

confidence in dealing with all topic areas at the registrar level and has illustrated that learning has already been utilized in clinical practice. Courses are ongoing until the end of July 2021, after which a full analysis of region-wide impact can be made.

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PILOTING A TABLETOP SIMULATION TO PREPARE NURSES FOR WARD COORDINATION

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Background: We know staff attrition is a core challenge for the NHS with many nurses leaving the profession in the first 2 years post-qualification ^[1]. Health Education England has recently published themes from a national student survey showing that feeling overwhelmed, concerns about mental health and doubting clinical ability are key reasons for students to consider leaving. This echoes findings from local conversations with newly qualified staff, which highlight workload management skills, particularly leading teams in clinical areas ('coordinating'), as a key source of anxiety. Simulation is used in emergency planning and military settings to prepare staff for managing teams but has rarely been used in healthcare. Yet the national framework for simulation-based education ^[2] supports simulation for workforce design and processes. Working from this insight we piloted a tabletop exercise to introduce and build coordination skills for nursing staff.

Aim: The aim of the study was to improve retention and resilience of the nursing workforce by increasing confidence in their ability at clinical coordination.

Method/design: This table-top simulation pilot used a convenience sample of six staff nurses new to the role of clinical coordinator. We drew on clinical governance findings and input from experienced nurse-coordinators to simulate coordinating a shift on a surgical emergency unit. The shift was run in compressed time over 32 minutes followed by a 1.5 hour debrief. During the shift we used 'injects' intentionally designed to stimulate learning in:

- Problem solving
- Decision-making
- Clinical processes
- Supporting colleagues/workforce resilience
- Situational awareness

The pilot was evaluated through peer observation and focus group. Peer observation provided an objective analysis of session content. A neutral party facilitated the focus group, which gathered data on how the training session had been received by participants and evaluated whether learning outcomes were met by content.

Implementation outline: Participants were assigned to work in pairs. Briefing was provided for session content and timeline. We used a simulated handover of patients for verisimilitude. The 12-hour shift was compressed into 4-minute segments with a 'countdown' timer ticking off each segment as the simulated shift progressed. This added time pressure and demonstrated how decision-making skills can be influenced by external forces. The participants had access to the hospital intranet and documented their actions/decisions on a template. Facilitated discussion took place

after the tabletop simulation followed by a lunch break and then the focus group.

REFERENCES

1. Health Education England. RePAIR: reducing pre-registration attrition and improving retention project [Internet]. 2018 [cited 20 June 2021]. Available from: <https://www.hee.nhs.uk/our-work/reducing-pre-registration-attrition-improving-retention>
2. Health Education England. HEE national framework for simulation based education [Internet]. 2018 [cited 20 June 2021]. Available from: <https://www.hee.nhs.uk/sites/default/files/documents/National%20framework%20for%20simulation%20based%20education.pdf>

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DEMONSTRATING INNOVATION THROUGH THE SKILLS HUB INITIATIVE

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Background: In April 2020, Birmingham City University played a key role in the local response to the coronavirus pandemic by providing essential skills training to student nurses, existing National Health Service (NHS) staff who were returning to practice and staff being redeployed to critical care areas. The University's action saw the rapid development, and delivery of a logistical plan involving staff mobilization, collaboration, skills mapping and prioritization of clinical service needs. Over 2,000 clinicians, including our own students, received a far-reaching training programme covering eight key skills needed to take on frontline NHS roles in the fight against COVID-19. The programme was innovative, sustainable and all risks to patients were eliminated, as the learning took place within the University's state-of-the-art simulation facilities.

Aim: Our aim was to design and deliver a rapid skills development centre that could train a core mass of staff facing redeployment to the standard required to work, competently and confidently, within the teams on the frontline NHS.

Method: The rapid development was a huge challenge, involving identifying an essential cohort of staff from the Faculty of Health who were willing and able to deliver such a wide range of clinical skills. Each skill was risk assessed and a COVID-19 lead was identified within the team. We ensured all essential personal protective equipment (PPE) was available and that social distancing could be assured, including reducing the number of students in a room at any one time. This was particularly challenging as it increased the teaching time required exponentially.

Implementation outline: This was a difficult time globally, and the University's action led to the demonstration of outstanding courage and commitment to care towards the community we serve. While the public was being urged to stay at home, our staff were constructing a Skills Hub to deliver in-person with personal risk. The Estates and Facilities team worked to create a one-way system throughout the complex building. The University worked closely with the skills teams in local NHS Trusts, especially University Hospitals Birmingham, to ensure the skills taught were in line with Trust requirements, and that the training would have the biggest impact in supporting patient care. The Skills Hub team worked tirelessly and in collaboration to ensure the efficacy of development and the safe delivery of the programme. The Skills Hub continues to operate as a huge success, proving sustainability, whilst continuing to provide an integral part of curriculum achievement for all healthcare students.