1.0 BACKGROUND

1.1 In England, the training and education of Health Care Professionals (HCPs) in the field of blood transfusion varies considerably depending on area of specialism and whether there are any curriculum recommendations. There is no co-ordinated approach to transfusion education in terms of both curriculum content and consistency of availability.

1.2 There needs to be a detailed understanding of what training and education currently exists for HCPs - for whom and provided by which Institutions. This is needed to inform the development of a set of recommendations and action plan to achieve a co-ordinated approach in the future.

1.3 There needs to be a clear mechanism for ensuring that transfusion education is consistent across England for both pre registration and post registration training of all Health Care Professionals (Doctors, Nurses and Midwives). A more structured approach to content, design and delivery is needed.

1.4 The Education Working Group would contribute to the achievement of Objective 4 (support education and training of blood transfusion) of the Chief Medical Officer's (CMO) National Blood Transfusion Committee (NBTC) 2011/12 work plan.

1.5 It is proposed that this group is a short-lived group that has two distinct pieces of work split into Phase 1 and Phase 2. Phase 1 will be completed by March 2012.

2.0 REMIT

2.1 The overall objective for this group is to help achieve a consistent, structured approach to curriculum design for transfusion education in England.

Phase 1. (Understand and Explore)

2.2 Undertake a comprehensive review of transfusion training and education in England to include a detailed understanding of the structure and remit of The Higher Education Institutes and Professional Societies role/influence in transfusion education.

2.3 Provide a set of recommendations to inform development of a workplan for delivery for phase 2.

2.4 In collaboration with the Royal College of Nursing, review and update their transfusion standards: ‘Right blood, right patient, right time – RCN guidance for improving transfusion practice’ (2005).
Phase 2. (Implement and deliver)

2.5 Develop a work plan based on the findings of Phase 1.

2.6 In collaboration with key stakeholders, produce recommendations for transfusion education in the core curriculum for HCPs pre and post registration.

2.7 Implement relevant educational recommendations from the SaBTO consent for transfusion consultation.

3.0 OUT OF SCOPE

3.1 Scientific and technical training, which in England is primarily supported by the NHS Blood and Transplant (NHSBT) Scientific and Technical Training Function.

4.0 MEMBERSHIP

4.1 For phase 1 a small core group will be established:

- Dr Shubha Allard, Consultant Haematologist, Barts and The London NHS Trust/ NHSBT - Chair
- Dr Kate Pendry, Consultant Haematologist, Central Manchester University Hospital NHS Foundation Trust/NHSBT
- Rebecca Gerrard, Head of Better Blood Transfusion, NHSBT
- Kairen Coffey, Better Blood Transfusion Education and Audit Lead, NHSBT
- Transfusion Practitioner (tbc)

4.2 Administrative support for the group will be provided by the NBTC Executive Assistant.

4.3 Membership and Chair of the group will be reviewed and expanded for phase 2.

5.0 OTHER KEY STAKEHOLDERS

5.1 There are a number of key stakeholders whose engagement with the work of this group will be essential and include:

- NBTC Specialist Society Group
- SaBTO Consent Sub-Group
- Nursing and Midwifery Council
- Royal Colleges
- Higher Education Institutes
- Medical Schools
- Regional Transfusion Committees and Hospital Transfusion Teams

It will also be essential to consult with the following:
- Health Education England (NHS reforms)
- General Medical Council
6.0 OUTCOME MEASURES

6.1 Provide overview of transfusion education in England and recommendations for emulating and further developing areas of good practice, ensuring consistency and availability for all.

6.2 Development of Work plan based on outcomes of Phase 1 that is reviewed and agreed by CMO's NBTC.

6.3 Engagement with key stakeholders that will enable implementation of recommendations in terms of both curriculum design and delivery.