Clinical Coding Trainer Programme (CCTP) Handbook 2021-22

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Contents

1 Introduction

The Clinical Coding Trainer Framework provides the activities, roles and protocols which individually and collectively ensure that standards associated with training delivery in the application of national clinical coding standards are met.

The Clinical Coding Trainer Programme (CCTP) provides the necessary training in the general and specialist knowledge and skills required to use the national clinical coding standards training materials to deliver clinical coding training within the NHS.

The success of the training delivered depends upon the competence of the trainer; the key resource for delivery of the Clinical Coding Standards Course, Clinical Coding Standards Refresher Course, the NCCQ (UK) Revision Programme, the Mental Health Clinical Coding Standards Course and Mental Health Clinical Coding Standards Refresher Course. It is therefore essential that an individual and their organisation understand the base knowledge and skills required as well as the ongoing commitment.

1.1 Purpose of document

The document provides an outline of the CCTP so that the reader has a thorough understanding of:

- Pre-requisite skills and knowledge
- Entry level Assessment Day
- Train the Trainer course content (both modules)
- Ongoing post-course requirements and continued professional development to maintain approved clinical coding trainer status.

1.1.1 Audience

Accredited clinical coders interested in developing their existing skills and knowledge to become an approved clinical coding trainer and maintaining these skills through continued professional development.

Line managers, to understand the level of commitment required by the individual and organisation to embed and support a skilled trainer in the department to deliver a regular and robust cycle of clinical coding training within the organisation / department.

1.1.2 Background

Accurate and comprehensive coded clinical data is essential for reliable and effective clinical and statistical analysis. A regular internal programme of clinical coding training ensures the quality of coded clinical data to satisfy NHS regulatory bodies that organisations exemplify best practice and promote a culture of continuous improvement.

The CCTP supports organisations by ensuring only the most highly skilled staff qualify become approved clinical coding trainers and that continued professional development in this expert field is maintained.

2 Pre-requisite skills and knowledge

The CCTP pre-requisite criteria ensures that an applicant has the basic skills and knowledge required to become a trainer.

A clinical coding trainer must possess a wider range of skills and knowledge than those required for day-to-day clinical coding. Whilst excellent technical coding skills are necessary for someone to become an approved clinical coding trainer, they are not sufficient.

It is essential therefore, that applicants fulfil **all** of the following criteria **prior** to applying to the CCTP:

1. Attain accredited clinical coder (ACC) status by passing the National Clinical Coding Qualification (UK) examination and **a minimum of 3 years** clinical coding experience **post** accreditation before **submitting** an application for the programme. (*Provides certificate*). We will not be able to accept applications from candidates who have sat and passed the National Clinical Coding Qualification (UK) examination in March 2019 until March 2022 and only if there are still places available.

2. Attend a Clinical Coding Standards Refresher Course delivered by a Terminology and Classifications Delivery Service approved clinical coding trainer **within 3 years of the application date**. (*Provides certificate of successful completion*)

3. Have proven expertise and specialist knowledge in the application of the rules and conventions of ICD-10 and OPCS-4 and a thorough understanding of national clinical coding standards for these classifications.

4. Have proven experience in coding across a wide range of speciality areas including general medicine, general surgery, trauma and orthopaedics and obstetrics **as a minimum**. (*Acceptable evidence includes if the applicant can list dates when they have been responsible for coding these specialties within their organisation*).

5. A basic knowledge of anatomy and physiology and medical terminology. (*Provides certificate if completed a formal training course, e.g. AMSPAR*)

6. Excellent communication skills both verbal and written to enable effective interaction across multi-professional teams and with clinical coders of all capabilities.

7. Excellent planning and organisational skills.

8. Excellent time management skills.

9. Excellent observation and listening skills.

10. Experience in problem solving. (*A practical example must be provided to demonstrate this*)

11. Proven ability in use of Microsoft PowerPoint. (*Provides details of previous presentations delivered and a sample presentation they have developed,which can be on a subject of their choice*).

