

Clinical Education Team



Annual Report
2025-2026

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2. Introduction

Welcome to the Clinical Education Team Annual Report for 2025-2026.

The team have had another busy year supporting all aspects of clinical education and working towards implementation of the key objectives that we set out in our Clinical Education Strategy 2024-2028.

We continued to support training at all levels of nursing staff, Healthcare Support Workers (HCSW) and Operating Department Practitioners (ODP) throughout the hospital this year.

There has been significant work with colleagues from other professions to support training for staff with smooth implementation of new equipment. This includes new temporary cardiac pacing systems as well as new clinical systems Hospital Electronic Prescribing and Medicines Administration system (HEPMA) and eRostering.

Later this year, we will be working with nursing teams to implement Safe Care® later into 2026.

We have welcomed new members to our team over the year, as colleagues have moved to new career opportunities both within Golden Jubilee and beyond.

This report highlights the wide and varied work of the Clinical Education team over the year.



Eleanor Lang

Associate Nurse Director



3. Board Wide training

3.1 Resuscitation Training Team

Resuscitation Service activity continued to expand in 2025-2026. Last year we added the Immediate Life Support Instructor (ILSi) course to our calendar and we now have several Immediate Life Support (ILS) instructors who have completed the course and passed their assessments.

These individuals are now supporting the resuscitation service and aiming to double the number of candidate places available on several ILS courses. Plans are in place to run another course this year, to maintain and expand our existing pool of ILS instructors.

We continued to support other departments in education activities outside of typical Resuscitation Officer roles, including teaching, simulation training and course development. These include:



Pacing box
training



Medical Student
Simulation



Anaesthetic
Emergency in
Intensive Care
Unit (ICU)



Extra Corporeal
Membrane
Oxygenation
(ECMO)



Cardiothoracic
Advanced Life
Support (CALs)



Mechanical
Cardiopulmonary
Resuscitation
(mCPR)



Obstetric
Resuscitation
Emergencies

We also offered a variety of initiatives linked to resuscitation and simulation.

Cardiothoracic Resuscitation skills are offered to new medical staff who assist in out of hour's emergencies for cardiothoracic patients. Resuscitation training was taught at several bespoke Obstetric Resuscitation courses. Colleagues from NHS Education Scotland (now Public Health Delivery Scotland) lead in this speciality for our Resuscitation Page holders.

The initiatives described above are in addition to expanding Basic Life Support (BLS) training to include defibrillation skills (UK Resuscitation Guidelines 2025), and increasing BLS course places available to staff over the education year.

We also increased places offered on Advanced Life Support courses, from 60 to 84 per year, to facilitate greater numbers of GJUNH staff to attend this nationally recognised course. This will support the challenges of meeting Resuscitation needs of our patients and the training needs of our clinical staff.



Callum Cassidy
Resuscitation Officer



4. Divisional updates

4.2 Perioperative Department (Theatre and Endoscopy Clinical Educators)

Following the opening of the Surgical Centre, the Theatre and Endoscopy Clinical Education team have continued to support the Theatre department as they settled into what is now their new normal.

The team continues to work closely with Senior Charge Nurses (SCN), Health and Safety, and Medical Physics and the wider Clinical Education team to support the rollout of new equipment, documentation, surgical procedures and ways of working.

The Clinical Education team continues to support quality improvement projects such as:



5 Steps for Safer Surgery,



Pre-operative Checklist,



Association for Perioperative Practice (AfPP) audit.

Involvement in development and rollout of these projects provided the team with greater insight into how best to support staff when delivering teaching sessions, as well as providing clinical support.

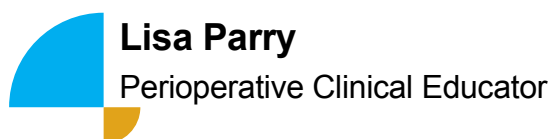
Partnership with the NHS Scotland Academy continues supporting registered staff to attend a variety of courses. Non-registered practitioners were able to participate in the Assistant Perioperative Practitioner programme, moving into a non-registered Scrub / Circulating practitioner roll on successful completion.

The Clinical Education team continues to support the Student ODP programme to gain competence in clinical skills, allowing them to work as Anaesthetic, Scrub / Circulating and Post Anaesthetic Care Unit practitioners.

