



Clinical Leaders for the Future?

Evaluation of the Early Clinical Careers Fellowship Pilot Programme

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ECCF : A National Overview

Role of NHS Education for Scotland

Pilot of ECCF – modernising healthcare careers

National evaluation of model completed 2010

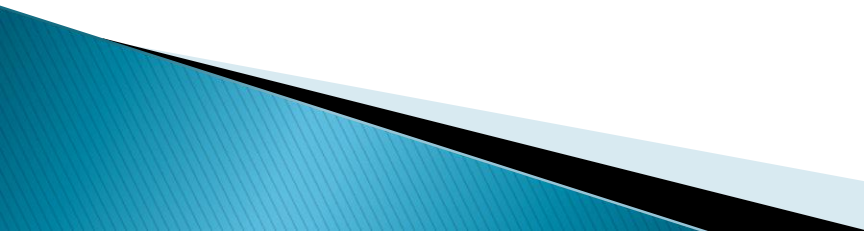
ECCF 2011 – Revised model in progress

Study Aim and Objectives

Aim:

- ▶ To systematically evaluate key features (contexts), activities (mechanisms) and outcomes of the Early Clinical Career Fellowships Pilot.

Objectives:

- ▶ To describe and develop an understanding of the contexts of the ECCF Project,
 - ▶ To describe and develop an understanding of the structure, organisation and running of the programme (the mechanisms),
 - ▶ To explore the perceptions of those involved including: Fellows, mentors, managers, educationalists, coaches (mechanisms and outcomes)
 - ▶ To identify, describe and assess a range of outcomes of the ECCF
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Research design & methods

- ▶ **Realistic evaluation** (Pawson and Tilley 1997)
- ▶ **Sampling:**
- ▶ All ECCF fellows across 2 cohorts invited to participate (n=98), 84 consented to participate
- ▶ “Supporters” of Fellows invited to participate (n=29)
- ▶ **Data Collection:**
 - Observation of induction day and masterclasses
 - Fellows questionnaires (n=66) and focus groups x 3
 - Supporters questionnaires (n=29) and focus groups x 1
 - Access to recruitment and selection information
 - Access to SWISS data requested but not made available
 - Questionnaire to peers via Fellows attempted
 - Review of literature ongoing
- ▶ **Data Analysis:**
 - Thematic analysis of focus group, observation data and other qualitative comments
 - Statistical collation of quantitative data



Key Findings >>

Context

Variation in practice context – Urban, Mixed and Rural

Variation in job roles prior to starting ECCF e.g. armed forces (2), other caring roles (8), other management & leadership roles (12)

Variation in age/ gender/ professional focus and job role

81% had undertaken Flying Start, another workforce development initiative in Scotland, also a required element of ECCF

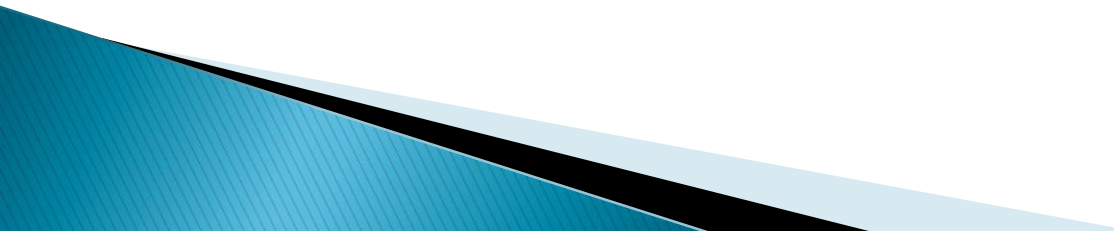
Mechanisms: Application and Selection

- ▶ 70% of respondents positively viewed the psychometric tests used in selection
- ▶ *Fellow B: It was quite a robust application process as well, kind of gave me the impression that the competition was going to be pretty significant. (FG cohort 2)*

Mechanisms: Learning and Teaching

- ▶ 85% (n=53) of questionnaire respondents were currently registered on a Masters programme relevant to their work
- ▶ Action learning sets: Fellow G: *I think they make the difference , I think you could do the course and come out with a Masters but the Action Learning Sets give you the skills to actually change and help manage other people and things and kind of make more of your qualification rather than just having a qualification that says you are really good at something.(FG2 Cohort 2)*

Mechanisms: Learning and Teaching cont....