12. Demonstrated commitment to continued professional development.

13. Knowledge of Data Security and Protection Toolkit (DSPT)Standard 3 (formerly the Information Governance Toolkit Requirements 510 Acute Trust and 516 Mental Health Trust) requirements pertaining to clinical coding training.

14. Knowledge of data protection laws. (The applicant should have undertaken mandatory annual Data Security Awareness Level 1 training, or equivalent information governance training, within their own organisation and be able to provide a certificate as evidence of this training. (*Provides an up to date certificate, i.e. one dated within the last 12 months*)

15. Knowledge and understanding of the principles of the Approved Trainer Code of Conduct.

IMPORTANT INFORMATION:

Criteria 1, 2 and 14 – Will be evidenced by provision of certificates. (*This may also be applicable to criterion 5 if a formal course in A&P or medical terminology has been undertaken*)

Criteria 3 to 14 – Will be evidenced via both the applicant's CCTP Curriculum Vitae through the provision of practical examples, dates of on-the-job specialty coding **(not workshop attendance)** and any other requested supporting information (for example criterion 11 requires a sample presentation in addition to details of other previous presentations delivered) and also successful completion of the CCTP Assessment Day. (See also CCTP Bibliography.) ***Please see section 3.1 below for additional guidance.***

Criterion 15 - Knowledge of this document is still relevant but due to the change in format of the Theory assessment paper for the June 2021 CCTP Assessment Day, the content of this document will not be tested on the June 2021 CCTP Assessment Day but will still be covered in the subsequent Train the Trainer course.

To ensure that these criteria are fully evidenced, we recommend numbering them in the CV and then evidencing them by the provision of text detailing practical examples where appropriate.

The CV template should be downloaded from Delen.

It is important that the applicant and line manager work together to ensure the applicant meets all of the criteria listed above.

It is <u>not</u> necessary for an applicant to already hold the TAP Certificate in Training Delivery Part A - new to training (formerly the Training Foundation 'Certificate in Education and Training') prior to their CCTP application. It is recommended that applicants only book on to this course once they have successfully passed the CCTP Assessment Day (refer to Section 6.1). Applicants can choose to apply for/attend the 'Certificate in Training Delivery Part A – new to training' course before applying for the CCTP but this is an organisational/individual decision only and not a pre-requisite.

3   Applying to attend the Clinical Coding Trainer Programme (CCTP)

The CCTP is very popular and places are offered **on a first come first served basis** and subject to availability. Available places can only be secured by submitting a fully completed course application form, a CCTP CV clearly evidencing **ALL** the necessary listed criteria and **all** other required documentation with the initial application. (See IMPORTANT INFORMATION in section 2. Pre-requisite skills and knowledge)

When submitting an application to the programme a purchase order covering both the cost of the assessment day and the Train the Trainer course must be included. Should the candidate not be successful on the assessment day, only the cost of the assessment day will be charged.

3.1 Payment Information

When submitting an application to the programme a purchase order covering both the cost of the assessment day and the Train the Trainer course must be included.

The purchase order must detail the cost of the assessment day and Train the Trainer course separately (plus VAT, if applicable) with the total amount being the cost of the two courses added together. The purchase order must display the amount to be billed to the organisation as below:

Course Details	Cost
Clinical Coding Trainer Programme (CCTP) Assessment Day	£XXX.XX (plus VAT, if applicable)
Clinical Coding Trainer Programme (CCTP) Train the Trainer course	£YYY.YY (plus VAT, if applicable)
Total cost	£ZZZ.ZZ (£XXX.XX + £YYY.YY) (plus VAT, if applicable)

It would also need to include the following information:

· Purchase Order number

· Full invoice address and contact details (telephone number / email address)

If any of the above details are missing the purchase order will not be acceptable.

A screenshot of the Purchase Order number (from the finance system) without the above details will also not be acceptable.

We are aware that some NHS Trusts do not issue purchase orders and if this is the case a 'Promise to Pay' letter is acceptable which must include the following information:

· The Trust promises to pay the amount of £XXX.XX for FULL NAME to attend the Clinical Coding Trainer

 Programme.