Four Student ODPs graduated in autumn 2025 and transitioned into posts within Theatres as registered practitioners.

The Clinical Education team continues to facilitate the Theatre Induction programme for all new Theatre staff, welcoming 44 new colleagues to the department in 2025-2026. The team continues to deliver learning for all nursing and ODP staff during the monthly Continuing Medical Education (CME) days working collaboratively with the wider Clinical Education team, multidisciplinary team and industry representatives.

The Clinical Educator has created a new programme for 2026-2027 blending mandatory and specialty-specific training with more dedicated team-time to support wellbeing and enhance communication and team building.



4.3 Endoscopy department

The Theatre and Endoscopy Clinical Education team continue to work closely with the Endoscopy SCN to support the team to delivering care in their new purpose-built department of 14 patient pods and 5 Endoscopy Procedure rooms. Two of these rooms are dedicated to the NHS Scotland Academy National Endoscopy Training Programme.

A new Endoscopy Orientation programme was created to ensure all new members of staff had a smooth transition into their role. Further competencies for Nursing HCSWs have been developed and updated to reflect ongoing improvements in practice and the Clinical Education team continue to support competency acquisition.

The Endoscopy team has continued to grow in size and despite many new members of staff joining with no prior Endoscopy experience, working collaboratively has allowed them to develop skills at pace which resulted in the team winning the Top Team Award at the 2025 Golden Jubilee Our People Awards.

Following a successful audit to become a new Practice Learning Environment (PLE) for Pre-registration Student Nurses, 2 Endoscopy HCSW's have joined the Open University BSc programme and have benefitted from placements within the department, as have Pre-Registration Student Nurses from our other University partners.

The Theatre and Endoscopy Clinical Education team continue to deliver learning for Endoscopy nursing staff during the CME days. This is a blend of mandatory and Endoscopy-specific training, working collaboratively with the wider Clinical Education team, multidisciplinary team and industry representatives.



Lisa Parry

Perioperative Clinical Educator

4.4 Critical Care

Critical Care has adapted their Newly Qualified Nurse (NQN) Programme this year to suit staff who have some critical care or ward experience to ensure structured training remains key. This is shorter course however; the outcomes are similar, with staff gaining confidence and competence at an accelerated rate.

Delivering a blend of both classroom sessions and tailored bedside teaching opportunities has allowed new staff to feel more competent and confident in their role.

We also run advanced teaching sessions including Cardiac Output Monitoring, Renal Replacement Therapy, Cardiac Pacing, Intra-Aortic Balloon Counter pulsation and Emergency Tracheostomy Care.

Scenario based training remains of high priority, in particular the Accredited Cardiac Advanced Life Support (CALS) course. Critical Care Clinical Educators, Critical Care Anaesthetists, Resuscitation Officers and surgeons work collaboratively to teach the principles of re-sternotomy in an emergency cardiac arrest situation post cardiac surgery.

These run in addition to shorter scenario-based courses and bedside teaching to offer training for larger numbers of staff throughout the year.

Critical Care Clinical Educators are working alongside fellow educators from both theatre and the cardiothoracic wards to ensure a better understanding of roles in an emergency CALS situation and smooth handover of care.

Intentional morning walk rounds by the team play a key role in identifying any training needs of staff early in the day. This helps facilitate daily learning goals for staff and provide opportunities to seek advice or support.

One of our team is undergoing the Effective Teaching Module at University West of Scotland (UWS) as per Guidelines for the Provision of Intensive Care Services (GPICS) standards. We also welcomed a new member to our Education team this year.

We support all HCSWs including both new staff sessions and skill updates, and we have 2 colleagues completing their Scottish Vocational Qualification (SVQ) award at present.

The Clinical Educators continue to guest lecture at the University of Glasgow, teaching Nursing Care Post Cardiac Surgery.

We continue to implement change when required, working alongside the Medical Physics team and senior nurse group. This year has been particularly busy with implementation of new internal defibrillation paddles, ventilators and cardiac pacing devices.



