

LondonDeanery

STRATEGIC BUSINESS & INVESTMENT PLAN

2008 – 2011

Year Two: 2009/10



CONTENT

	Page
1. Introduction	3
2. What is driving our business?	
2.1 Our Vision	4
2.2 NHS London's Vision	4
2.3 NHS London & London Deanery Strategic Context	5
2.4 Alignment between Deanery and NHSL Strategy 2009/10	8
2.5 PMETB Generic Standards for Training	9
3. What does the Deanery do?	
3.1 Purpose and scope	10
3.2 Processes	11
3.3 Lead Deans and Directors	14
3.4 Schools	15
<i>Figure 1: Heads of School</i>	16
3.5 Where are our trainees?	
<i>Acute Trusts</i>	17
<i>Primary Care Trusts</i>	18
4. What is our progress to date?	20
4.1 Progress in 2008/9 and plan for 2009/10	20
4.2 Overview of three year strategic plan	21
5. Key Deanery Processes: Strategic outcomes and Objectives 2009/10	23
6. Developing Organisational Capability & Capacity	35
6.1 Organisational capability plan 2008/9 and plans for 2009/10	36
6.2 Information Technology activity 2008/09 and planned capability development 2009/10	38
7. Risks & Challenges	39
8. Budget 2009/10	
8.1 London Deanery 2009/10 MADEL budget	40
8.2 Chart Showing 2009/10 MADEL Funding Allocation	41
8.3 The Deanery's 2008/09 and 2009/10 MADEL budget	42
8.4 Comparison of the London Deanery's 2008/09 and 2009/10 MADEL Funding Allocation	43
Glossary	44
Appendix 1 Organisation Chart	45
Appendix 2 Stakeholder map	46

1. Introduction

This plan, now in its second year, aims to provide the London Deanery with a strategic direction from 2008- 2011 that aligns with and contributes to NHS London's strategic priorities for this period. London Deanery and NHS London developed the plan in partnership using a structured process addressing five key questions:

- Where are we now?
- Where do we want to be?
- What will it look like when we get there?
- What do we need to do?
- When do we need to do it?

This has been achieved by:

- Assessing the current business model
- Identifying what the Deanery's stakeholders require it to provide
- Defining an overall vision and supporting visions for each business process
- Articulating defined outcomes to achieve these aims by 2011
- Identifying the projects to achieve these visions

The plan provides the framework for the Deanery to align its resources and projects to the strategic priorities. It is a living document and has and will be adjusted to meet changing priorities and circumstances. To this end, the definitions of some of the processes have been refined. The plan also provides an overview of the purpose and intent of the Deanery and how it intends to deliver these and is thus a key communication document for all stakeholders.

The Deanery completed a significant amount of work towards its strategic goals during 2008/9. This document summarises the main accomplishments and sets out what is to be achieved in 2009/10.

2. What is driving our business?

2.1 Our Vision

“World-class education for world-class healthcare”

We intend to be recognised for the excellence of postgraduate medical and dental education in London. We will do this by producing doctors and dentists with the potential to be tomorrow’s clinical leaders. They will be equipped to provide leading edge care to their patients and exceed expectations in their overall contribution to national healthcare.

Everything we do will be based on the best available evidence and our aspiration that the training we provide is sensitive to individual needs. Our training will be responsive to both current and emerging service needs and will equip trainees to provide the highest quality of patient care through maximising the unique learning resources and opportunities within London. We will also support qualified GPs and dentists, and their teams, to achieve their full potential through continuing professional development.

2.2 NHS London Vision

“World-class health and healthcare for Londoners”

The Deanery’s work is carried out within the overall framework of NHS London’s vision, mission and values.

NHS London’s Mission:

To:

- Provide strategic leadership for the NHS in London
- Build an affordable and sustainable health service in London
- Encourage the NHS in London to work in partnership with stakeholders

NHS London Values

- Innovative
- Collaborative
- Proactive
- Outcome focussed
- Inspiring

2.3 NHS London and London Deanery strategic context

2.3.1 The unique challenges faced by London's NHS

- Projected population growth from 7.6 million in 2006 to 8.2 million in 2016
- Some of the fastest growing boroughs in the UK e.g. Tower Hamlets and Newham
- Diversity – half of the UK's black, Asian and ethnic communities live here and 40 different communities of 10,000 or more
- Almost 1.63 million children and young people and 1.17 million people aged 60 or over
- A highly mobile population

London's complex healthcare system:

- Has the highest number of constituent NHS organisations
- Employs 205,000 staff, 15.4% of the total NHS workforce
- Has some of the worlds' leading medical centres of excellence, which form a national and international hub for innovation in clinical care, research and education

2.3.2 Healthcare for London – A framework for Action

This document sets out a bold vision to ensure that every Londoner can access healthcare that is genuinely world-class. Through improvements across the capital over the next 10 years, health services will be transformed to ensure that every patient receives responsive, safe, accessible and high-quality healthcare. Its guiding principles are:

- Services focused on individual needs and choices
- Localise where possible, centralise where necessary
- Truly integrated care and partnership working, maximising the contribution of the entire workforce
- Prevention is better than cure
- A focus on health inequalities and diversity.

2.3.3 High Quality Care for All – NHS Next Stage Review

The report challenges London to take this ambition further, placing quality at the heart of everything that we do, putting NHS staff at the front line of improving the care provided to patients across the capital. The single most important factor in providing high standards of care is the quality of the workforce which delivers it.

Excellent care will require high quality education and training for staff. This will require reviewing the way we plan and commission education and training and creating a greater accountability for the quality of outcomes.

Above all, these changes will require excellent leadership to make change a reality. This will mean developing effective leaders from all backgrounds, strengthening the involvement of clinicians at every level and working in partnership with staff to deliver a world-class health service for Londoners.

Much of the detail is included in the linked document, *A High Quality Workforce: NHS Next Stage Review*. In particular the following are areas that the Deanery will be working to address:

- **Expansion of GP Training numbers and community based training** – The Deanery must respond to the challenge of moving more service closer to the community by increasing and developing training.
- **Academic Health Science Centres and Health Innovation Education Clusters** – The Deanery must play an active part in these evolving organisations and partnerships.

2.3.4 Workforce for London – a Strategic Framework

Changes in healthcare needs, demographic trends, technology and patient and public expectations will have a significant impact on the future healthcare workforce for London. Transforming the workforce will be vital to ensuring that new patterns and models of care can be delivered. It will mean fundamental changes to the way we plan, train, develop and deploy our workforce. It will require suitably equipped workplaces, high quality education and training and talented leadership at every level.

2.3.5 The challenges facing medical and dental education

- **European Working Time Directive (EWTB)** – compliance with EWTB is required by August 2009 and represents a major challenge to both the service and to quality training within a reduced working week of 48 hours.
- **Regulation and quality assurance** - The Deanery aims to meet and wherever possible exceed the standards set by our regulators, the General Medical Council (GMC), Postgraduate Medical Education Training Board (PMETB) and Specialist Dental Education Board (SDEB). The Deanery will be visited by the PMETB in April 2009.
- **Recruitment** – The Deanery must respond effectively to the changes implicit in the move to national recruitment whilst ensuring a local focus on developing techniques, improving candidate experience and ensuring optimum fill rates both in terms of number and quality.
- **Revalidation** – The Deanery, as a provider and manager of Continuous Professional Development, has a role to play in the revalidation of doctors.
- **MPET review** – The review of the training funds will require Deanery input into the changes and management of the outcomes.

- **NHS MEE** – the new body governing medical education in England. It is vital that London Deanery supports and influences this body through excellent data, information analysis and horizon scanning, making full use of the network of expertise within specialty schools and local education providers.

- **Review of Foundation Training** – The Tooke report recommended the Foundation Programme be reviewed. Following the QAFP visit carried out in London in 2008, we must conduct our own local review of structures, processes and outcomes of Foundation Programmes in London.

2.4 Alignment between the Deanery and NHSL strategy for 2009/10

NHSL PGME priorities for 2009/10	Aligned Deanery activity in the 2009/10 SBIP
<p>1. Workforce Development</p> <ul style="list-style-type: none"> • Support / Input to specific workforce development workstreams (eg Polyclinic, Trauma) • Implementation of education solutions to support workforce reconfiguration 	<ul style="list-style-type: none"> •Development of clinical leaders to play a lead role in shaping service changes through provision of Darzi Fellowships and development of organisational skills within Trusts •Increased focus on training in primary care and community based settings by increasing the number of GP training posts and the length of GP training in some programmes to 4 years •Development of the faculty development capability at School and Trust level and implementation of PMETB Standards for Trainers project
<p>2. Workforce Planning</p> <ul style="list-style-type: none"> • Support / Input to designing 'High Level' Workforce Planning process • Operational input into service focussed & medical workforce planning 	<ul style="list-style-type: none"> •MMC recruitment 2009 aligns with London service priorities •The Deanery supports the successful implementation of the European Working Time Directive (EWTD) within LEPs whilst safeguarding patient safety and training quality •Support training programmes and posts across reconfigured acute and community based services in London to meet PMETB requirements
<p>3. Education</p> <ul style="list-style-type: none"> • Further development of SHA / Deanery planning e.g. measuring quality, education specification • Development of Education Commissioning System principles for the Deanery: <ul style="list-style-type: none"> - Planning - Contracting (inc MPET review) - Enhanced quality assurance - Provider Management (Risk Based Intervention, Provider support and development, planning) 	<ul style="list-style-type: none"> •Quality monitoring of Local Education Providers and Schools to be managed through the new Quality Management Framework; in particular, Deanery visits and LEP and School Annual Reports •Deanery PMETB visit outcomes in April 09 to be used as a lever to drive up quality and enhance the reputation of PGME in London •Implementation of a London-wide professional development framework for consultant supervisors
<p>4. Leadership</p> <ul style="list-style-type: none"> • Align deanery sponsored development with Leading for Health 	<ul style="list-style-type: none"> •Darzi fellowships to be implemented across all Trusts in London to enable trainees to play a lead role in shaping service changes •Organisational skills and leadership training to be piloted in a number of Trusts

2.5 PMETB Generic Standards for Training

The Deanery operates within the nine domains developed by the Postgraduate Medical Education & Training Board. Domains are a classification of areas in which certain standards must be met. Our aim is to meet or exceed these standards.