· Invoice address

· Contact details for finance contact including full name, telephone number and email address.

If any of the above details are missing the Promise to Pay will not be acceptable.

N.B. Should the candidate not be successful on the assessment day, only the cost of the assessment day will be charged.

3.2 The Clinical Coding Trainer Programme Curriculum Vitae

The CCTP CV is the applicant's first step towards demonstrating they have the necessary qualifications and skills to become an approved clinical coding trainer. Completing this should be treated in the same manner as reviewing a job description and matching key skills when applying for a job.

Entry onto the CCTP is subject to the applicant evidencing within the CCTP CV that they fully meet skills **3 to 12** of the pre-requisite criteria.

Applicants must provide **practical** examples demonstrating use of skills **3** to **12** in either a current or previous role. Just stating '*I have time management skills'/'I have developed PowerPoint presentations'/'I've attended a XXXX Specialty Workshop'* does not evidence application of these skills, nor does it demonstrate excellent written communication skills, which is also a fundamental criteria for attending this programme.

When completing the CCTP CV, the relevant sections should be populated with descriptions of how an applicant meets the pre-requisite criteria and how they utilise these skills and knowledge in their current or previous role (this should, as previously mentioned, be supplemented with practical examples). It is the applicant's opportunity to describe exactly how and why they believe they would make a good trainer. It is not acceptable to simply embed word/PDF/Screenshots into the CV against the individual pre-requisite criteria with no accompanying text, doing so will result in the application being rejected.

All of the required information must be present within the CCTP CV template. It must be laid out in a clear, structured way, any track changes and comments must be removed before submission. If you attach your own CV document, stating "*Please see CV*" (or similar) on the CCTP CV template, **the application will be declined**.

Whilst we do give an indication as to which area(s) requires improvement, we do not provide specific feedback as to why a CV has been declined. The Terminology and Classifications Delivery Service would encourage all applicants prior to their application being submitted to review and discuss their CV with their line manager to ensure they have provided clear practical examples that evidence each skill.

Applicants are allowed **two submissions** of their CV. If unsuccessful at the second attempt the applicant will be advised to re-apply for the next available programme. A place cannot be reserved on the assessment day until a fully completed and satisfactory CV (along with all other required documentation) has been submitted.

4   The Clinical Coding Trainer Programme Assessment Day

4.1 Overview

The assessment day ensures that only competent, experienced and accredited clinical coders are admitted onto the CCTP.

4.2 Purpose

- The applicant's second step towards demonstrating that they have the skills and knowledge to become an approved clinical coding trainer

- An opportunity for applicants to network with potential approved clinical coding trainers from other organisations

4.3 Attendance Criteria

The assessment day is open to existing accredited clinical coders ACC who have submitted a CCTP CV obtained via Delen that evidences the pre-requisite criteria skills 1 to 12 **and** provided the appropriate certificates/documents with their application. The applicant and their line manager must both confirm their ongoing commitment to all aspects of the CCTP on the course booking form available on the NHS Digital Delen website.

4.4 Assessment Day Objectives

Attendees must meet the required pass marks and skills criteria in **all** aspects of the CCTPAssessment Day before being invited to complete the CCTP. These are set out below:

- Correctly answer at least **95%** of questions in the written Practical Pre-assessment Paper (Demonstrates pre-requisite criteria 3, 4, and 7). The paper is 1.5 hours in length. Suggested timeframes for completion would be 30 minutes per section; Section A = Four ICD-10 Scenarios, Section B = Four OPCS-4 Scenarios and Section C = Two Case Studies. For the Case Studies you will be expected to include a brief rationale/explanation for TWO ICD-10 codes and TWO OPCS-4 codes as part of your answer to demonstrate your ability to effectively communicate the key learning points to others.

  Marks are awarded for the following:

  - Correct code assignment.

  - Correct code in primary diagnostic/procedural position.

  - Correct assignment of ICD-10 supplementary 5th characters.

  - Correct sequencing of codes where a national standard dictates a particular sequencing.