Lesley Truesdale

Critical Care Clinical Educator

4.5 Cardiothoracic Wards

The Clinical Educator continued to provide support to newly appointed staff and facilitate training and development for staff transitioning into promoted roles in both wards over the year.

Access to ketone monitoring devices has expanded to include all Registered Nurses (RN). Training has been delivered across the Cardiothoracic wards to ensure staff competence and the safe use of these devices in clinical practice.

3 West

The Multidisciplinary team (MDT) delivered 'an 'Introduction to Thoracic Surgery' study day for new staff, ensuring a consistent baseline of knowledge and supporting safe clinical practice. An established CME programme was developed to provide concise, thoracic-focused educational updates on topics identified by ward staff.

Sessions were delivered in the ward by thoracic surgeons and facilitated via Microsoft (MS) Teams to maximise accessibility for staff. Sessions were recorded to allow these to be viewed later, and make sure everyone had equal access to the resource.

Education and training relating to the use of negative pressure wound therapy devices continued in line with increased clinical utilisation. Training was a combination of face-to-face sessions led by the Negative Pressure Wound Therapy representative and supplementary MS Teams sessions.

3 East

Fundamentals of Cardiac Surgery education was delivered to all new staff. To strengthen access to education, a MS Teams training channel was established to provide regular updates, store educational resources, and support the delivery of future CME sessions.

Training was delivered for the planned introduction of a new cardiac pacing device. This was collaboratively with industry partners using a blended approach to enable the safe implementation of the device into practice.



Margaret Hart

Cardiothoracic Clinical Educator

4.6 National Elective Services (NES) Wards

Throughout the year, the Education team in the NES wards worked in close partnership with SCNs to ensure learning and development activities remain aligned with service priorities and local needs.

Following a period of sustained change across the wards, plans have been established to review, update, and renew staff competency packs at all levels, ensuring continued relevance and consistency across each area.

Reflection on the previous year's work plan identified opportunities to strengthen clinical learning. Focused clinical skills sessions are delivered on a monthly basis on CME days, supporting ongoing professional development and safe, effective clinical practice.

The Clinical Educator led an awareness event to mark World Diabetes Day 2025. Building on this, a diabetes workshop was developed to address identified learning needs and improve staff confidence and competence in diabetes care.

As the Clinical Educator approaches completion of the Scottish Quality Improvement Leadership Programme, Quality Improvement (QI) methodology has increasingly informed the team's approach. This has enabled the identification of more efficient ways of working, reducing administrative demands and increasing educator presence in clinical areas. This also allowed us to achieve a better balance between classroom-based theory and real-time learning within the clinical setting.

The Assistant Clinical Educator began the Effective Teaching in Practice module at UWS in January 2026 for completion in May 2026. Our combined skills, experience, and professional development will continue to enhance learning opportunities for staff and contribute to the delivery of high-quality care across the NES wards.



Hayley Doak

Orthopaedic/General Surgery Clinical Educator

4.7 Outpatients Department (OPD)

OPD continues to place a strong emphasis on education, training and workforce development to support safe, effective and personcentred care. Ongoing investment in staff capability ensures compliance with national requirements, supports service sustainability and enables staff to practise to the highest standard.

During the year, the introduction of new Board wide values and the national 'Once for Scotland' mandatory training requirements were successfully embedded across in the department. This ensured both improved staff alignment with and understanding of national and organisational priorities.

Comprehensive induction training is delivered to all newly appointed staff within OPD. This structured approach ensures new members of the team are:



Appropriately supported



Equipped with local knowledge and systems training



Fully oriented to departmental processes, values and clinical expectations.

Effective induction remains a key element in supporting staff retention and early engagement. The department remains committed to supporting career progression and the development of advanced clinical practice. Staff members were supported to undertake the NonMedical Prescribing programme, enhancing multidisciplinary working and improving patient access to timely care.

In addition, 2 newly appointed Preoperative Practitioners were supported to successfully complete the Clinical Assessment course at Glasgow Caledonian University (GCU).

Ongoing investment in staff development continues through participation in the CME days. Targeted training sessions are delivered monthly and are informed by performance feedback, organisational development priorities and outcomes from the Development Needs Analysis Tool (DNAT).



Ingrid Barr

Clinical Educator OPD

This approach ensures that learning opportunities remain responsive to service needs and individual professional development requirements.