Domain	Description	Domain	Description
1. Patient Safety	The duties, working hours and supervision of trainees must be consistent with the delivery of high quality safe patient care.	6.Support and development of trainees, trainers and local faculty	Trainees must be supported to acquire the necessary skills and experience through induction, effective educational supervision, an appropriate workload and time to learn.
2. Quality Management, review and evaluation	Postgraduate training must be quality managed locally by deaneries, working with others as appropriate e.g. medical Royal Colleges/Faculties, specialty associations, training providers.	7 Management of education and training	Education and training must be planned and maintained through transparent processes which show who is responsible at each stage.
3. Equality, diversity and opportunity	Postgraduate training must be fair and based on principles of equality.	8. Educational Resources & Capacity.	The educational facilities, infrastructure and leadership must be adequate to deliver the approved curriculum.
4. Recruitment, selection and appointment	Processes for recruitment, selection and appointment must be open, fair, and effective and those appointed must be inducted appropriately into training.	9. Outcomes	The impact of the standards must be tracked against trainee outcomes and clear linkages should be reflected in developing standards
5. Delivery of approved curriculum including assessment	The requirements set out in the approved curriculum, approved by PMETB, must be delivered.		

3. What does the Deanery do?

3.1 Purpose and scope

The London Deanery is by far the largest of the deaneries in the UK, responsible for the training of approx. **13,058 trainees** across **60 Trusts and a large number of GP and dental training practices and trainers**. To add to the complexity, the distribution of training posts for some of these trainees extends outside of London.

Department	No. of Trainees *
Secondary Care (Hospital & Community Training)	9,578
General Practice	1,100
Dental	380
Foundation Schools	2,000
Total no. of trainees	13,058

	Number of people to whom the Deanery offers CPD
Secondary Care (SAS doctors)	1480
General Practice (post certification only)	7,500
Dental (incl. NHS registered Dentists & Dental Care Professionals)	10,900
Deanery CPD Total	19,880





* The number of trainees in Secondary Care includes Core and higher Specialty, LATs and FTSTAs

* Includes posts managed for Kent Surrey Sussex and East of England Deaneries.

Figures shown in the tables above are correct as at 1st March 2009

3.2 Deanery Processes

The Deanery, in partnership with NHS London, has developed eleven processes to capture the nature of the work that we do. In addition, a twelfth process, Corporate Capability and Capacity is responsible for ensuring effective organisational support and environment for the eleven processes to thrive.

Process	Lead	Definition	Strategic outcomes
Contributing to National and International Policy	 Prof E Paice	Process by which the Deanery engages with national bodies to influence both the policy for educating doctors and dentists but also to influence the way in which agreed policy is implemented	We are clear on the priority areas where we need to influence and are successful in achieving outcomes in these
Achieving stakeholder goals (formerly 'Agreeing what is required of the Deanery')	 Prof N Jackson	Process through which the Deanery determines and manages its strategic objectives to meet the needs of its external stakeholders relating to the Deanery (Trainees, PMETB, GMC, SDEB, Royal Colleges, LEPS and patients)	Deanery business and project activity is seen to be informed by and deliver against stakeholder goals
Planning to meet objectives	 Mr J Pope	Internal Operating planning function	The business plan identifies the key activities required, accountabilities for delivery and progress against plan is monitored by the Board.
Constructing and overseeing training programmes	 Dr F Moss	Process to determine how we implement the curriculum with training programmes that ensure trainees receive the proper range, depth and quality of experience	Programmes are aligned to the emerging models of care and evidence of the value delivered through programmes exceeding requirements of PMETB/SDEB

Select candidates



Mrs E Chan

Recruitment of candidates to training programme

Process is accepted as robust by NHS London and seen as fair and equitable by the majority of candidates. Secures the candidates needed to meet London's future workforce requirements

Manage trainee progress



Dr A Lints

The process by which the Deanery manages both the movement and assessment of trainees

A robust process is in place which tracks trainees through rotations and evidenced assessments demonstrating competence and explicitly including recognition of excellence

Faculty Development



Dr T Swanwick

Driving excellence within the network of educators by developing the educational expertise of the Deanery's faculty , producing a range of targeted educational resources for clinical teachers, and promoting educational research in postgraduate medical and dental education

By 2011 trainers will be accredited to the Deanery's quality standards and each trust/practice will have an agreed faculty development plan to enhance training standards

Curriculum enrichment, support and innovation



Miss W Reid

Facilitating and developing 'Excellence in Education' within schools and Trusts by promoting high quality curriculum implementation and embedding innovative educational methods (including simulation and technology-enhanced learning) into PGME

Schools and Trusts provide world class education through the delivery of innovative, patient safe, technology-enhanced and team-based training.

Manage CPD and life long learning



Mrs E Jones

GP & Dental: handling poor performers, providing continuing professional development and advising on the GP appraisal process. Development of SAS doctors.

London's trainees develop high-level professional capabilities with a focus on patient safety and quality of care within the context of European Working Time Directive. CPD is a proactive process which reduces the impact of poor performance and is recognised as helping to retain the workforce needed in London

Manage the Funding process



Mrs B Gainey

Managing how the money flows through the organisation

Funding process is robust and based on accurate data on trainees

Quality Management



Dr I Hastie

Process of developing controls to establish the quality of training and to demonstrate quality management procedures

Quality management enables the Deanery to meet and aim to exceed requirements of the regulators and of NHS London



Dr A Hastie

Corporate Capability & Capacity



Mr T Americano

Ensuring the Deanery has the right resources and skills to meet the demands of the above processes.

The Deanery has a skilled and motivated workforce and utilises web and information technology to its full potential.

3.3 Specialty Lead Deans/Directors

Conference of Postgraduate Medical Deans (COPMeD) provides a forum in which Postgraduate Deans meet to discuss current issues, share best practice and agree a consistent and equitable approach to medical training in all deaneries across the UK.

It acts as a focal point for contact between the Postgraduate Medical Deans and other organisations, e.g. Medical Royal Colleges, GMC, BMA, AMRC, CHMS, PMETB and Health Departments for postgraduate medical and dental education matters.

For postgraduate training there is a national lead dean for each specialty. These responsibilities are shared across the country. The table below indicates those specialties covered by London Deanery staff. Additionally information on London Deanery representation on national GP and Dental Education bodies is included. These bodies are:

- **COGPED (Committee of General Practice Education Directors)** offers a forum for Postgraduate GP Directors to meet and share good practice.
- **COPDEND (The Committee of Postgraduate Dental Deans and Directors)** comprises the Postgraduate Dental Deans and Directors in the English Deaneries, together with their three colleagues for Northern Ireland, Scotland and Wales. Postgraduate Dental Deans commission and manage the delivery of postgraduate dental and medical education and training for dental practitioners.

Lead Dean	Specialties
Dr Ian Hastie	Allergy and Immunology, Chemical Pathology, Clinical Cytogenetics & Molecular genetics, Histopathology, Metabolic Medicine, Occupational Medicine, Stroke
Dr Fiona Moss	ACCS, Anaesthetics and Intensive Care Medicine, Radiology and Nuclear Medicine
Professor Elisabeth Paice	Paediatric Cardiology
Miss Wendy Reid	General Surgery, Plastic surgery, Paediatrics
Mrs Elizabeth Jones	London Deanery member of the Committee of Postgraduate Dental Deans and Directors (COPDEND) Lead for Orthodontics
Professor Neil Jackson Dr Anne Hastie Dr Anthea Lints Dr Tim Swanwick	London Deanery members of the Conference of Postgraduate General Practice Education Directors (COGPED)

3.4 Schools

What are specialty & foundation schools?

Schools have been created to deliver postgraduate medical training in London and the south east of England. The schools are managed by the London Deanery in conjunction with medical schools, the royal colleges, faculties and colleges.

New trainees automatically become members of the school managing their specialty. In the case of Foundation, trainees are appointed to a particular school in a geographical area. The schools work closely with NHS Trusts and NHS London and are an important step in the development of postgraduate medical education. The main roles of the schools are:

- to ensure all education, training and assessment processes meet General Medical Council/Postgraduate Medical Education and Training Board (PMETB) standards
- to monitor training quality, ensuring it enhances patient care and produces competent doctors/specialists
- to encourage and develop educational research
- to promote diversity and equality of opportunity
- recruitment and the management of rotations
- to identify, assess and support trainees in difficulty



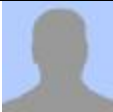













Foundation & Specialty School Structure

Foundation Schools consist of a Director and administrative support. In addition, there is a network of foundation training programme directors in each trust with foundation doctors. Each school is linked to a Medical School or schools in which they are based.

