

Annual Delivery Plan 24-25													
Recovery Driver	SG ADP Action Reference	NHS Board Deliverable Reference	Deliverable Summary	Q1 Milestones	Q2 Milestones	Q3 Milestones	Q4 Milestones	Risks and Issues - Category	Risks and Issues - Description	Controls	Q1 RAG Status (Red, Amber or Green)	Progress in Q1	Projected Q2 RAG Status
Please select from the drop down list :	Please select from the drop down list:	Please create your own reference code for this deliverable	Please include a brief summary of the deliverable, briefly outlining the intended action and what this will achieve in 25/26.	Please outline what you intend to have achieved by Q1	Please outline what you intend to have achieved by Q2	Please outline what you intend to have achieved by Q3	Please outline what you intend to have achieved by Q4	Please indicate the types of risk(s) and/or issue(s) impacting on delivery of milestones. Please choose all that are relevant from the list .	Please provide a short summary of risk(s) and/or issue(s) with a focus on cause and impact i.e. what is the specific area at risk and how will it impact on objectives/milestones.	Please summarise the key controls in place to manage the risk(s) and/or issue(s), to reduce the impact, or to reduce the likelihood of a risk from occurring.		Please outline what you have achieved in Q1	
8. Workforce			<p>Deliver the National Endoscopy Training Programme</p> <p>Further develop elements of the JAG accredited training programme for medical endoscopists, non-medical endoscopists and health care support workers.</p> <p>NHSSA is enhancing diagnostic capability and capacity through the NETP programme, particularly for Colonoscopy and Upper GI scopes. The programme includes upskilling courses, Train the Trainer courses, Endoscopy Non Technical Skills (ENTS) Training, Basic skills courses, along with the provision of immersive skills training. Courses are scheduled to run at locations throughout Scotland over the year. The accredited Assistant Endoscopy Practitioner Programme and Foundations of Endoscopy Practice programme for RN's will be offered for one cohort if there is demand from Boards.</p>	<p>Deliver upskilling for colonoscopy courses, basic skills courses, upskilling in upper GI courses and Train the Colonoscopy Trainer and Training the Endoscopy Trainer Courses. Deliver Immersion Training with early stage Trainees being prioritised. Deliver ENTS (Endoscopy Non Technical Skills) Training courses.</p> <p>Deliver network forum for endoscopy nursing teams.</p> <p>Continue cohorts of the National Assistant Practitioner Programme (Endoscopy)/ the Foundations of Endoscopy Practice programme for RN's.</p>	<p>Deliver upskilling for colonoscopy courses, basic skills courses, upskilling in upper GI courses and Train the Colonoscopy Trainer and Training the Endoscopy Trainer Courses. Deliver Immersion Training with early stage Trainees being prioritised. Deliver ENTS (Endoscopy Non Technical Skills) Training courses.</p> <p>Deliver network forum for endoscopy nursing teams.</p> <p>Continue cohort three of the National Assistant Practitioner Programme (Endoscopy)/ the Foundations of Endoscopy Practice programme for RN's.</p>	<p>Deliver upskilling for colonoscopy courses, basic skills courses, upskilling in upper GI courses and Train the Colonoscopy Trainer and Training the Endoscopy Trainer Courses. Deliver Immersion Training with early stage Trainees being prioritised. Deliver ENTS (Endoscopy Non Technical Skills) Training courses.</p> <p>Deliver network forum for endoscopy nursing teams.</p> <p>Continue cohort three of the National Assistant Practitioner Programme (Endoscopy)/ the Foundations of Endoscopy Practice programme for RN's.</p>	<p>Deliver upskilling for colonoscopy courses, basic skills courses, upskilling in upper GI courses and Train the Colonoscopy Trainer and Training the Endoscopy Trainer Courses. Deliver Immersion Training with early stage Trainees being prioritised. Deliver ENTS (Endoscopy Non Technical Skills) Training courses.</p> <p>Deliver network forum for endoscopy nursing teams.</p>	<p>Workforce - Recruitment and retention of faculty.</p> <p>Other - Use of passports for faculty to deliver training in a number of Boards without having to complete each Boards recruitment and on-boarding processes for each Board. Honorary contract processes.</p> <p>Other - Sufficient faculty to deliver all programmes.</p> <p>Other - Hotel for travelling faculty- costs and availability</p> <p>Other - Equipment availability for training, for example the portable simulator for ENTS.