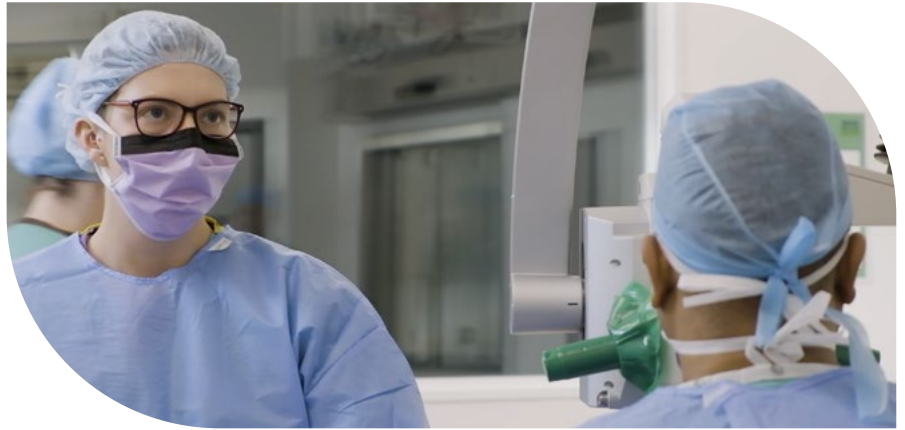
The Outpatients Department continues to provide an onsite casting service, with ongoing training in place to support the achievement and maintenance of staff competence.

This training is delivered collaboratively with Essity UK®, who provide educational resources and materials, and supported by one of our Consultant Orthopaedic Surgeons. This partnership approach ensures maintaining high clinical standards while supporting timely, high-quality patient care.

4.8 Eye Centre

The Clinical Educator worked collaboratively with colleagues within the Eye Centre and the wider Clinical Education team over the year. This enabled delivery of highquality education that aligned with service and organisational priorities. Regular clinic and theatre meetings

identify training needs across all staff groups, supporting consistent clinical processes, better efficiency, and safer patient care.



Workforce development and internal progression remain key departmental priorities. The Clinical Educator supported the safe integration of new staff through a structured and comprehensive induction programme.

The team achieved strong internal progression through targeted education and competency-based development.

There have been several promotions to higher roles in the Healthcare Support Worker (HCSW) team and the RN team. This reflects a positive culture of learning, career development, and succession planning within the service.

The Clinical Educator coordinated induction for new Eye Centre staff and delivered ongoing education through regular CME days. This programme brought together consultant teams, optometry, ophthalmic representatives, and the wider education team to deliver a collaborative approach.

Staff development roles, including OPERA super users, Dementia Champions, and skin surveillance leads, continue to enhance clinical safety, patient experience, and consistency of care.

A 'back to basics' competencybased approach to Ophthalmology education was implemented across the 3 departments to review and meet the learning needs of both new and existing staff. As a result, we reviewed, updated, and reissued competencies. The Clinical Educator delivered short, focused practical teaching sessions on both new and existing ophthalmic equipment, supporting staff to complete competencies and improve confidence in clinical practice.

The Clinical Educator continues to work closely with the wider Clinical Education team and actively participates in organisationwide training initiatives, ensuring local education remains aligned with wider Hospital and professional standards.

4.9 Interventional Cardiology and National Services Division (NSD)

New staff have been welcomed and supported through structured induction programmes within Coronary Care Unit (CCU), Ward 2 East, and NSD. We provided ongoing educational support to build competencies and support continued learning.

The Clinical Educator successfully completed a diploma preparation course in ECG Interpretation, delivered by the Society for Cardiac Science and Technology (SCST). This has directly supported the development of the 2-day ECG course, delivered regularly and open to nursing staff and multidisciplinary colleagues across the organisation.

Ongoing collaboration with Cardiac Physiology has been instrumental in sustaining delivery of this increasingly well-established programme.

Cardiology specialist nursing teams, clinical fellows, and cardiac physiology colleagues worked together to deliver a series of cardiology-specific study days.