- ▶ **Master classes:** *I felt privileged as a newly qualified professional to learn from experts in the field. I found the discussion exciting and interesting. It reaffirmed my belief in the ability I have to challenge poor practice and employ evidence based practice.(FQ)*
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Mechanisms: Support

Mentors

- ▶ 39% indicated that their mentor had challenged their way of thinking and 50% rated the mentorship they received as effective or very effective

Clinical coach

- ▶ 41% (27) of respondents currently had a clinical coach, of those 45% found it effective *e.g.*
- ▶ *I have found it useful to gain experience in other clinical settings whilst shadowing my coach (FQ)*

Support mechanisms cont...

Managers

- ▶ The majority of respondents felt that their managers were supportive of their role. However one person identified that a perceived lack of awareness and support was for them *the most challenging aspect of the programme (FQ)*

Health board

- ▶ *The support I have received from my own health board employer has been fantastic and very very supportive (FQ)*

Perceptions of others

- ▶ Some areas were very supportive – valuing the rich resource the process could bring in making service improvements to care, for some others their experience was not always so positive.
- ▶ One Fellow was using the ECCF to find ways of dealing with any conflict that might arise:
- ▶ *Action Learning Sets are helping me try to deal with, try and be a bit more positive ...rather than just feeling hard done by a lot of the time(FG3 mixed cohorts)*
- ▶ *I wish it was available when I was a newly qualified nurse (line manager)*

Future role development (Fellows and Supporters)

- ▶ **Fellow L:** *I want to be a kind of agent of change who is an expert within the area but I'm not particularly ambitious for status above that (FG3 mixed cohort)*
- ▶ *ECCF has opened my eyes to the benefits of Masters, I am considering masters myself to keep my skills up to date (SQ)*
- ▶ *A worthwhile development that needs to be developed and built upon to identify, support and sustain new leaders in the future. (clinical coach)*

The tree that never grew

Lose ourselves in the history
of mine and steel and ships,
the glorious empire somewhat shaming,
trade and tobacco lording
over golden and red sandstone

where the tree never grew,
the bird never flew,
the fish never swam,
the bell never rang.

mong stones balanced on stones
for height, splendour and fame
ancestors linger, edge us on to chase
dreams defying stress and strains,
to build stronger and grander and higher,
resenting that the tree never grew,

the bird never flew,
the fish never swam
the bell never rang.

Conversing with past we build our future,
limits expand with the universe.
Ideas from afar ebb and flow
through windows, doors open
for the drift into spaces between
where trees can grow,

birds can fly and sing,
fish can swim,
bells can ring,

and the ring binds us all together.

IEE Lees

Recommendations >>

Key Recommendations

- ▶ Opportunities for support and professional development offered by the Action Learning Sets should be built upon
- ▶ Build up more focused support and information for supporters, particularly greater clarity about their role and responsibilities, and what is expected of the relationship with the Fellow
- ▶ Supporter roles could be streamlined
- ▶ There needs to be an ongoing effective administration and information sharing system
- ▶ The programme has had many successes, but further research is needed, both longer term follow up and comparison with peers
- ▶ The programme should be mainstreamed throughout Scotland and consideration given to its transferability to the wider UK context.

A Final Reflection on ECCF.....

- ▶ *I feel very proud to be a part of this programme and hope that the project is looked favourably upon with regards funding in years to come as without the financial support and added encouragement from the ECCF programme I would not be undertaking this current progression in my career.(FQ)*



Thank you

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