  Marks will be deducted where any of the above have not been met but also where the incorrect fourth character has been assigned.

- Correctly answer at least **90%** of questions in the written Theory Pre-assessment Paper (Demonstrates pre-requisite criteria 3, 4, 5, 6, 7 8, 9, 10, 11 and 12). The paper is 1.5 hours in length. *Suggested* timeframes for completion would be Section D = Quickfire Theory Questions = 15 minutes, Section E = Training Delivery Questions = 45 minutes, Section F = Medical Terminology = 15 minutes and Section G = Anatomy and Physiology = 15 minutes.

  NB: The previous **Section F = Training Theory Questions** has been removed from the Theory Pre-assessment Paper as, following consultation with the wider clinical coding community, it was decided these questions didn't effectively test the competencies required to become an approved clinical coding trainer. Consequently, **Section E = Training Delivery Questions** has been expanded from two questions to three as this section is critical to assessing a candidate's ability to 'think like a trainer' and explain the training techniques they would employ for a given topic.

NB: Please note that there will not be any questions on COVID-19 standards or guidance in the June 2021 assessment day papers.

- Explain the key learning points to include and why when training a clinical coding standard of your choice to novice coders by delivering a pre-prepared 10 minute PowerPoint presentation to the selection panel and fellow participants. (Demonstrates pre-requisite criteria 6, 7, 10 and 11)

- From criterions **6** to **12 only,** select **three** key pre-requisite skills and using a pre-prepared flip chart outline in no more than **five** minutes how you use these in your current (or a previous) role, explaining why you think these are essential for a good clinical coding trainer. (Demonstrates three of the pre-requisite criteria 6, 7, 8, 9, 10, 11 and 12)

Important information

To support selection of individuals with the highest level of skills and knowledge the CCTP assessment day is challenging. The CCTP Bibliography is a useful preparation tool for candidates preparing for the assessment day to provide an indication of the various sources of questions in the written assessment papers. A Summary of Common Errors document from the previous year's assessment day(s) can also be found on the Delen CCTP Assessment Day page to help candidates in their preparation.

Should candidates have specific requirements in relation to sitting the assessment day, these should be emailed to information.standards@nhs.net on application, or as soon before the assessment day as possible to allow for any potential arrangements to be made.

A section is available on the programme booking form to allow candidates to add this information. We are unable to guarantee what support, if any, will be available and as a result such requests will be considered on an individual basis.

To support selection of individuals with the highest level of skills and knowledge the CCTP assessment day is challenging. The CCTP Bibliography together with the Summary of Common Errors documents produced after the previous year's assessment day are provided on Delen as useful tools for candidates preparing for the assessment day to provide an indication of the various sources of questions in the written assessment papers.

We also recommend that potential candidates ensure their classification books; both ICD-10 and OPCS-4 are suitably annotated and that 'paper coding' is practised before the assessment day. In past years some candidates have struggled having been used to directly inputting codes into encoder software and using that as a double checking mechanism; this is not an option on the assessment day.

Due to limited question topics past assessment day papers are not available.

Both papers allow delegates to further demonstrate that they possess all of the pre-requisite criteria for attending the CCTP. Applicants must also note the following:

- The practical paper contains ICD-10 and OPCS-4 coding scenarios and two case studies. (Demonstrates pre-requisite criteria 3, 4, 6 and 8)

- The theory paper contains sections to assess delegates' understanding of current national coding standards, planning and organisational skills, problem solving skills and the ability to effectively communicate key facts about current national coding standards and include:

- o A short section based on Clinical Coding Standards Course slides (this section does not require previous knowledge of the Clinical Coding Standards Course material as this is only available to approved clinical coding trainers; the purpose of this section is to test candidates ability to 'think like a trainer'). These questions amount to approximately just under half of the written assessment score and are based on how a trainer would explain national standards for particular ICD-10 and OPCS-4 issues to novice coders and what methods and materials they would use to support their training and why (Demonstrates pre-requisite criteria 3, 4, 6, 7, 8, 9, 10 and 11). Please refer to **Appendix 1** for an example question and answer

- The theory paper also contains a number of anatomy and physiology and medical terminology questions (Demonstrates pre-requisite criteria 5).