The 'Introduction to Cardiology' programme supports registered nurses new to the specialty, with input from clinical educators, clinical nurse specialists, and pharmacy. Interactive workshops focus on caring for the deteriorating patient. Feedback has been consistently positive, and the programme is now part of the training calendar.

Another study day, 'The Deteriorating Cardiology Patient', was added to the programme. Delivered by the Clinical Educator, Cardiology Clinical Fellows, and Cardiac Physiology, the programme included theoretical and practical workshop components. Topics included high-risk ECG recognition, temporary cardiac pacing, intra-aortic balloon pump therapy, and continuous positive airway pressure (CPAP).



Within the HCSW workforce, several staff members have successfully completed the Best Practice in Dementia course. This has enhanced the care provided to this vulnerable patient group and supported the sharing of knowledge within teams.

Work is ongoing to develop cardiology-specific educational sessions tailored to HCSWs across CCU, the cardiology ward, and NSD.

Clinical education has played a pivotal role in supporting the implementation of new systems and clinical practices. Further advanced pacing education is planned for the coming year to enhance staff competency.

Lucy Flaherty

Interventional Cardiology and National
Services Division Clinical Educator



4.10 Cardiac Catheterisation Laboratories (Cath Labs) and Cardiac Day Unit (CDU)

The Clinical Educator worked very closely with the nursing team and the wider interventional cardiology team.

In 2025-2026, there were many Newly Qualified Practitioners (NQPs) welcomed to the team who were supported by the Clinical Educator.

Following the re-issue of Clinical Competency packs within Cath Lab last year, the Clinical Educator supported staff to complete all relevant competencies. Short practical teaching sessions continued this year on new and existing equipment, which has helped staff in competency completion.

There has been ongoing work to develop clinical competencies for our Senior HCSWs and this will continue into 2026-2027 in line with the revised national Education Framework for HCSWs.

Collaboration between the Clinical Educator, along with in-house and external providers delivered invaluable teaching sessions during CME days on complex interventional cardiology procedures and equipment for all members of the multidisciplinary team.

The Clinical Educator continues to support staff in their professional development and supporting staff undertaking Quality Improvement projects. The Clinical Educator works closely with the Senior Charge Nurse and Charge Nurse to update and provide clear, concise policies, guidelines and standard operating procedures.