Each Specialty School consists of the head of school, training managers (including STC chairs), training programme directors, educational supervisors and trainees. All school heads have been jointly appointed by the Deanery and the royal college for that specialty. Each school has an executive board to provide direction and educational governance. The board ensures the quality of education and training meets PMETB standards. It also approves policies and procedures for trainers and trainees. School executive boards are made up of stakeholders. These include NHS executives (CEOs, HR directors and medical directors) the school head and Deanery trainers, a medical school academic lead and representatives from the relevant royal colleges, lay members, trainees and other clinical professionals. Each school head regularly reports to his or her respective board. The board is required to meet at least three times per year.

The London Deanery provides administrative support to each Board. Foundation & Specialty schools operate in line with London Deanery policies and procedures and those of the GMC/PMETB.

Figure 1: London Deanery Schools

Foundation Schools			Dr Andrew Frankel North West London	Dr James Dooley North Central London	Dr Michael Glynn North East London
Specialty School	Head of School		Specialty School	Head of School	
Anaesthesia	Dr Robert Ginsburg		Ophthalmology	Miss Suzanne Mitchell	
Clinical Oncology	Dr Jeanette Dickson		Paediatrics	Dr Hilary Cass	
Clinical Radiology	Dr Sue Heenan		Pathology	Dr Sarah Hill	
Emergency Medicine	Mr Geoff Hinchley		Psychiatry	Dr Michael Maier	
General Practice	Dr Anthea Lints		Public Health	(Acting) Drs Yvonne Young & Zach de Beer	 
Medicine & Medical Specialities	Dr Jeremy Levy		Sports & Exercise Medicine	(Acting lead) Mr Stephen Miles	
Obstetrics & Gynaecology	Miss Diana Hamilton-Fairley		Surgery	Mr Nigel Standfield	
Occupational Medicine	Dr John Harrison				

3.5 Where are our Trainees?

<u>Acute Trust Posts</u>	TOTAL 6236
Barking, Havering & Redbridge Hospitals NHS Trust	358
Barnet and Chase Farm Hospitals NHS Trust	295
Barts and The London Trust	618
Bromley Hospitals NHS Trust	156
Ealing Hospital NHS Trust	147
Epsom and St Helier University Hospitals NHS Trust	250
Great Ormond Street Hospital For Children NHS Trust	146
Hillingdon Hospital Trust, The	168
Imperial	817
Kingston Hospital Trust	208
Lewisham Hospital NHS Trust, The	200
Mayday Healthcare NHS Trust	204
Newham University Hospital NHS Trust	142
North Middlesex University Hospital NHS Trust	190
North West London Hospitals NHS Trust	351
Queen Elizabeth Hospital NHS Trust	146
Queen Mary's Sidcup NHS Trust	128
Royal Brompton and Harefield NHS Trust	126
Royal Free Hampstead NHS Trust	400
Royal Marsden NHS Foundation Trust, The	107
Royal National Orthopaedic Hospital Trust	44
St George's Healthcare NHS Trust	467
West Middlesex University Hospital Trust	168
Whipps Cross University Hospital NHS Trust	218
Whittington Hospital Trust, The	182

<u>Foundation Trusts Posts</u>	TOTAL 2856
Camden & Islington Mental Health and Social Care Trust	65
Central and North West London Mental Health NHS Trust	200
Chelsea and Westminster Hospital NHS Foundation Trust	274
East London and The City University Mental Health NHS Trust	109
Guy's and St Thomas' NHS Foundation Trust	637
Homerton University Hospital NHS Foundation Trust	190
King's College Hospital NHS Foundation Trust	481
Moorfields Eye Hospital NHS Foundation Trust	48
North East London Foundation Trust	67
Oxleas NHS Foundation Trust	49
South London and Maudsley NHS Foundation Trust	241
Tavistock and Portman NHS Foundation Trust, The	16
University College London Hospitals NHS Foundation Trust	479

<u>Mental Health Trust Posts</u>	TOTAL 319
Barnet, Enfield and Haringey Mental Health NHS Trust	76
West London Mental Health NHS Trust	133
South West London & St George's Mental Health NHS Trust	110

GRAND TOTAL: 9,411

As at January 2009 - figures subject to final work with Trust on Post Tracker

Primary Care Trust Posts by Specialty

Trust Name	Specialty_Description														Grand Total				
	Audiological Medicine	Child & Adolescent Psychiatry	Core Medical Training	Core Psychiatry Training	Dental Public Health	General Practice	General Practice Public Health	Genito-urinary Medicine	Geriatric Medicine	Infectious Diseases	Obstetrics & Gynaecology	Old Age Psychiatry	Paediatrics	Palliative Medicine		Psychiatry of Learning Disability	Public Health Medicine	Rehabilitation Medicine	Sports and Exercise Medicine
Barking And Dagenham Primary Care Trust	1					6									1				8
Barnet Primary Care Trust						14									2				16
Bexley Primary Care Trust						7													7
Brent Teaching Primary Care Trust						19	1					5		1	3		1		30
Bromley Primary Care Trust						10	1								4		1		16
Camden Primary Care Trust			5			36	1	10	4	1	1		3		4				65
City And Hackney Teaching Primary Care Trust						18	1					6			2				27
Croydon Primary Care Trust					1	12									4				17
Ealing Primary Care Trust					1	11						1			3				16
Enfield Primary Care Trust				2		12	1				1			1	2				19
Greenwich Teaching Primary Care Trust						13									3				16
Hammersmith And Fulham Primary Care Trust						10									2				12
Haringey Teaching Primary Care Trust						13									3				16
Harrow Primary Care Trust			6			9			4						3				22
Havering Primary Care Trust						13													13
Hillingdon Primary Care Trust						12					1				3				16
Hounslow Primary Care Trust						3									2				5
Islington Primary Care Trust		3		5		6						7			3		1		25

Trust Name	Specialty Description																		
	Audiological Medicine	Child & Adolescent Psychiatry	Core Medical Training	Core Psychiatry Training	Dental Public Health	General Practice	General Practice Public Health	Genito-urinary medicine	Geriatric Medicine	Infectious Disease	Obstetrics & Gynaecology	Old Age Psychiatry	Paediatrics	Palliative Medicine	Psychiatry of Learning Disability	Public Health Medicine	Rehabilitation Medicine	Sports & Exercise Medicine	GRAND TOTAL
Kensington And Chelsea Primary Care Trust						14	1						3		2				20
Kingston Primary Care Trust						5	1								2	5			13
Lambeth Primary Care Trust						19						5				5			29
Lewisham Primary Care Trust						13	1					3				3			20
Newham Primary Care Trust						10						15				2			27
Redbridge Primary Care Trust						9	1									2			12
Richmond And Twickenham Primary Care Trust						15										2			17
Southwark Primary Care Trust						8				1		2			3	1	1		16
Sutton And Merton Primary Care Trust						27										1			28
Tower Hamlets Primary Care Trust						17						3				3			23
Waltham Forest Primary Care Trust						14										3			17
Wandsworth Primary Care Trust						14										2	1		17
Westminster Primary Care Trust						6										5			11
Grand Total	1	3	11	7	2	395	9	10	8	1	3	1	47	6	4	82	2	4	596

4. What is our progress to date?

Key strategic ambitions for 2011

- We will have robust evidence of the value we add to London and the NHS nationally through delivery of excellence in our services over and beyond compliance with GMC/GDC/PMETB/SDEB.
- Our training programmes will be aligned to the emerging models of care set out in **Healthcare for London – A Strategic Framework** and our priorities will be agreed collaboratively with NHS London.
- Our selection process will be recognised as being efficient, fair and equitable and will result in London attracting the calibre of trainees to provide the workforce as defined by NHS London and the London health economy.

4.1 Strategic Ambitions: Progress during 2008/9

Ambition	Progress	Next steps
Robust evidence and delivery of excellence	The Deanery ran a major 'Excellence in Education' programme of work that has delivered significant improvements to medical and dental education. At the forefront was the use of e learning and simulation to modernise teaching.	Additional 'Excellence' projects are planned and a programme to further develop the Specialty Schools.
Alignment with Healthcare for London	The Deanery has worked closely with the NHS London and contributed to workshops to help develop policy and strategy.	The Deanery will continue to work closely with NHS London to plan the workforce of the future and ensure its education.
Selecting high calibre workforce	The Deanery has continued to develop and refine its recruitment processes and work with local education providers. The fill rate in phase one was 90%.	The Deanery is continuing to develop its recruitment systems and respond to national developments. Applications for Aug 2009 entry are encouraging and we have a target fill rate in phase one of 90%.

4.2 Progress, planned and actual against the three year strategic plan 2008/11

The table below shows the progress the Deanery has made in the development of its eleven business processes in the first year and the proposed steps for each process during the following two years of the plan.