The Terminology and Classifications Delivery Service practices the policy that no written papers will be returned to assessment day delegates after the event. Detailed feedback including relevant 'scanned' extracts from the candidate's answer papers where applicable is provided on the candidate's Individual Feedback Form.

4.5 Reference Materials

Delegates can refer to National Standard reference products when completing all sections of the Practical and Theory Assessment Papers.

Access to these and the other reference materials permitted are included to act as an 'aide memoire' rather than replacing the need for the candidate to revise the subject as many questions require them to describe national standards in their own words. Experience has shown that those who rely too heavily on the reference products during the written assessments often struggle to complete them within the allotted timeframe.

Each applicant must supply their own reference books for use during the assessment day:

- Volumes 1 and 3 of ICD-10 5th Edition (fully updated to reflect the current *Coding Clinic* available on Delen)

- OPCS-4.9 Volumes I and II (fully updated to reflect the current *Coding Clinic* available on Delen)

- National Tariff Chemotherapy Regimens List*(current version)

- Chemotherapy Regimens Clinical Coding Standards and Guidance OPCS-4*(current version)

- National Clinical Coding Standards ICD-10 5th Edition reference book *

- National Clinical Coding Standards OPCS-4 reference book *

  NB: The CCTP Assessment Day written assessment papers will be based on the version of the National Clinical Coding Standards reference books that is in use on the date of the assessment day, i.e. an assessment day held in May will be based on the new reference books released that April, not the previous versions.

- Basic Anatomy and Physiology manual (2020)*

Delegates are welcome to bring laptops/tablets to access electronic versions of the products highlighted with an* **(mobile phones will not be permitted to access electronic versions)**. These can all be obtained via Delen. Delegates may also use the ICD-10 and OPCS-4.9 e-Versions**. These products can be accessed via the following link:

https://hscic.kahootz.com/t_c_home/view?objectId=14459984

Delegates may also use the classifications browser to access OPCS-4 (ICD-10 is currently not available via the browser). This is available via the following link:
https://classbrowser.nhs.uk/#/

- Coding Clinic Ref 88: Coding of Co-morbidities

Delegates can download the latest version of the *Coding Clinic* onto their laptops/tablets if desired. This can be obtained via Delen .

4.6 Assessment Day Timings

08.45-16.00*

*Based on previous assessment days and may be subject to change. Times will be verified in the assessment day joining pack sent to all successful applicants 3 weeks prior to the assessment day.

4.7 Registration

All aspects of the registration form (with Terms and Conditions) and all associated required documentation must be completed and returned by each applicant. Should the applicant be unsuccessful in passing the assessment day a nominal charge will be made to cover costs.

Applicants requiring overnight accommodation prior to the assessment day will need to arrange this separately. If booking hotel accommodation as an NHS applicant, always ask for Government rate where this is available. Please see the application form 'Registration Terms and Conditions' for further details.

4.8 Dress Code

The dress code for both the CCTP Assessment Day and the Train the Trainer Course is smart casual. Wearing jeans is not permitted.

4.9 Next Steps

Successful completion will result in an invitation to attend the modular Train the Trainer Course.

If successful, the candidate will need to book their place on a 'Training Delivery Part A – new to training' course directly with the TAP Learning (https://www.tap-learning.com/). This 5 day course and the associated webinar 'Managing Challenging Behaviour' must be completed prior to Module 2 of the Train the Trainer course (refer to section 6.1). **[The Terminology and Classifications Delivery Service does not make this booking on the candidate's behalf].**

5   CCTP Assessment Day Bibliography

5.1 Purpose

Everyone who attends the CCTP Assessment Day must be prepared to further demonstrate that they have the pre-requisite skills and meet **criteria 3-15** in order to be accepted onto the CCTP. The bibliography provides a list of the documents and publications used to source the questions for the written assessment papers. Applicants should also refer to section 4. Clinical Coding Trainer Programme Assessment Day for information about content of the assessment day.