 **Eleanor Lang and
Lucy Flaherty**

5. Training reports

5.1 Professional development attendance

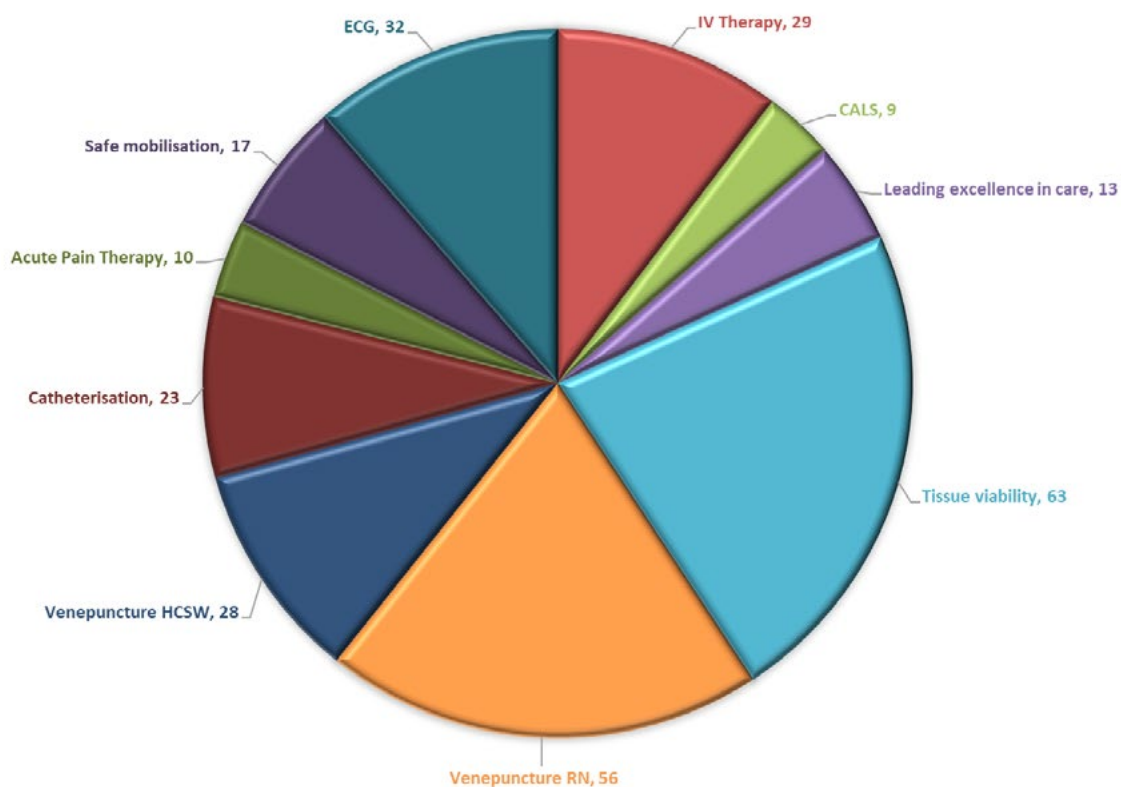


Table 1: in house development training attended 2025-2026

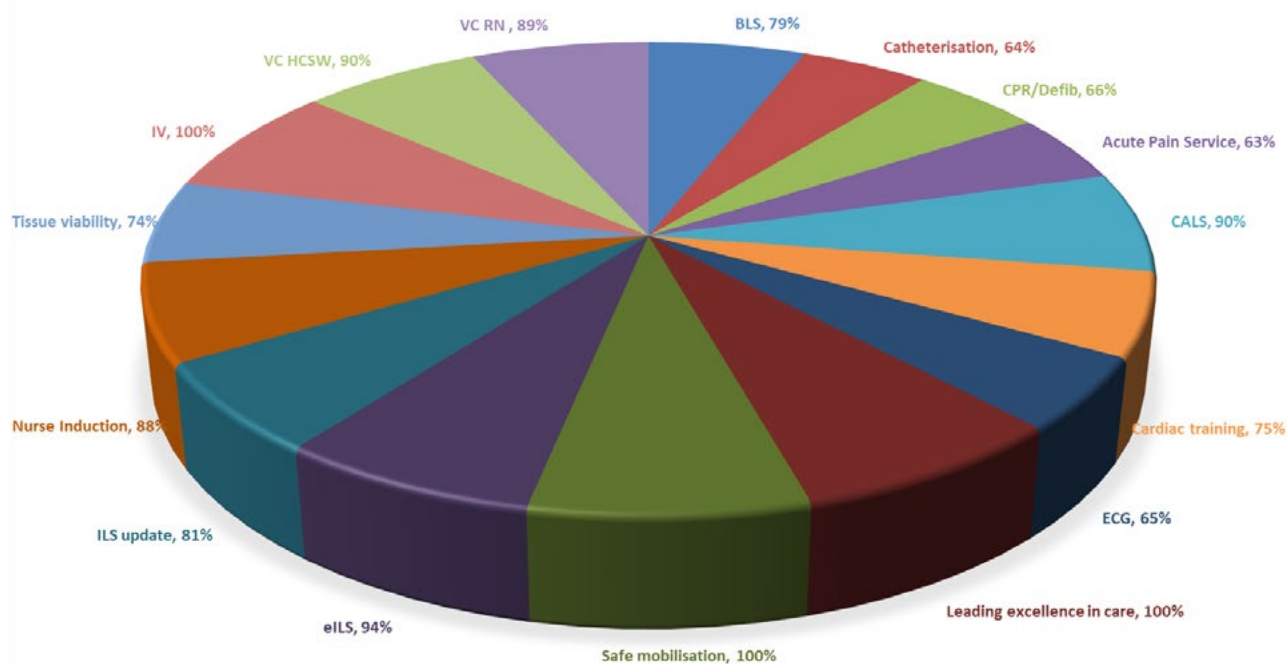


Table 2: Course attendance 2025-2026

Mandatory training attended 2025-26

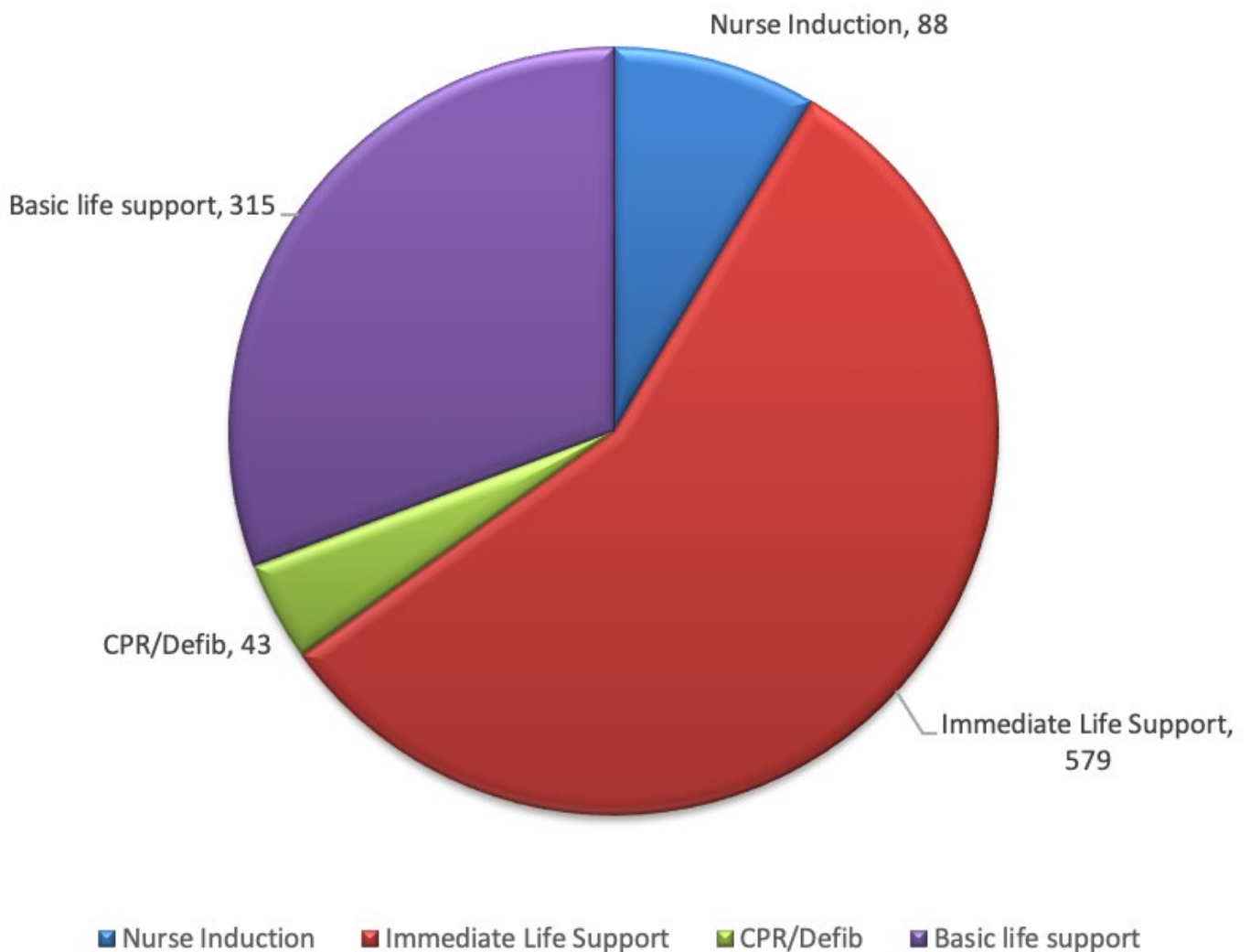


Table 3: Professional mandatory training attended 2025-2026

5.2 Overview

The chart illustrates attendance at inhouse development training sessions during 2025–2026, highlighting staff engagement across a range of mandatory, clinical, and professional development topics.

Overall, uptake demonstrates strong participation in key clinical competencies, with particular emphasis on tissue viability, venepuncture, and cardiovascular monitoring skills.