Activity	2008/9	2009/10	2010/11
Developing the process for contributing to national and international policy	A formal process is established and agreed by the Deanery Board and NHS London	Process embedded	Process embedded
Developing & implementing a collaborative process for agreeing priorities with NHS London	Project owner and project team established to develop process Process developed and signed off by both Deanery board and NHS London	Process embedded	Process embedded
Managing progress against the internal business plan	Clear roles & responsibilities established and put into practice Progress against the plan evaluated at Deanery Board meetings	Progress reported and addressed at Deanery Board meetings Progress highlights provided to NHS London	Process reviewed in line with next three year plan
Constructing and overseeing training programmes	New training programmes designed	Evidence of value from world-class training programmes is developed	Evidence of value from world-class training programmes is readily available
Develop, deliver, and embed the selection processes	2008 recruitment is delivered Recruitment process for 2009 is designed	Agreed recruitment process is implemented for all specialties in line with changing national scene	New system in place for Deanery to meet the requirements of the changing national scene.

Activity	2008/9	2009/10	2010/11
Manage the Funding process	New information system is in place to manage budget	Challenges of MPET review are addressed and managed	Implications of review are managed
Develop, deliver, and embed the assessment process	2008 assessments are delivered Enhanced assessment process is designed	Enhanced assessment process is implemented and embedded	Process embedded
Faculty Development	Faculty Development is rolled out quickly to support high volumes of educators	PMETB standards for training of Faculty met by March 2010	Faculty Development is a well established core business function Trainers are accredited to Deanery's quality standards
Managing the training environment	A joint Deanery / NHSL mechanism for holding Trusts / PCTs to account is established	Implement revised commissioning regime	Review revised commissioning regime
Develop CPD process	CPD process is a proactive process	Process embedded	Process embedded
Develop, deliver and embed Quality Management	Quality Management processes are implemented GMC/PMETB / SDEB requirements are met	PMETB visit is managed and recommendations addressed.	GMC/PMETB / SDEB requirements are met and quality management processes embedded throughout Deanery

5. Key Deanery Processes: Strategic outcomes and Objectives 2009/10

Process	Process	Definition	Strategic outcomes
1	Contributing to National and International Policy	Process by which the Deanery engages with national bodies to influence both the policy for educating doctors and dentists but also to influence the way in which agreed policy is implemented	We are clear on the priority areas where we need to influence and are successful in achieving outcomes in these

	Objectives	Key Performance Indicators (KPIs)
1a	The Deanery takes a leading role in the successful implementation of the European Working Time Directive within LEPs whilst safeguarding patient safety and training quality	<ul style="list-style-type: none"> All risks identified through quality management visits are visible and clear actions plans are in place to support high risk LEPs by August 09
1b	The deanery influences the policy and strategic direction of key national organisations e.g. DoH, PMETB, GMC, the Workforce Review Team	<ul style="list-style-type: none"> Record of examples/evidence of its in-year influence to be published by March 2010. The Deanery has representation throughout the year on key national PGME forums, including: NHS Employers Medical Workforce Forum, COPMeD, Deans' Workforce Group, COGPEd and PMETB
1c	In collaboration with the Academy of Medical Educators, the Deanery leads the national project to define a curriculum and standards for educational supervisors in secondary care	<ul style="list-style-type: none"> Agreed stages of Academy/DH project successfully completed by March 2010
1d	The deanery contributes to the continuous improvement in Postgraduate Medical Education and Training through published UK/international Educational/Workforce Research.	<ul style="list-style-type: none"> There are 10 Deanery research publications/book chapters and presentations by March 2010

Process	Process	Definition	Strategic outcomes
2	Achieving stakeholder goals (formerly 'Agreeing what is required of the Deanery')	Process through which the Deanery determines and manages its strategic objectives to meet the needs of its external stakeholders relating to the Deanery (Trainees, PMETB, GMC, SDEB, Royal Colleges, LEPs and patients)	<i>Deanery business and project activity is seen to be informed by and deliver against stakeholder goals</i>

	Objectives	Key Performance Indicators (KPIs)
2a	The Deanery is seen to work closely with its stakeholders to support and influence the delivery of stakeholder goals and deliver Deanery objectives	<ul style="list-style-type: none"> The input and membership of external stakeholders on a number of its key governance groups is increased by March 2010 The Deanery supports the development of Lay Members of its key governance groups by March 2010
2b	The aims and objectives of the Deanery and how they influence PGME activity in London is understood by its key external stakeholders	<ul style="list-style-type: none"> The London Deanery's 2009/10 Strategic Business and Investment Plan is communicated to all key internal and external stakeholders by July 09 A 'Simple guide to the Deanery' is published and distributed to LEPs by 30 June 09
2c	The Deanery uses stakeholder feedback to improve its service delivery and the quality the Post Graduate Medical Education and	<ul style="list-style-type: none"> The Deanery to follow up trainee survey results with LEPs by 31 July 09 to inform LEP and Deanery Annual Reports for 2008/09 Feedback from Trusts on Deanery Review process in 2009/10 used to inform the Deanery quality management processes.

Process	Process	Definition	Strategic outcomes
3	Planning to meet objectives	Business planning function through which the Deanery and SHA determine and manage the Deanery's Strategic Objectives	The Deanery's objectives are defined, prioritised and agreed with NHS London. Progress is monitored by the DMB and appropriately managed to ensure that priorities remain aligned to the changing circumstances

	Objectives	Key Performance Indicators (KPIs)
3a	The process for the development and sign off of the Deanery's Strategic Business and Investment Plan by NHSL is transparent, inclusive and effective	<ul style="list-style-type: none"> NHSL and Deanery strategy and objectives are agreed with stakeholders through a consultative internal and external business planning process by December 2009 for implementation in 2010/11 The Deanery's 2010/11 Strategic Business and Investment Plan is accepted by NHSL by March 2010
3b	The Deanery's business and project activities are clearly defined, prioritized and agreed with to ensure they remain aligned to changing circumstances	<ul style="list-style-type: none"> A clear process is established for ensuring Deanery activity remains aligned to NHSL priorities and is appropriately mandated by NHSL each quarter of 2009/10
3c	The Deanery's portfolio of business and project activity is managed and robust information is provided to the Deanery Management Board to enable progress to be monitored and support decision making	<ul style="list-style-type: none"> All key portfolio activity is demonstrably on course to deliver or being closely managed through internal risk management process each quarter of 2009/10

Process	Process	Definition	Strategic outcomes
4	Constructing and overseeing training programmes	Process to determine how we implement the curriculum with training programmes that ensure trainees receive the proper range, depth and quality of experience	Programmes are aligned to the emerging models of care and evidence of the value delivered through programmes exceeding requirements of GMC/PMETB/SDEB

	Objectives	Key Performance Indicators (KPIs)
4a	London programmes offer 'world class' opportunities for trainees to develop beyond their disciplines	<ul style="list-style-type: none"> Organisational skills and leadership training pilot reflecting Academy of Royal Colleges generic curriculum roll out to five Trusts by March 10
4b	Enhancement of trainee clinical leadership skills through the roll out of GP and secondary care Darzi fellowships	<ul style="list-style-type: none"> Options for evaluating the impact of Darzi Fellowships on Fellows, MD and organizations identified by July 09
4c	Schools support for short term secondments and Fellowships focused where they deliver clear benefits to the service	<ul style="list-style-type: none"> Develop principles and template on which short term secondments and fellowships will be assessed by July 09
4d	Training courses/days set up across schools that are aligned to unmet curriculum requirements	<ul style="list-style-type: none"> Unmet curriculum requirements with each school identified by June 09 Courses for unmet curriculum established by September 09 (for the new academic year) .
4e	Raise the profile of all schools amongst trainees, trainers and LEPs	<ul style="list-style-type: none"> All schools have held an annual conference in 2009/10 All schools have developed Synapse profiles and 50% of trainers and trainees have been registered by December 09
4f	Establish London School of Academic Medicine (LSAM) and assure academic input into all post graduate academic training in London	<ul style="list-style-type: none"> London School of Academic Medicine established by June 09 All academic posts and programmes in London identified and compliance with regulatory requirements assured by December 09. LSAM strategy agreed with all foundation and specialty schools by December 09
4g	Increase the number of three and four year GPST programmes in 2009/10 and the associated programme infrastructure necessary to support the new programmes	<ul style="list-style-type: none"> 405 GPST1 programmes recruited to in August 09 All GP programme infrastructure in place to support new trainees by July 2009
4h	Enhancement of educational opportunities in GPST four-year programmes	<ul style="list-style-type: none"> 5 trainees recruited to OOPE in South Africa and systems in place to manage OOPE requests within GPST by May 2009 Academic supervision is provided to ten new 10 GP ST4 Academic trainees by August 09 and successful evaluation of phase one of academic programme by December 2009
4i	Training programmes deliver the curricula set by Royal colleges	<ul style="list-style-type: none"> Curriculum to be mapped for all specialties against LEP provision by Dec 09 Formal process for ensuring GP training programmes deliver curricula in place by December 09 Process for ensuring specialty post training programmes deliver curricula scoped and set up by September 09

Process	Process	Definition	Strategic outcomes
5	Select candidates	Recruitment of candidates to training programme	Process is accepted as robust by NHS London and seen as fair and equitable by the majority of candidates. Secures the candidates needed to meet London's future workforce requirements