</p>	<p>Release of clinicians to honor SLAs is challenging for Boards and NETP focuses on communicating the benefit to the Boards and improvement in outcomes..</p> <p>Improvements to the website infrastructure in Q1 25/26 have enabled addition of video content and easier navigation for users.</p>		<p>We have delivered courses as planned, but have swapped some upper GI courses for colonoscopy courses to fit the patient allocation in GI. We have delivered Immersion Training with early stage Trainees being prioritised. And we have delivered ENTS (Endoscopy Non Technical Skills) Training courses.</p> <p>The network forum for endoscopy nursing teams has continued to meet and provide peer support as well as education from the NETP team.</p> <p>Continue cohorts of the National Assistant Practitioner Programme (Endoscopy)/ the Foundations of Endoscopy Practice programme for RN's.</p>		
8. Workforce			<p>Deliver much of the National Clinical Skills Programme for Pharmacists (Independent Prescribing for Community, Primary and Secondary Care Pharmacists).</p> <p>Act as delivery partner of Dundee Institute for Healthcare Simulation to ensure adequate numbers of places are provided in Scotland. Ensure course materials and resources for National Clinical Skills Programme for Pharmacists are available and relevant.</p> <p>Recruit and replenish faculty to deliver programme within NHS Scotland Academy at NHS Golden Jubilee site to share the workload of delivery. Deliver around five days of clinical skills training days for 11 months, with 12-15 learners a day, creating 660 - 825 learner places.</p> <p>Explore the role of NHSSA in supporting the changes in the pharmacy profession, developing business cases and delivering projects if approved.</p>	<p>Deliver around 165-206 learner-places each quarter, over 5 days most months with 12-15 places each day.</p>	<p>Deliver around 165-206 learner-places each quarter, over 5 days most months with 12-15 places each day.</p>	<p>Deliver around 165-206 learner-places each quarter, over 5 days most months with 12-15 places each day.</p>	<p>Deliver around 165-206 learner-places each quarter, over 5 days most months with 12-15 places each day.</p>	<p>Workforce - people need to be able to attend the training days</p> <p>Unavailability of faculty and/or training rooms</p> <p>Pharmacists do not engage in programme (self-referral)</p> <p>Added Q1 25/26 - concern over changes to content delivery as educational governance for this programme sits outwith the Academy</p>	<p>Provision of Clinical Skills Training Programme addresses this risk</p> <p>Developed pool of faculty from NHS GJ and NHS GGC</p> <p>Accommodation booked within NHS GJ (Conference Hotel)</p> <p>Promotion undertaken by Dundee Institute of Healthcare Simulation. Promotion within professional networks and fora.</p>		<p>We delivered 12 days of training as planned and added in an additional 11 days of training to help meet the needs of the University of Dundee. This over-delivery has, however, put pressure on staff resources within the Academy and for Q2, 3 and 4 we intend to deliver 4 days per month as per this ADP to ensure we are able to make sufficient progress across all programmes.</p>		
8. Workforce			<p>Perioperative Workforce Programme</p> <p>The four programmes developed in 2022/23/24 will run with the following cohorts each in 2025/26:</p> <p>Foundations in Perioperative Practice Programme: 2 cohorts (concurrent with APP) of 8 -12 learners (registered Nurses).</p> <p>Surgical First Assistant Programme: 1 cohort of 8 -12 learners (registered ODP/Nurse with 18months perip experience).</p> <p>Accelerated Anaesthetic Practitioner Programme: 2 cohorts of 8 -12 learners (registered Nurses). A third co-hort may be added in year if demand is there.</p> <p>Assistant Perioperative Practitioner: 2 cohorts (concurrent with FPP) of 8 -12 learner (at band 2-3, to move into a band 4 role).</p> <p>Decontamination training: 2 cohorts</p>	<p>Surgical First Assistant Programme: Cohorts continue.</p> <p>Anaesthetic Practitioner Programme: Cohorts continue.</p> <p>Foundations of Peri Operative Practice Programme: Cohorts continue.</p> <p>National Assistant Perioperative Practitioner Programme: Cohorts continue.</p> <p>Decontamination Training: cohorts continue.</p>	<p>Surgical First Assistant Programme: Cohorts continue.</p> <p>Anaesthetic Practitioner Programme: Cohorts continue.</p> <p>Foundations of Peri Operative Practice Programme: Cohorts continue.</p> <p>National Assistant Perioperative Practitioner Programme: Cohorts continue.</p> <p>Decontamination Training: cohorts continue.</p>	<p>Surgical First Assistant Programme: Cohorts continue.