5.3 Key Themes and Findings

Strong demand for and participation at core clinical skills training. Tissue Viability and Venepuncture (RN and HCSW combined) represent the highest areas of attendance, reflecting the ongoing need to maintain and develop essential bedside competencies and patient safety skills.

Continued focus on diagnostic and therapeutic skills. High engagement in ECG, Intra Venous Therapy, and Catheterisation training.

It is noted that there is lower attendance in specialist and leadership training. CALS, Acute Pain Therapy, and Leading Excellence in Care recorded comparatively lower numbers. This may reflect targeted eligibility, reduced frequency, or limited cohort sizes rather than lack of demand.

The overall pattern of attendance demonstrates good uptake of training opportunities by our teams. This supports patient safety, quality of care, and clinical competence. The prominence of practical, wardbased skills is responsive to service needs and clinical risk areas.

Inhouse development training during 2025–2026 shows strong staff engagement and effective targeting of priority clinical skills, particularly in tissue viability, venepuncture, and cardiovascular care. The strong emphasis on lifesupport training demonstrates a proactive approach to clinical risk management and workforce competence.

Continued monitoring of attendance trends will support future education planning and ensure alignment with organisational priorities and service demand.

Elizabeth Keatley

Clinical Education Coordinator





6. Supporting Our Staff

6.1 Clinical SVQ Programme NHS Golden Jubilee SVQ Centre

- The Golden Jubilee SVQ Centre continues to deliver a person-centred approach to vocational learning, recognising the diverse circumstances of each individual and providing flexible, supportive pathways to achievement.
- We maintain robust quality assurance systems to ensure full compliance with Qualifications Scotland (formerly Scottish Qualifications Authority) requirements, underpinning the integrity and consistency of all awards delivered. We have an audit review by QS in September 2025 for our SVQ healthcare support (levels 2 and 3 awards) and in November 2025 we have a Systems Verification audit by QS.
- Our centre and our team play a key role in supporting NHS Scotland Academy learners undertaking the assistant practitioner endoscopy and perioperative programmes. This includes candidate registration with Qualifications Scotland, along with the provision of assessor training, standardisation activity and internal verification.
- Through this comprehensive approach, the SVQ Centre supports both individual development and the delivery of a skilled, competent workforce.



Lynn Wilson

Clinical Educator Vocational training

6.2 Practice Education

The practice education facilitator (PEF) team, continue to contribute to ensuring quality practice learning (PLE) experiences for student learners from our partner Higher Education Institutions (HEI) and Further Education Institutions (FEI).

We continue to monitor Service Level Agreements (SLA) and support practice-learning environments to maintain SLA to support student learning. This year we have increased spoke associated learning experiences and plan to scope potential future PLEs within the Hospital.

Student feedback on their practice learning experience is extremely important to us and we continue to encourage, review and act on Student Practice Learning Environment Feedback (SPLEF) via the Quality Management of the Practice Learning Environment (QMPLE) system.

Support for our PLEs, practice supervisors and practice assessors continues with needs led support and education. With the introduction of ePAD for pre-registration student nurse assessment, education and support has focussed on this change to ensure a seamless user experience for our staff and students.

We continue to offer board specific learning opportunities for all pre-registration student nurses with our 'Meet the Director' Sessions and for part 3 students in the senior nurse spoke experience. These sessions remain very interactive and are positively evaluated.

NQPs continue to be supported to complete Flying Start® within their first year in practice. Completion rates are monitored and reported to the senior nursing teams.



Emma-Louise Kerr

Lead PEF

7. References

Scan the QR with your device or click on the box to visit the linked website or document.



UK Resuscitation Council guidelines

www.resus.org.uk/professional-library/2025-resuscitation-guidelines



accessed 14 May 2026



Guidelines for the Provision of Intensive Care Service

www.ficm.ac.uk/sites/ficm/files/documents/2026-01/GPICS%20V3%202026_0



accessed 14 May 2026



**Development and Education Framework for Levels 2-4
NMAHP Healthcare Support Workers (NES 2025)**

www.nes.scot.nhs.uk/media/3pabxwnx/ned1609-hcsw-development-education-framework-v7-april-2023.pdf



accessed 14 May 2026



If you have any comments or require further information on our report, please contact Eleanor.Lang@gjnh.scot.nhs.uk



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