	Objectives	Key Performance Indicators (KPIs)
5a	<p>Secondary Care and Dental</p> <p>Trainee-friendliness of process is enhanced by improved web-based information; better information about posts and programmes; earlier offers and telephone as well as email enquiries.</p> <p>Employer-friendliness enhanced by early offers enhancing fill rates and early transfer of details, and by minimising consultant workload and ensuring even spread of this activity across trusts.</p>	<ul style="list-style-type: none"> Telephone switchboard service sustained at least until August 09. Pilot of posting results of interviews on website completed by August 09 and evaluation submitted to London Programme Board by Sept. 90% fill rate during Episode 1 2009. Evaluation and lessons learned reported in time to influence 2010 planning Consultant participation report produced in August 2009.
5b	College and DH supported where necessary in ensuring that national recruitment is managed in a way that works for large volume deaneries.	<ul style="list-style-type: none"> Deanery engaged early in planning for 2010.
5c	Selection and implementation of new recruitment system managed in good time for 2010	<ul style="list-style-type: none"> Decision made on new system by September 2009.
5d	<p>General Practice</p> <ul style="list-style-type: none"> To achieve as close to 100% fill rate with one recruitment round through local and national processes To manage stage 3 recruitment efficiently To facilitate nationally agreed quality management strategies that will be analysed through national recruitment process 	<ul style="list-style-type: none"> At least 90% fill rate through local recruitment At least 95% fill rate through local recruitment and national clearing processes 90% interviews seen by assessors within 30 minutes of published time Questionnaire to 90% of eligible applicants about the process Questionnaire to 90% of interviewees

Process	Process	Definition	Strategic outcomes
6	Manage trainee progress	The process by which the Deanery manages both the movement and assessment of trainees	A robust process is in place which tracks trainees through rotations and evidenced assessments demonstrating competence and explicitly including recognition of excellence

	Objectives	Key Performance Indicators (KPIs)
6a	<p>Secondary Care</p> <ul style="list-style-type: none"> • Trainees able to complete WPBA necessary for certification • Trainees progress considered by ARCP/RITA panels • ARCP/RITA outcomes documented and report available 	<ul style="list-style-type: none"> • 90% StRs will have completed required WPBA by end of their training year. • 100% ARCP panel lay representatives to have received appropriate training before sitting on panels • 95% outcomes documented on Database within 4 weeks of ARCP/RITA panel, and agreed process for notifying outcomes to DMEs implemented. • Report of ARCP/RITA outcomes available October 2009
6b	<p>General Practice</p> <ul style="list-style-type: none"> • Trainees able to complete WPBA necessary for certification • Trainees progress considered by ARCP panel • ARCP outcomes documented and report available 	<ul style="list-style-type: none"> • 95% GPST will have completed required WPBA by end of their training year • 100% trainees to have been considered by ARCP panel at end of their training year • 95% outcomes documented in trainees e-portfolio within 4 weeks of ARCP panel. • Report of ARCP outcomes available October 2009
6c	<ul style="list-style-type: none"> • ARCP lay representatives have received appropriate training and calibration • ARCP/RITA Panel members have received appropriate training 	<ul style="list-style-type: none"> • 90% trainees to have been considered by ARCP or RITA panel within 2 months of the end of their training year • 100% of ADs and 85% of STC Chairs and TPDs sitting on panels have received training by January 2010, • All those involved in review and appeals panels have had specific training for this role before undertaking it
6d	<p>Dental</p> <p>Vocational Dental Practitioners (DFY1 and DFY2) will be engaged in new dental assessments including use of e-portfolio and WPBAs</p>	<ul style="list-style-type: none"> • 85% of Vocational Dental Practitioners (DFY1 trainees) will have completed the e-portfolio by July 2009 • 85% of Vocational Dental Practitioners (DFY1 trainees) will have completed at least 4 WPBAs by July 2009 • 60% of SHOs (DFY2 trainees) will have undertaken at least 2 WPBAs by August 2009

	Objectives	Key Performance Indicators (KPIs)
6e	To raise standards in Dental Vocational (DFY1 and DFY2) Training & SHO posts	<p>Vocational Training</p> <ul style="list-style-type: none"> • Curriculum for Vocational training design and mapped by May 09 • Framework for Practice visits e – enabled by September 09 • Reporting function 'go-live' on e – personal development plans <p>SHO Posts</p> <ul style="list-style-type: none"> • Appointment of 4/5 DFY2 tutors by 31/07/2009 • Establishment of DFY1/DFY2 'run through' recruitment for August 2009 • 60% DFY2 trainees to complete 2 WPBAs within first 6 months of appointment • 33% of DFY2 posts visited by 08/2010, 66% by 08/2011, 100% by 08/2012
6f	All schools Drive training improvements across all the schools through the analysis of trainee metrics	<ul style="list-style-type: none"> • Define key trainee outcome metrics and consistent processes needed to inform improvements in training by December 2009
6g	All schools Recognising trainee & trainer excellence across all specialty schools	<ul style="list-style-type: none"> • All specialty schools to define "excellence" relevant to their school by December 2009. • Plans in place for specialty schools to recognise and celebrate Excellence by March 2010
6h	All schools Trainees requesting flexible training have access to advice and guidance	<ul style="list-style-type: none"> • All eligible trainees requesting flexible training are accommodated appropriately including job share arrangements within 6 months of the request being received by the Deanery.

Process	Process	Definition	Strategic outcomes
7	Faculty Development	Driving excellence within the network of educators by developing the educational expertise of the Deanery's faculty , producing a range of targeted educational resources for clinical teachers, and promoting educational research in postgraduate medical and dental education	By 2011 trainers will be accredited to the Deanery's quality standards and each trust/practice will have an agreed faculty development plan to enhance training standards

	Objectives	Key Performance Indicators (KPIs)
7a	Develop the faculty development capability at Trust level	<ul style="list-style-type: none"> 90% of Acute and Mental Health Trusts have established in-house faculty development programmes by March 2010
7b	Implementation of 'Standards for Trainers' project	<ul style="list-style-type: none"> All local education providers have initiated implementation of the Deanery's Professional Development Framework for supervisors by March 2010
7c	Provide Faculty Development support to all the schools	<ul style="list-style-type: none"> 85% of Specialty Schools supported by the Faculty Development Unit to provide School-specific supervisor development by December 09
7d	Central delivery of Faculty Development courses	<ul style="list-style-type: none"> 75 training days delivered centrally to over 1500 consultant supervisors and senior trainees by March 2010
7e	Build the capacity of educational expertise within London	<ul style="list-style-type: none"> 95 students enrolled on London Deanery/Institute of Education MA in Clinical Education by October 09
7f	Development of educational resources	<ul style="list-style-type: none"> Web-based feedback tool for supervisors developed and operational by January 2010

Process	Process	Definition	Strategic outcomes
8	<p>Curriculum enrichment, support and innovation</p> <p>Formerly (Manage the training environment)</p>	<p>Facilitating and, developing 'Excellence in Education' within schools and Trusts by promoting high quality curriculum implementation and embedding innovative and advanced educational methods (including simulation and technology-enhanced learning) into PGME.</p>	<p>Schools and Trusts provide world class education through the delivery of innovative, patient safe, technology-enhanced individual and team-based training.</p> <p>London's trainees develop high-level of generic professional capabilities with a focus on patient safety and quality of care within the context of European Working Time Directive.</p>

	Objectives	Key Performance Indicators (KPIs)
8a	Schools to develop 'STeLI Plans' within their curriculum delivery process to support technical and non-technical skills development.	<ul style="list-style-type: none"> 100% Specialty Schools to have developed STeLI 'Excellence in Education' Plans by August 2009 60% of Specialty Schools to have implemented STeLI 'Excellence in Education' Plans utilising appropriate innovative educational methods by Sept 09
8b	Trusts to develop and deliver Patient Safety, Quality of Care and Human Factors educational initiatives	<ul style="list-style-type: none"> Deanery has provided support to 50% NHS Acute Trusts to develop inter-professional Patient Safety, Quality of Care and Human Factors initiatives by Jan 2010
8c	Simulation facilitator and behavioural debriefing faculty development	<ul style="list-style-type: none"> 400 additional facilitators trained to support NHS Trusts and Postgraduate School curriculum deliver Human Factors, Quality of Care and Patient Safety training by Jan 2010
8d	Supporting Trusts to manage trainers time more effectively to ensure curriculum implementation locally	<ul style="list-style-type: none"> Two Educational Delivery Plan pilots identifying how trainer activity can be optimised through the job planning process completed by November 2009
8e	Annual 'Deanery Innovation in Education Report' capturing 'Excellence in Education'	<ul style="list-style-type: none"> Annual Report capturing examples of innovation demonstrating 'Excellence in Education' of the London Deanery at a regional, national or international level by March 2010
8f	Trainees, trainers and Deanery staff have access to elearning and knowledge resources that add value and improve the training experience across a number of Deanery initiatives, such as STeLI, Synapse and Frontier	<ul style="list-style-type: none"> Evaluation report of uptake and usage of e-learning and library resources purchased by Excellence in Education funding, with recommendations for future investment" by January 2010

Process	Process	Definition	Strategic outcomes
9	Manage CPD and life long learning	GP & Dental: handling poor performers, providing continuing professional development and advising on the GP appraisal process	CPD is a proactive process which reduces the impact of poor performance and is recognised as helping to retain the workforce needed in London