</p> <p>Anaesthetic Practitioner Programme: Cohorts continue.</p> <p>Foundations of Peri Operative Practice Programme: Cohorts continue.</p> <p>National Assistant Perioperative Practitioner Programme: Cohorts continue.</p> <p>Decontamination Training: cohorts continue.</p>	<p>Surgical First Assistant Programme: Cohorts continue.</p> <p>Anaesthetic Practitioner Programme: Cohorts continue.</p> <p>Foundations of Peri Operative Practice Programme: Cohorts continue.</p> <p>National Assistant Perioperative Practitioner Programme: Cohorts continue.</p> <p>Decontamination Training: cohorts continue.</p>	<p>Workforce - Retention of education faculty</p> <p>The pipeline of learners (and their supervisors) is currently low so we will be paying attention to future planning and ensuring we do all we can to ensure cohorts run at full capacity.</p>	<p>Focused programme activity and added educational support to document modified programme.</p> <p>High level engagement with SG workforce group regarding place allocation, funding flow and ongoing agile review of workforce model and recruitment pipeline.</p> <p>Standards for supervision have been established and are being reinforced by SG colleagues.</p>		<p>We are delivering the perioperative programmes as planned, and are pleased with learner numbers for the Foundations of Peri-operative Practice/Assistant Practitioner in Perioperative Practice, and the Anaesthetic Practitioner programme. The Surgical First Assistant programme is highly valued by Boards but runs with small numbers and we are exploring accepting learners from other parts of the UK onto this programme for a fee to recover the cost of provision.</p>		
8. Workforce			<p>Support for NMC OSCE Preparation</p> <p>NHSSA supports Boards who have recruited nurses from outside the UK, by helping the new nurses and their supervisors with preparation for NMC OSCEs. This helps the nurses to gain registration so they can practice independently as quickly as possible. Digital support for learning is provided for each of the 10 stations in the OSCE. Resources in Adult Nursing were released in Q2 2022/23 and for MH Nurses and Midwives in Q4 2022/23. A cultural humility resource was launched in Q3 2023/24.</p>	<p>Resources to be actively used by nurses and the educators supporting them, for nurses new to the UK in areas of adult nursing, MH nursing and Midwifery (very low numbers expected in year). Resources to be updated each time the NMC make changes to the stations.</p>	<p>Resources to be actively used by nurses and the educators supporting them, for nurses new to the UK in areas of adult nursing, MH nursing and Midwifery (very low numbers expected in year). Resources to be updated each time the NMC make changes to the stations.</p>	<p>Resources to be actively used by nurses and the educators supporting them, for nurses new to the UK in areas of adult nursing, MH nursing and Midwifery (very low numbers expected in year). Resources to be updated each time the NMC make changes to the stations.</p>	<p>Resources to be actively used by nurses and the educators supporting them, for nurses new to the UK in areas of adult nursing, MH nursing and Midwifery (very low numbers expected in year). Resources to be updated each time the NMC make changes to the stations.</p>	<p>Other - this project is dependent on the successful recruitment of new nurses by Boards/agencies</p> <p>Uptake will be small as the numbers required are small: there will reach a point where the cost of updating the resource is greater than the benefit and we are watching for this.</p>	<p>An agreement is in place with Northumbria to provide OSCE places for NHS Scotland nurses.</p> <p>We will archive this programme when the cost of updating it is greater than the benefit.</p> <p>We will transfer maintenance of the Cultural Humility resource to NES at an appropriate time for it to be maintained on a 'business-as-usual' basis.</p>		<p>910 people used this resource this quarter. Delivery has continued as planned with use of the OSCE resources reducing (335 in total this quarter) now that international recruitment has slowed down. The Cultural Humility resource is continuing to attract larger numbers of learners and we plan to pass ownership of this resource to the NES equalities team to maintain as business-as-usual for the longer term. A project close document will be considered by EPG to this end.</p>		