5.2 Bibliography

Delegates are expected to refer to the most current versions available for all documents and publications listed in this bibliography when studying for the CCTP Assessment Day. Links are provided to web based products.

5.2.1 References needed for Clinical Coding Trainer Programme Assessment Day Paper 1 – Practical and Case Studies and Paper 2 – Theory

- *World Health Organisation International Statistical Classification of Diseases and Health Related Problems (Tenth Revision) 5th 2016 Edition Volumes 1, 2 & 3.*

Available to purchase from The Stationery Office book shops. For details of how to order the three volumes visit:

> https://www.tsoshop.co.uk/bookstore.asp?FO=1159966&Action=Book&ProductID=9789241549165&From=SearchResults

- *The National Clinical Coding Standards ICD-10 5th Edition reference book (2021)*

Available for download via Delen

- *OPCS Classification of Interventions and Procedures, Version 4.9 (April 2020) Volumes I Tabular list and Volume II - Alphabetical Index*.

Available to purchase from The Stationery Office:

> https://www.tsoshop.co.uk/bookstore.asp?FO=1159966&Action=Book&ProductID=9780113230822&From=SearchResults

- *National Clinical Coding Standards OPCS-4 reference book (2021)*

Available for download via Delen

- *National Tariff Chemotherapy Regimens List*

- *Chemotherapy Regimens Clinical Coding Standards and Guidance OPCS-4 (April 2020)*

All available for download via Delen

- ***The Coding Clinic***

Publication providing updates to national clinical coding standards and guidance published by the Terminology and Classifications Delivery Service, available via Delen.

- **Other useful information**

Section 7. Maintaining Approved Clinical Coding Trainer Status and Continual Professional Development (in this document)

- **Current versions of the ICD-10 and OPCS-4 Exercise and Answer Booklets** available on request from information.standards@nhs.net

NB: Some of the above links may be subject to change after publication of this document.

6 CCTP Assessment Day Tips

Sitting assessments is nearly always stressful. You might feel worried because you're afraid you're not good enough, that there are too many demands on you all at once, that you haven't worked hard enough or that you'll let others down. These worries might be particularly strong if you have been out of education and haven't sat an assessment for a long time.

Weeks before the Assessment Day

Get organised: One of the best ways to avoid assessment related stress is to be prepared. You will avoid high levels of anxiety if you can go into the assessment feeling confident that you know your stuff. This means that you should think about how much time you have before your assessment and **plan very carefully** how you will spend that time. Blank revision timetables can be useful to help you plan your time. It is also very important to think about **how** you will revise. Reading the reference books is not enough for you to recall information under assessment conditions. **NB:** Use of reference books during the Assessments is permitted as described in Section 4.5 of this Handbook.

Days before the assessment(s)

1. **Come up with a strategy for the assessment**, e.g. work out how much time you will spend on each section of the assessment paper according to the marks available and visualise yourself doing it. Decide what section you will tackle first and how you will approach it. For example, how will you approach multiple choice questions (e.g. rule out all the wrong answers before deciding on the right one) and the practical paper, will you start with the case studies, or the shorter coding scenarios.

2. **Make a list of all the things that you need to take with you to the assessment -** you don't want to trigger anxiety before you start because you've forgotten your reference books!

3. **Plan how you will spend your time in the hours before the assessment,** e.g. what will you eat, what time will you leave, how will you get there?

4. **Talk positively to yourself** – You must not let negative thoughts get the better of you as they will only lead to anxiety, so replace any negative thoughts (e.g. *I don't have what it takes to pass this assessment*) with positive ones (e.g. *Of course I can do this,*

I wouldn't have been accepted on the Assessment Day if I couldn't and I am going to give this my best shot). This is really important, especially the day before when doubt can start to creep in.

Assessment Day

1. **Stick to the plan you created** - e.g. get up when you had planned, eat what you had planned, gather everything you need according to your list and leave exactly when you had planned.