	Objectives	Key Performance Indicators (KPIs)
9a	Dental CPD courses, Key Skills courses and Training courses for DCPs maintained in PG centres.	<ul style="list-style-type: none"> CPD Booklet printed bi annually 100% of DFY1 trainees complete at least 5 key skills by August 09 50% of deanery trained DCPs enrolled on deanery run CPD courses by 09/09
9b	Delivery of the Enhanced GP Appraisal pilot; programme for appraiser and appraisee training and support for enhanced appraisal	<ul style="list-style-type: none"> Establish 30/06/09 with minimum of 5 PCTs signed up to pilot. To be delivered pan London by 31/3/2010 Pilot complete with evaluation by 31/3/2010
9c	New GP scheme established to help newly qualified GPs who wish to stay and work in London .	<ul style="list-style-type: none"> 22 new GPs in post by 31/3/2010 and supported for 12 months
9d	SASG doctors have an expanded range of funded educational opportunities available to them covering Skills Enhancement, Knowledge Update, Teaching and Training Skills, Leadership and Management skills.	<ul style="list-style-type: none"> 50% of London SASG doctors have participated in 1 or more training opportunities by 12/09 Deanery database of SASG specialties and training needs complete for 90% of London Trusts by 11/2009 30 funded secondments and 50 degrees, diploma and certificate courses or other CESR support started by 10/2010 45 funded secondments and 100 degrees diploma and certificate courses or other CESR nearly completed by 03/2011
9e	Development of London Tutor Network to ensure adequate provision of CPD for GPs, and DCPs and to ensure that the DFY1 and DFY2 grades are adequately assessed and managed.	<ul style="list-style-type: none"> JDs for dental tutors revised by 05/09 Recruitment of 5 clinical dental tutors to key posts and to secondary care sites by October 09 4 DCP facilitators in post by October /09 Local education committees (5) set up by March/2010
9f	The mentoring service puts doctors and dentists interested in receiving mentoring in touch with skilled and trained mentors who are quality assured and supported in their roles	<p>By March 2010:</p> <ul style="list-style-type: none"> Each Trust and PCT to have knowledge of the service 20% increase on the 140 doctors and dentists accessing the service in 2008/09 Increase the uptake of the service by SASGs by 60 Increase the no. of SASG mentors by 16 Support 11 mentors in undertaking the ILM qualification, External evaluation of the mentoring service

Process	Process	Definition	Strategic outcomes
10	Manage the Funding process	Managing the distribution of funding to deliver educational goals and better health outcomes for Londoners	Funding process is robust and based on accurate data on trainees

	Objectives	Key Performance Indicators (KPIs)
10a	The post tracking and funding processes are kept upto date so that funding to LEPs is informed by accurate post numbers	<ul style="list-style-type: none"> Post data is reconciled with Trust information on a quarterly basis ensuring it is complete accurate and up-to-date for all trainees
10b	To support the delivery of NHSL & LD objectives through strategic financial management	<ul style="list-style-type: none"> The budget is set for 2009/10 by Feb 10 and appropriately allocated throughout the year according to NHSL priorities and objectives
10c	End of year Deanery expenditure is in line with the funding envelope agreed in March 09 and any variation is approved by the Deanery Management Board	<ul style="list-style-type: none"> Expenditure at Mar 10 is in line with plans and approved variations.

Process	Process	Definition	Strategic outcomes
11	Quality Management	Process of developing controls to establish the quality of training and to demonstrate QM procedures	QM enables the Deanery to meet and aim to exceed requirements of the regulators and of NHS London

	Objectives	Key Performance Indicators (KPIs)
11a	The Deanery's quality management of PGME meets all PMETB and other regulatory requirements, provides evidence of value from excellence, and is implemented consistently and efficiently.	<ul style="list-style-type: none"> The GMC/PMETB/SDEB standards for PGME are 'met' and where further action is required these are completed within the timescales agreed and to the satisfaction of PMETB by April 2010
11b	The Deanery's Quality Management Framework enables Foundation and Specialty Schools to monitor the quality of educational provision and training, support the Deanery's ambitions for excellence and provide appropriate evidence to PMETB and other external regulators.	<ul style="list-style-type: none"> Annual Reports received from 80% of LEPs via web mechanism by 31 July 2009 Annual Reports received from 100% Schools via web mechanism by 31 July 2009 3 year Deanery visit schedule for all LEPs produced and publicised by September 2009 Deanery Annual Report to PMETB from School and LEP Annual Reports produced by Oct 09
11c	Develop the capability of the Quality Management Team	<ul style="list-style-type: none"> Established as authoritative source of information for all QM purposes as evidenced by communication network with GMC/PMETB/SDEB by December 2009 Staff away day developmental event held by Sept 09
11d	Foundation PGME meets GMC/PMETB standards for training for the Foundation Programme	<ul style="list-style-type: none"> Successful completion of all actions required by GMC/PMETB to sign off the QAFP report by May 09 and November 09
11e	To support LEPs to deliver a good quality induction to F1 doctors.	<ul style="list-style-type: none"> LEP Induction Programmes approved by Foundation Schools by July 2009 Positive response received through Quality Management Processes by January 2010
11f	Development of the London Foundation Schools website to provide commonality across schools and improved communications and information management.	<ul style="list-style-type: none"> Website launched by October 2009 Evidence of usage and positive feedback from Foundation Doctors, Supervisors and Postgraduate Centre Managers through feedback questionnaires by March 2010

6. Developing organisational capability & capacity

Historically, the Deanery's organisational capability was appropriate for the scale of operations expected from it. However, changes brought about by the Modernising Medical Careers initiative, PMETB and national recruitment have created a different scale of operations - one that is significantly greater than for any other Deanery in the country. In addition, the workload has increased significantly following a range of new challenges and the Deanery needs the capability that will allow it to flex to changing demands and adapt rapidly to changes in national policy.

Whereas in the past the Deanery's organisational capability was sufficient to make the transactional operations of the Deanery appear to happen "effortlessly", the changing environment means that the Deanery's organisational capability requires development to meet the challenges going forward. It has reached a scale where more formal frameworks and working practices are needed to deliver robustly.

Six priority areas for development were identified for organisational development. The table 6.1 sets out these areas and explains the progress made in 2008/9 and the work plan for 2009/10. Details of the Information Systems Development programme are contained in table 6.2.

During 2008/9 the Deanery commissioned a piece of work to look at the functioning of the newly established Specialty Schools and their interactions with Departments across the Deanery. This activity not only supported the ongoing development of the Schools but also looked at how the Deanery and Schools can work together better in the future and within the context of the substantial organisational changes the Deanery has experienced over the last year, including:

- The establishment of the Specialty Schools
- The creation of new Deanery services and corporate departments
- An increase in Deanery staff
- The development of new governance structures to support the Deanery's developing portfolio of activity

The work identified a number of key areas for improvement in the ways of working across the Deanery and Schools which were taken forward in 2008/09 in partnership with the Specialty Schools. In addition the work will form the basis of a programme of activity that the Deanery will undertake in 2009/10 to develop our wider organisational effectiveness across the Deanery.

6.1 Organisational capability development in 2008/9 and plan for 2009/10

	Capability issue	Progress in 2008/09	Action proposed for 2009/10
1.	The Deanery needs to strengthen its capability to deliver transactional operations and to develop a more formal management framework that holds all members of the Deanery to account for delivery	<p>John Pope was recruited as Chief Operating Officer</p> <p>He has created new structures to ensure organisational capability and capacity and ensure the delivery of the 2008/9 business plan.</p> <p>Implemented strategic risk management process and the Schools Business Support Unit.</p>	Embed new structures
2.	The Deanery has to deliver significant change over the next three years and it needs to develop the project management capability to ensure this change is delivered	<p>A Central Project Office (CPO) has been established to provide project management (PM) support across the Deanery. The Project Office has:</p> <ul style="list-style-type: none"> ~ Ensured consistent project management across all projects and promoted consistent good practice ~ Provided hands on PM support to projects ~ Coordinated and consolidated project performance to ensure activity remains aligned to the Deanery's strategic priorities 	<p>The CPO will continue its role to ensure that the Deanery Management Board has a clear view of performance against this Strategic Business Plan.</p> <p>The CPO will continue to develop and embed project skills within the Deanery workforce and support the delivery of large projects.</p>
3.	The Deanery now collects large quantities of data, but does not have the analytical capability to ensure that the intelligence is extracted out of this data to inform the actions and decisions of Deanery	<p>Establish dedicated analytical capability:</p> <ul style="list-style-type: none"> ~ project and consultant support appointed to develop a technical basis for corporate reporting ~ post tracker a project to reconcile posts, finance and Trust substantially completed ~ an information management strategy developed 	See Page 38