8. Workforce			<p>Preparation for work in health and social care in Scotland</p> <p>NHSSA has supported Boards and Social Care providers since winter 2021, by providing a digital resource that enables people new to roles in health and social care to be well-prepared. The resource is suitable to be used after interview but before starting work, whilst HR processes are underway, and it is a stop-gap resource whilst the national commission on induction for HSCWs is ongoing. This digital learning programme remains in use with positive feedback and an average of 200 new learners each month (and over 3,600 in total). An annual education review takes place and requested developments will be delivered.</p>	<p>Add additional quizzes for learners to check progress (requested by learners' feedback). 200 new learners to use resource.</p>	<p>200 new learners to use resource.</p>	<p>Develop and publish additional modules. 200 new learners to use resource.</p>	<p>200 new learners to use resource.</p>	<p>Other - the development of the new modules may slip down the priority list if other programmes need the limited resources for developing online education</p> <p>There is a risk if the resource remains in use after the content becomes dated.</p>	<p>We have a review schedule in place to ensure continued currency of content.</p>		<p>2718 people used this resource this quarter. Annual review has taken place and revisions and additions are being made with anticipation that this project will be closed by NHS Scotland Academy within the year. We hope another provider will take on the maintenance of the resource for the longer term. We have far exceeded the original commission to accelerate on-boarding to help ease winter pressures in 2021.</p>		
8. Workforce			<p>National Ultrasound Training Programme</p> <p>Increase Ultrasound capacity in NHS Scotland by supporting Boards to train ultrasonographers through a hub and spoke approach and use of dedicated practice educators, in partnership with Scottish Government, Glasgow Caledonia University and University of Cumbria. In 2025-26 the National Ultrasound Training Programme will continue with current delivery (anticipating 9282 US examinations on 7415 patients through the training lists), and also offers immersive experience to medical trainees. Two cohorts will run in 2025/26 with 17 sonographers trained, along with 40 STs and 193 masterclass learners (or mixed discipline). Demand for training is prioritised by the needs of boards, their enrolled learners and patient waits.</p>	<p>Continue immersion training, reduce waiting lists by delivering over 2,000 procedures this quarter. Continue to include medical trainees in immersion programme.</p>	<p>Deliver immersion training, reduce waiting lists by delivering over 2,000 procedures this quarter. Continue to include medical trainees in immersion programme.</p>	<p>Deliver immersion training, reduce waiting lists by delivering over 2,000 procedures this quarter. Continue to include medical trainees in immersion programme.</p>	<p>Deliver immersion training, reduce waiting lists by delivering over 2,000 procedures this quarter. Continue to include medical trainees in immersion programme.</p>	<p>Workforce - Retention</p> <p>This programme is funded through the SG Planned Care team, not through the NHSSA baseline allocation, so is subject to the risk of funding not being allocated.</p> <p>Ability to retain a team of trainers with the right skills for all US procedures. Ability of our partner GCU to recruit future cohorts.</p>	<p>A team of several staff with different and complementary experience has been recruited. Communication about the positive learning experience of cohorts 1 and 2 is helping attract future cohorts. Evidence of acceleration of skills for scanning and reporting is a strong communication tool.</p>		<p>Delivered as planned with activity reported by number of patients (a change from our usual reporting of the number of procedures) to the SG planned care team. The reported figure in the June return for April and May is 1243 patients.</p>		
8. Workforce			<p>National Bronchoscopy Training Programme</p> <p>To improve lung-cancer outcomes, NHSSA will develop curricula, and deliver training in basic bronchoscopy, and in endobronchial ultrasound and transbronchial needle aspiration of mediastinal lymph nodes over a three-year period (2023/24 and 2025/26). We will train 45 respiratory trainees in basic bronchoscopy and 36-48 senior trainees/SAS grades/Consultants in EBUS and TBNA.</p>	<p>Support learners using online resources, enable Bronchoscopy skills practice on local simulators - basic to advanced. Support use of EBUS Trans Bronchial Needle Aspiration (TBNA) simulation modules (eight hours of supervised practice in two four-hour sessions ideally separated by three months).