensure that overtraining is not taking place.
- Has significantly help rationalise training both in terms of timing and frequency, it supported discussion at subject matter expert level.

Comments on Learning Outcomes

- Some of the objectives are difficult to measure against
- The learning outcomes are expressed in terms that are not easy to measure or assess.
- Specifies learning outcomes well, but relies on individual organisations to regulate its own quality of delivery
- The learning outcomes are too vague which means the consistency of training can still be too variable.

Comments on Refresher Periods and ESR CSTF competencies

- Having a minimum refresher period for all subjects would be helpful
- Local risk assessments mean that frequencies might not necessarily match CSTF requirements ergo, they can't be used. I know however, this is being addressed.

- Local risk assessment can determine frequency of training, however CSTF Competencies are rigid. I know this is being addressed though.

Other comments

- Becomes out dated very quickly
- Interpretation of 'local' can be an issue
- Topic leads have not always felt that the guidance is sufficient for local needs. Some topics want to do substantially more training (length or frequency) to protect Trust/staff/patients. If we want to do something different having a proforma/risk assessment to help with this so the Trust has a solid position would be useful. Having a list of Legal requirements on why we must train X 6 hours a year would be brilliant. Show what is optional and what really is not. Having a grid for volunteers and paid employees would be useful. Considering what an acute hospital needed would be good.

What new subjects that would be most relevant and useful for addition to the UK Core Skills Training Framework?

Respondents were asked to indicate those new subjects (from a list of 20 suggestions) that would, in their opinion, be most relevant and useful for addition to the UK Core Skills Training Framework (70 respondents to this question).

On the table below the responses have been weighted (high priority x2 and medium priority x1) to provide an overall rating of priority based on a weighted score.

No	Potential new subjects	Number of respondents		Weighted score
		High priority	Medium priority	
1.	Communication	48	13	109
2.	Consent	42	16	100
3.	Dementia	42	14	98
4.	Medicines management	27	20	74
5.	Care of deteriorating patient	23	21	67
6.	End of life care	25	16	66
7.	Pressure ulcer care	24	18	66
8.	Patient testing e.g. temperature, respiration, BP	20	20	60
9.	Personalised care planning	22	14	58
10.	Breaking bad news	17	22	56
11.	Early Warning Scores	19	18	56
12.	Tissue viability	19	17	55
13.	Patient history	16	21	53
14.	Immunisation and vaccination	17	17	51
15.	Basic wound care	18	12	48
16.	Medical devices	16	16	48
17.	Blood transfusion*	19	9	47
18.	Food nutrition	15	17	47
19.	IV cannulation	14	17	45
20.	Urinary catheterisation	12	17	41

Any other subjects which are a high priority for future development?

The table below shows the number of respondents specifying other subjects which they feel are a high priority for future development.

Number of respondents	Subject
6	Mental Capacity Act
3	Business Continuity & Major Incident / Emergency Planning/ Risk Awareness
3	Dealing with personal stress / Recognising stress in others
3	Domestic abuse / violence
3	Falls prevention
2	Effective Record Keeping
2	Report Writing
2	Venous Thrombo-Embolicism (VTE)
2	Welsh language awareness (for Wales)
1	Ant terrorism training
1	Asthma
1	Bullying & Harassment
1	Communication and working ethics and attitude
1	Communication skills dying patient
1	Complaints & Claims (Root Cause Analysis)
1	Conflict Avoidance
1	Contraception smear updates
1	COSHH (Control of substances hazardous to health) Risk Assessment training
1	Dementia Consent
1	Diabetes
1	Display Screen Equipment
1	ECG analysis
1	Emergency planning
1	Epilepsy Awareness
1	Ethics and Law
1	Falls risk assessment

Number of respondents	Subject
1	Food Hygiene
1	Human Factors
1	Hypertension
1	Induction for Acute settings
1	Informed consent
1	Investigation of Incidents
1	Junior Doctors Induction
1	Learning disability awareness
1	Organ and tissue donation
1	Paeds Basic life support.
1	Paeds resus
1	PMVA training for Mental Health Trusts
1	Quality Improvement and Clinical Governance
1	Radiation Protection as part of H&S mandatory training
1	Safe use of insulin
1	Safeguarding adults level 2 and including DOLS
1	Security & Fraud
1	Sepsis Training
1	Supporting People whose behaviour Challenges - Positive Behaviour Support Planning
1	Venepuncture IV Drug Administration
1	Waste management
1	Working with families and carers