2. **Expect to feel some nervousness** - It is well known that people perform better in assessment situations with some anxiety (although too much anxiety will have a detrimental effect on performance) rather than no anxiety. This is your body's way of preparing you to do your best and those feelings of nervousness will sharpen your focus and energy.

3. **Make sure that you eat enough -** You don't want to be lacking energy during the assessment day so have a good breakfast or lunch, even if you feel nauseous and would prefer not to eat.

4. **Get there early and continue to be positive –** Waiting to go into the assessment can be a nerve-racking time. Continue to give yourself those positive messages and rehearse the assessment strategy that you have planned. Stay away from other delegates who might scaremonger or exacerbate your nerves.

During the assessment

1. **Before opening the paper**, **try to relax** – take a deep breath and remind yourself that you are ready to give it your best shot.

2. **Stick 100% to your plan** – It is easy to let the formality of the situation get to you and to forget your assessment strategy, so work hard to follow the plan that you had set; answer each section in the order you had planned and approach each question using the strategy you had planned. Most importantly, keep your eye on the clock; if you had planned to spend 30 minutes on section A, then only allow yourself 30 minutes. If you spend too long on one section of the assessment you will risk your performance in the other section(s).

3. **Deal with panic –** If the worst happens and panic sets in, you'll need to take some time to get yourself back in the right frame of mind. Stop what you are doing and either shut your eyes or ask the assessment day facilitator if you can leave the room temporarily if you have to. Practice deep breathing to bring your anxiety levels back down and try to think positively, even if you don't know how to answer the questions. All is not lost; once you calm yourself down you will be in a better position to answer the questions and what seemed impossible 10 minutes ago might now seem achievable.

4. **Remember that <u>YOU</u> are in control -** If you do experience a panic attack or high levels of anxiety, don't give into it. Although it feels as if you can't control a panic attack, it is within your power to fight what's happening.

After the assessment

Reflect but don't get caught up in comparing your answers with those of your fellow candidates - While it is important to reflect on how your strategy went and what adjustments

you might make should a resit be required, once the assessment is over you should move on. If you go through your answers with others, you are likely to discover little mistakes that you may have made or points that you forgot to add. This will only knock your confidence for the next assessment and leave you feeling disappointed.

7 Train the Trainer Course

7.1 Course Overview

This practical, skills-based programme allows recently qualified apprentice clinical coding trainers to practice their newly developed training delivery skills by delivering mock training sessions from the Clinical Coding Standards Course. This course has the primary objective of preparing and approving the new trainer to be able to deliver formal classroom training to novice clinical coders to ensure the quality of ICD-10 and OPCS-4 code assignment.

This is a unique 10-day course over two modules, one of which is developed, updated and delivered by the Terminology and Classifications Delivery Service – the authoritative source of clinical classifications (ICD-10 and OPCS-4) and coding standards that underpin the health, public health and social care systems by providing quality information to support evidence-led care to patients and populations.

The course is divided into three modules:

- **Module 1:** Certificate in Training Delivery Part A – new to training (5 days + completion of the webinar – Managing Challenging Behaviours) provided by the Training Foundation in Coventry, Manchester or London depending on availability **NB:** This module **must** be fully completed before Module 2 (as outlined in section 4.9)

- **Module 2:** Five-day ICD-10 and OPCS-4 Train the Trainer Module provided by the Terminology and Classifications Delivery Service. Some pre-course preparation and eLearning is required as detailed in the course joining pack which is sent out at least 3 weeks before the course start date. Delegates will be expected to deliver mock training sessions and participate in interactive individual and group activities

- **Module 3:** One day (or four two hour sessions if delivered online/remotely) 'Introduction to Classifications' module designed to give an overview of a future mandatory national training module to be introduced from 2022-2023. This new module will give delegates an understanding of how a classification works and is structured.

  The Introduction to Classifications overview is intended to give approved trainers an understanding of how the module is formatted and delivered as well as an in-depth understanding of the source material used.

  NB: The Introduction to Classifications module is included at no extra cost to the delegate's organisation as part of the Train the Trainer course.