</p>	<p>Support learners using online resources, enable Bronchoscopy skills practice on local simulators - basic to advanced</p>	<p>Support learners using online resources, enable Bronchoscopy skills practice on local simulators - basic to advanced. Support use of EBUS Trans Bronchial Needle Aspiration (TBNA) simulation modules (eight hours of supervised practice in two four-hour sessions ideally separated by three months). Run EBUS training day.</p>	<p>Support learners using online resources, enable Bronchoscopy skills practice on local simulators - basic to advanced. Support use of EBUS Trans Bronchial Needle Aspiration (TBNA) simulation modules.</p>	<p>Workforce - Recruitment</p> <p>Ability to maintain a faculty with the right skills to design and deliver the required curricula. Ability of the faculty's employing Boards to release them on a sessional basis.</p> <p>There is no established mechanism within JRCPTB to approve training pathways so we are exploring potential solutions as we would like national accreditation /endorsement.</p>	<p>Challenges for Boards in putting SLAs in place delayed the timing of achievement of milestones and SLAs will need to be extended to deliver this programme. This is within the current funding envelope for our programmes.</p>		<p>The Chair of Respiratory Specialty Advisory Committee of the Joint Royal Colleges of Physician's Training Board has replied positively to our request for peer review of the training pathway, noting it covers the need. The training pathway will be implemented for resident doctors from the August rotation, with each geographic location within the Deanery piloting the pathway with selected residents. A date for a further trainers event has been set for September, and the next EBUS course is scheduled for March 2026.</p>		
8. Workforce			<p>Accelerated Biomedical Scientist Portfolio attainment</p> <p>Delivery of an accelerated training pathway for BSc graduates to complete practical portfolio and achieve registration faster</p>	<p>Continue delivery of programme and quality enhancement as the first learners complete</p>	<p>Deliver accelerated programme</p>	<p>Deliver accelerated programme</p>	<p>Deliver accelerated programme</p>	<p>Workforce - Recruitment</p> <p>Ability of Boards to recruit new BMS at the right time to join the training programme</p>	<p>The Programme will run shortly after graduation</p>		<p>Delivered as planned with the pilot co-hort having completed, co-hort 1 progressing well and cohort 2 being recruited for a start in Q3. A stakeholder event was held at the end of Q1 and the enthusiasm for the programme was evident, with very positive reports from labs that have sent trainees on the programme.</p>		

8. Workforce			Support for High Volume Cataract services To support the implementation of the Cataract (HVCS) Blueprint through the development of digital resources to support technical skills for registered and non registered staff in ophthalmology theatres	Deliver resources and monitor use, incorporate feedback into quality improvements	Deliver resources and monitor use, incorporate feedback into quality improvements	Deliver resources and monitor use, incorporate feedback into quality improvements	Deliver resources and monitor use, incorporate feedback into quality improvements	Other - People will need to actually use the resources	The resources have been requested from within Boards but we will not know take-up until they are published - there is always a risk online resources will not be used	We co-created and used the NHSSA SALDR to ensure resources are relevant and meet the identified need		Delivered as planned with resources having been used by 109 unique learners across all Boards.	
8. Workforce			Anchor Institution Activities NHSSA supports the parent Boards as Anchor Institutions. NHSSA does this by funding two support roles in the Youth Academy in NES, and by hosting activities within NHS GJ.	Skills and Simulation Centre to host local schoolchildren for learning afternoon.	Princes Trust Learners to be hosted in Skills and Simulation Centre with activities provided by NHSSA educators.	Skills and Simulation Centre to host local schoolchildren for learning afternoon.	Princes Trust Learners to be hosted in Skills and Simulation Centre with activities provided by NHSSA educators.	Other	Ability to accommodate requested activity in addition to delivering NHSSA programmes	Mitigated by planning to make use of spare capacity at less busy times in programme delivery		Visiting school pupils were welcomed into the skills and simulation centre on 17 June, for interactive sessions promoting potential careers and healthy engagement with healthcare.	