Any other comments on potential new subjects

Respondents were asked to add any other comments they have on potential new subjects. Responses are as follows:

- In line with new NICE guidance
- This would help standardise care within the NHS
- The more e-learning the better - as the number of subjects increases it is harder to achieve compliance because of pressures for release in the NHS. A blended approach of e-learning and area-specific training is great!!
- Before developing lots of other subjects I think you need to refine and finish the original 10 subjects for example the issues around Resuscitation for many organisations
- Ensure that where refresher periods are proposed, there are also refresher level learning outcomes. Make more use of assessment.
- The list given above has a strong nursing bias, if this is to be used by all health care professionals it should only be key core components which are common to all disciplines
- Standardisation of programmes that many Trusts need to have would be very beneficial. We have actively worked for a number of years to ensure quality training for mandatory topics whilst still enabling time for staff to care. We are building a training film that will support many topics - this will be live in May. We have built an introductory film with core themes for new starters in which has been in use for about 18months.
- I would recommended that some subjects are kept as 'core' mandatory training subjects, & others 'additional' subjects, otherwise you are in danger of diluting the core subjects with more specialist subjects. It also will help Trusts prioritise the training. If all training carries the same 'value' staff & Trusts may feel overwhelmed and need help prioritising.
- As with any NHS sector be it Acute, Mental Health or Community I think it is imperative there are CSTF subjects added for each.

Conclusions

This survey was designed to obtain data on the extent to which the Core Skills Training Framework is useful and relevant, and to obtain evidence on priorities for development of new subjects to add to the Framework.

How useful are the sections of the Framework?

The overwhelming majority of respondents supported the view that the current sections of the Framework are useful. The most useful section was reported as the key Learning Outcomes with 96.7% of respondents describing the Key Learning Outcomes as Very Useful or Useful. This is encouraging as the alignment to the learning outcomes is at the very heart of the purpose of the Framework.

It was also interesting to note that 71.4% of respondents found the proposed refresher periods to be Very Useful or Useful. There is anecdotal evidence to suggest that some organisations would prefer refresher periods to be based purely on an assessment of context and risk assessment. However, the outcome of this survey supports the view that for many organisations the recommended/proposed refresher periods remain an important and useful aspect of the Framework.

All other sections of the Framework were also strongly supported with over 98% of respondents describing all sections of the Framework as either 'Very Useful', 'Useful' or 'Somewhat Useful'. This supports the value of including supporting guidance and cross referencing in the Framework and the importance of keeping these aspects of up to date.

The extent to which the current framework meets its intended purpose

There was also strong support for the view that the current Framework meets its intended purpose. Again the overwhelming majority of respondents strongly agree or agree that the Framework helps to guide the focus and aims of statutory and mandatory training delivery (96.9%) and helps to standardise the interpretation of statutory and mandatory training (95.4%). There was a slightly lower proportion of respondents (84.1%) who would strongly agree or agree that the Framework helps to improve the quality and consistency of training provision.

Comments on the current UK Core Skills Training Framework

The other comments on the Framework provide some helpful qualitative data. The majority of comments were extremely positive regarding the use and value of the Framework. There were also some helpful suggestions and criticisms with a few themes emerging:

- A number of respondents suggested that Learning Outcomes are not easy to 'measure against' or 'assess'. This supports a view that Learning Outcomes could be supplemented with assessment criteria in the future.
- It was observed that due to local context and risk assessment, some refresher periods may not always match those recommended or proposed in the Framework. This supports the case that the current CSTF ESR competencies are too restrictive and may need to be amended to recognise a wider range of refresher periods.
- The Framework provides core standards for learning provision – in many instances there may be additional requirements to reflect local needs.

New subjects that would be most relevant and useful for addition to the UK Core Skills Training Framework

A key purpose of this survey was to obtain evidence of the priority for development of additional subjects. The collated responses usefully prioritise the 20 subjects listed in the survey, with most frequent responses in support of Communication, Consent and Dementia. Of the other subjects suggested (i.e. not included on the proposed list), the most frequent responses were for the Mental Capacity Act.

The priorities identified in this survey will now be considered as a key part of the planning process for development of new Framework subjects during 2014.

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