4.	<p>The scale of the Deanery now demands a more structured approach to communications – inwards to employees and outwards to all stakeholders. Historically this has been done by Board members, but this is no longer practical</p>	<p>Two communications managers were appointed and have:</p> <ul style="list-style-type: none"> ~ produced targeted newsletters ~ developed internal communications ~ develop a communications planner <p>First steps have been taken to introduce a clear branding strategy for the Deanery</p> <ul style="list-style-type: none"> ~ new branded stationery ~ developed communication and media resources ~ branded materials for conferences etc. 	<p>The Deanery will continue to develop methods of informing and engaging stakeholders, including the development of Synapse, a communications and collaboration website.</p> <p>The Deanery branding will be further developed to ensure a clear and consistent approach and feel to Deanery communications.</p>
5.	<p>The introduction of Schools and the acquisition of the quality management role requires that the Deanery has a more formal structure to assist with its governance.</p>	<p>A small Committee Secretariat has been established and is managing:</p> <ul style="list-style-type: none"> ~ School Boards ~ Deanery Management Board ~ Quality Management Board ~ Other key governance structures 	<p>The Deanery will continue to develop the roles of its Boards and create new Boards as required to ensure the appropriate management of the Deanery.</p>
6.	<p>The scale of the Deanery requires a more structured approach to managing part time associate clinical staff to ensure these resources are used to best effect.</p>	<p>New structure to manage clinical associates have been introduced:</p> <ul style="list-style-type: none"> ~ Associate Deans linked to schools ~ Trust Liaison Deans established ~ Heads of School appointed to the majority of posts. 	<p>Review new structure, adjust as appropriate and embed.</p>

6.2 Information Technology activity 2008/09 and planned capability development 2009/10

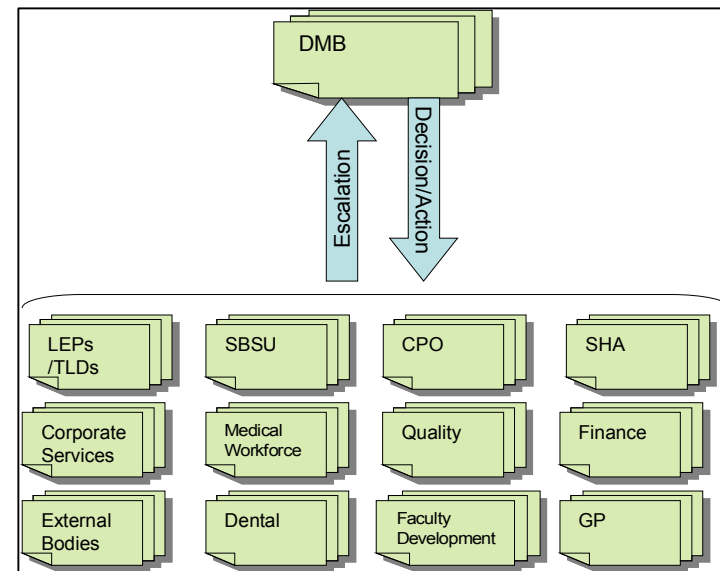
<i>IT</i>	<i>2008/09</i>	<i>2009/10</i>
Data consolidation and reporting	Platform for corporate reporting established. Two pilots (HR and Post tracker) in progress.	Work with SHA to identify workforce planning data requirements Produce HR dashboard for Mngt Board Design dashboard for specialty schools Identify and address data weaknesses
Learning management - investigate business case	Investigation completed. Decision not to proceed as a lower priority.	-
Learning management – full deployment	See above	Not currently scheduled.
Trainee management	Enhancements to Empower, electronic forms and web site completed to improve recruitment	Implementation of an on line recruitment module. Specify trainee personnel database requirement and review options
Document management	Proof of concept carried out demonstrates Sharepoint as an appropriate tool for document management	A pilot department/section to be identified. Implementation dependent on resource availability.
Contacts management	Contacts Management system developed within SharePoint environment	Completed – operational maintenance
Financial systems	University finance system (Agresso) implemented	Completed – operational maintenance
Increase size of the Deanery IT organisation	New posts recruited to permanently with the exception of temporary development post	One final post to be recruited
Post-tracking reconciliation	Reconciliation substantially complete	Business process re-engineering and review of data weaknesses
Curriculum Mapping	Build proto type database to store curriculum mapping data	Further development and completion of project

7. Risks and Challenges

The Deanery recognises that to successfully deliver its objectives, whilst expanding its commitments and undergoing extensive change, it must face risks which will need to be managed effectively. To this end the Deanery is implementing a Strategic Risk Management methodology, so that risks will be managed efficiently and effectively and in a controlled manner.

As part of this effort, the Deanery has adopted a new risk management policy, the principles of which are outlined below.

- Foster a culture to support well judged decisions about risks and opportunities, enabling innovation to be handled with confidence.
- Integrate management of risk into existing processes.
- Ensure clear roles and definitions are agreed relating to the accountability, management, escalation and communication of key risks.
- Risks are to be managed at the lowest level possible i.e. at the level over which the manager has the authority, responsibility and resources to take action.
- Encourage openness and honesty in the reporting and escalation of risks. Be responsive, listen and feedback to staff on action taken/not taken.
- Ensure consistent risk judgements are made to inform the decision making process.
- The effectiveness of risk management is subject to challenge through independent assessment.
- Continually improve the management of risks in your department and across the Deanery.



Deanery Risk Management Structure

In support of this effort, Risk Champions have been appointed across 12 key areas of the Deanery.

These champions are taking responsibility for the management of risks in their areas and for the escalation of strategic risks for action by the Deanery Management Board. In this way, risks can be managed at the appropriate level whilst ensuring that the most important strategic risks have a formal channel through which they can be raised for attention by the champions.

8. Budget 2009/10

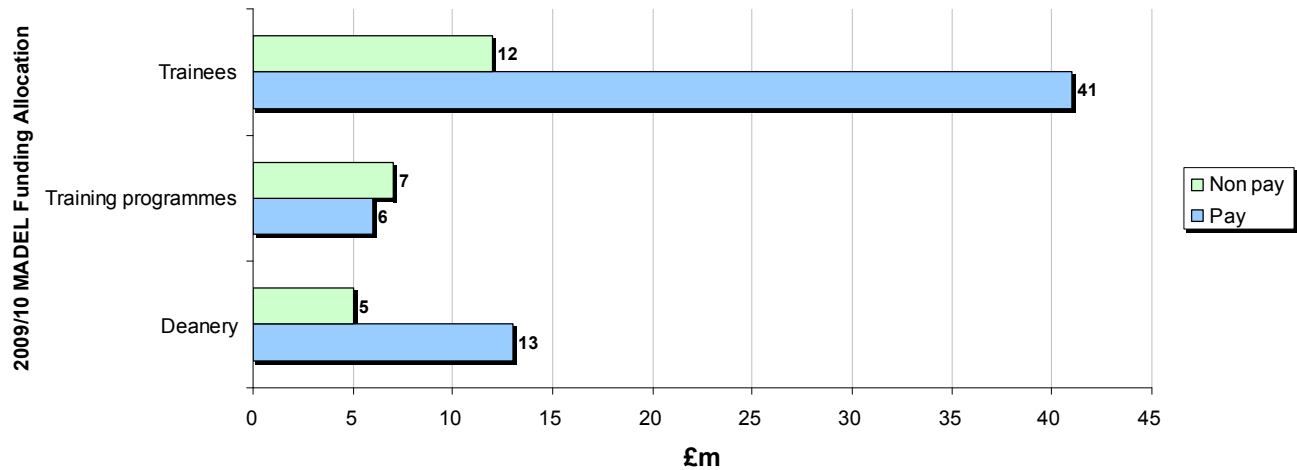
8.1 London Deanery 2009/10 MADEL budget

The London Deanery's has a MADEL funding envelope of **£399m** in 2009/10. **£315m** (79%) of the MADEL funding allocation for 2009/10 is distributed by the Deanery to Trusts through the MADEL SLA disbursements. The remaining **£84m** (21%) comprises the Deanery's 'core' budget and in 2009/10 will be allocated as follows;

- **£66m** (16%) - Funding allocated by the Deanery to fund Trusts, General Practice and Dental trainee and training programme pay and non pay costs
- **£18m** (5%) – Funding allocated by the Deanery to fund the Deanery's corporate pay and non pay costs for 2009/10.

The chart on the next page shows the split in the Deanery's core budget in 2009/10 in more detail;