8. Workforce			Ear Care (microsuction) NHSSA will develop and deliver an accelerated training programme for micro-suctioning ear care training for registered nurses working in Primary and Acute Care, over two years ending 31 January 2028	Recruit Clinical Educator (1 WTE band 7) and develop resources as per SALDR	Develop resources and recruit first cohort, aiming for delivery to start and end of this quarter	Deliver programme to first cohort and evaluate use, incorporate feedback into quality improvements. Recruit cohort two.	Deliver programme and evaluate use, incorporate feedback into quality improvements, start recruiting cohort 3	Workforce - Recruitment	Recruitment of both Clinical Educator(s) and RN learners are risks for this programme This programme will train trainers: creating the capacity for training to be rolled out in local areas but the decisions of regions in how they deliver ear care services is out of the scope of this programme	We will manage expectations about what NHSSA is delivering through this programme through clear communications: it is training for trainers only.		Recruitment processes have taken longer than anticipated so is not complete at the end of Q1. We have adjusted the end date of the project by 9 months from the end of March 2027 to the end of January 2028 to ensure adequate time for recruitment of both staff and learners. Learning design and educational governance processes are complete.	
8. Workforce			Research and development of programmes NHSSA responds to requests from SG sponsors and Board partners and is scoping projects to support accelerated training for groups including a cataract immersion training programme for othalamology residents, breathing pattern disorder training for physiotherapists and SALTs, and programmes for clinical perfusionists and echocardiographers. An initiation process is in place for new workstreams and if business cases for these projects are approved they will be added into the ADP template in year after business cases are approved.	Take scoping papers, SBARs and business cases through established governance processes when each stage of research is complete	Take scoping papers, SBARs and business cases through established governance processes when each stage of research is complete	Take scoping papers, SBARs and business cases through established governance processes when each stage of research is complete	Take scoping papers, SBARs and business cases through established governance processes when each stage of research is complete	Finance - Funding not yet agreed (or requested) Workforce - Recruitment Other - timely procurement	There may not be funding or availability of the people we need to deliver programmes that are commissioned in-year, it may be difficult for service to release learners to take part in NHSSA programmes	Mitigated at project level as part of the initiation and commissioning process		We are progressing the development of new workstreams as/when capacity allows.	
8. Workforce			Cataract Immersion Training Programme NHS Scotland Academy will increase the amount of immersive training opportunities for doctors working towards achieving an Entrustable Professional Activity (EPA) in managing a cataract operating list allowing them to perform independent surgical lists as per the RCOphth curriculum.	Establish clinical governance and leadership within the boards where training will be delivered. Write job descriptions and adverts and put through the matching process, announcing the project and advertising roles as soon as possible	Establish details of rotas and delivery in the North of Scotland. Recruit faculty and support role, establish start date. Work with TPDs to recruit resident or SAS doctor for activity in 25/26. Work with Boards to establish theatre capacity and workforce to enable immersion training	Continue to work with Boards to establish theatre capacity and workforce to enable immersion training. Complete recruitment processes, on-boarding, and establish start dates delivering soft starts to meet delivery targets where required	Start 6-month training blocks in NHS GJ in the February rotation of resident doctors	Finance Workforce	Funding from Planned Care required for trainer PAs through the Academy, in parallel with funding of cataract activity and workforce within Boards. Recruitment of trainers, resident/SAS doctors and a project co-ordinator are critical. Release of residents for rotation/rota management.	Mitigated by small group planning meetings and building connections and relationships with all stakeholders to be trusted in this space. Treading softly to ensure all viewpoints are heard and influence the delivery of this programme. Working to ensure that we complement and do not compete with planned training and activity in different geographies.		Funding of the trainer PAs has been confirmed and progress has been made to establish the governance of training programme within each location. Recruitment processes have begun but the first attempt at Job Matching was not successful so this will be re-visited in Q2 with a view to advertise as soon as possible	