8.2 Chart Showing 2009/10 MADEL Funding Allocation



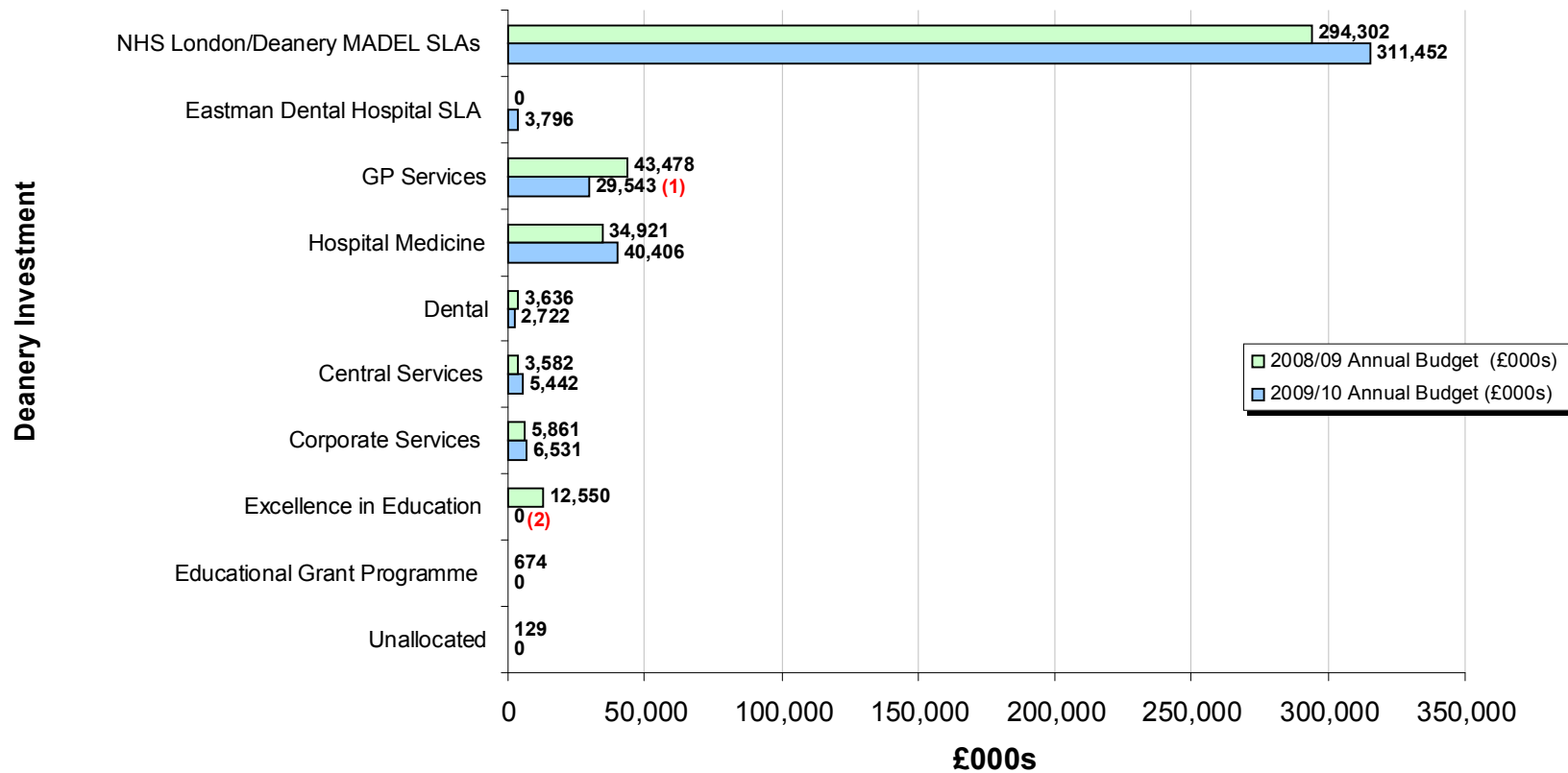
Note

(1) Chart does not include £315m of funding disbursed to Trusts by the Deanery through NHS London/Deanery and Eastman Dental Hospital MADEL Service Level Agreements

8.3 The Deanery's 2008/09 and 2009/10 MADEL budget

London Deanery Account	2008/09 Annual Budget (£000s)	2009/10 Annual Budget (£000s)
Trainee Pay and PGMDE	277,251	303,922
Academic posts	2,860	4,268
Training programme Directors	1,210	3,262
Consultant Backfill	12,981	0
Eastman Dental Hospital SLA	0	3,796
NHS London/Deanery MADEL SLAs	294,302	315,248
GP Operational	3,256	3,107
GP VT	38,422	24,641
GP CPD	1,657	1,444
GP Summative Assessment	143	351
GP Services	43,478	29,543
Medical Workce	3,571	4,969
Hospital Medicine Operational	1,630	2,460
Doctors In Training	16,173	20,367
Public Health	4,907	5,350
Frontier	2,394	2,040
Speciality Schools	3,699	2,586
Foundation Programme	2,547	2,634
Hospital Medicine	34,921	40,406
Dental VTS	726	935
Dental CPD	947	1,176
Dental LonDec	1,567	0
Dental Operational	396	611
Dental	3,636	2,722
Finance & Educational resources	651	894
Faculty Administration	0	639
SteLi	934	1,021
Faculty Development	1,666	2,533
EKAT	331	355
Corporate Services	5,861	6,531
Central Departments	9,443	11,973
Excellence in Education	12,550	0
Educational Grant Programme	674	0
Unallocated	129	0
Total for the London Deanery Account	104,831	84,644
TOTAL MADEL BUDGET	399,133	399,892

8.4 Comparison of the London Deanery's 2008/09 and 2009/10 MADEL Funding Allocation



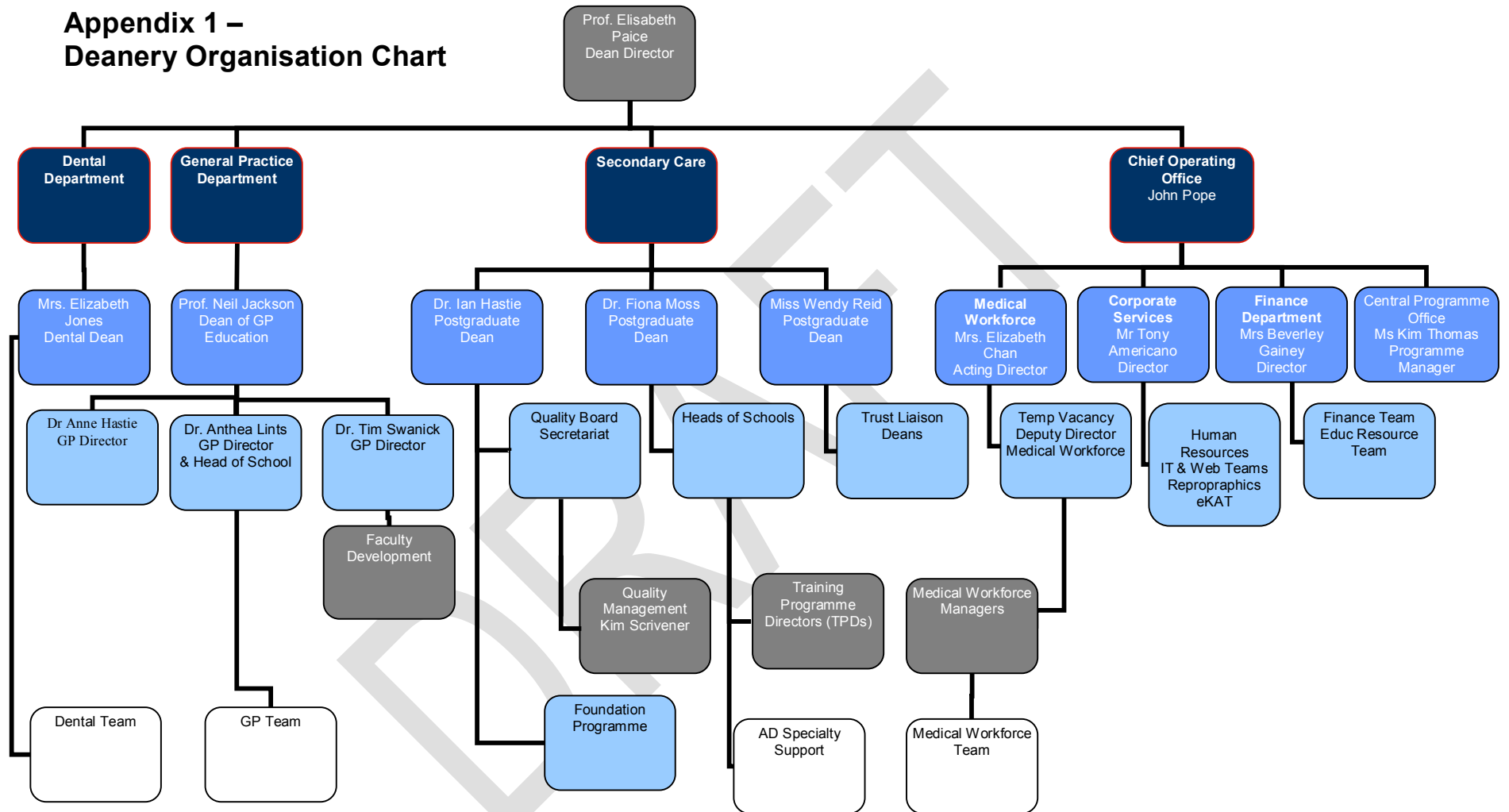
Notes:

- (1) Total GP funding in 2009/10 = £49m. £19.5m GP trainee pay for 2009/10 included within £304m trainee pay and PGMDE disbursed through NHS London/Deanery MADEL SLAs
- (2) £2.2m of 'Excellence in Education' funding for 2009/10 included within Deanery departmental budgets.

GLOSSARY

CEO	Chief Executive Officer	LATs	Local appointment for training
COGPED	Conference of General Practice Deans & Directors	LEP	Local Education Provider
COPDEND	Committee of Postgraduate Medical Dental Deans & Directors	MPET	Multi Professional Education & Training Levy
COPMeD	Conference of Postgraduate Medical Deans	NHSL	National Health Service London
CPD	Continuous professional development	NHS MEE	National Health Services Medical Education England
CPO	Central Programme Office	PM	Project Management
EWTD	European Working Time Directive	PMETB	Postgraduate Medical Education and Training Board
FTSTA	Fixed Term Specialist Training Appointment	QAFP	Quality Assurance of the Foundation Programme
GDC	General Dental Council	SAS	Staff and Associate Specialist
GMC	General Medical Council	SDEB	Specialist Dental Advisory Board
GP	General Practitioner	SHA	Strategic Health Authority
HR	Human Resources	STC	Specialist Training Committee

Appendix 1 – Deanery Organisation Chart



Appendix 2 – Stakeholder map