7.2 Benefits to the delegate

- Provides an optimal learning environment

- Gives access to highly experienced and skilled Terminology and Classifications Delivery Service-based classifications specialist trainer/developers (who are also approved experienced clinical coding trainers)

- Provides understanding of the correct application of the Terminology and Classifcations Delivery Service national Clinical Coding Standards Course training materials

- Develops delegate confidence to deliver clinical coding training back in the workplace, through practical activities and assessments throughout the course

- Gives a greater understanding of the role and importance of clinical coding training within the delegate's working environment

- Gives access to the national clinical coding training materials and associated templates to support local training delivery

- Provides a basic understanding of participating in Webinar-based training

- Provides an opportunity to network with approved clinical coding trainers from other organisations

- Enables the delegate to gain access to the Introduction to Classifications module to deliver as a one day standalone course in 2021-22, prior to its mandatory inclusion as part of the core national training curriculum.

> *"An excellent content delivered with enthusiasm and professionalism with lots of activities to maintain interest."*

> *"Thoroughly enjoyed the whole week... The Trainer Course is well worthwhile as I feel I can now deliver training with confidence, knowledge and the correct skills."*

7.3 Benefits to the organisation

- A skilled, learner-focused approved clinical coding trainer who can deliver formal clinical coding training that complies with the Clinical Coding Trainer Framework and is engaging to all novice clinical coders

- A skilled approved clinical coding trainer who understands the need for accurate, high quality coded clinical data to support healthcare planning, reimbursement, management of services, statistical analysis and research

- Increased effectiveness of formal training events and of learning transferred to the workplace

- The opportunity to deliver a more cost-efficient in-house clinical coding training programme to satisfy internal data quality and Information Governance/Data Security and Protection, Clinical Governance and other NHS regulatory body requirements

7.4 Attendance Criteria

This course is only available to existing accredited clinical coders (ACC) who have demonstrated that they meet all the Clinical Coding Trainer Programme Pre-Requisite Criteria; have successfully met the required pass marks in all aspects of the CCTP Assessment Day and have confirmed, along with their line manager, their ongoing commitment to all aspects described on the application form available on Delen.

7.5 Course Objectives

- Achieve the required criteria for all three TAP profiles (Activity, Structure and Style) during delivery of an individual mock training session (Marked Assessment 1)

- Meet a minimum of 13 of the 16 criteria for describing via flip chart the materials they would use when developing a training session for experienced clinical coders on the given OPCS-4 issues (Marked Assessment 2) **NB: The criteria are internal marking criteria not shared with delegates prior to the course but are of a generic nature.**

- Develop and present a short PowerPoint presentation describing the information they have researched on their given Wider Coding Issues to meet a minimum of 9 of the 12 criteria (Marked Assessment 3) **NB: The criteria are internal marking criteria not shared with delegates prior to the course but are of a generic nature.**

- Score a minimum of 95% in the Clinical Coding Standards Course Record of Assessment exercise (Marked Assessment 4)

- Work as a group to create two practice / reinforcement activities that can be used to support delegate learning of the given ICD-10 and OPCS-4 chapters (not formally assessed)

7.6 What will the course cover?

Delegates will build on the training delivery skills taught by TAP Learning and will learn how to adapt these skills in a clinical coding training environment.

Preparing for a clinical coding training course

- Preparing the environment for the delivery of a clinical coding learning event

- Preparing appropriate trainer and delegate resources

- Communicating pre-course eLearning module requirements

- Delivering training individually

- Co-delivering training with a fellow delegate trainer

Structuring clinical coding training

- Monitoring and controlling progress of the group and individuals

- Assessing achievement of the course/session objectives

Facilitating clinical coding training

- Generating a positive learning climate

- Dealing with challenging learners

- Praising learners when appropriate

- Discussing appropriate development plan agreements with delegates and line managers

Using different training methods

- Selecting training aids appropriate to delegate needs and the particular classification chapter being taught

- Building in different activity options

Establishing and maintaining credibility

- Projecting a professional, knowledgeable and confident image

- Ensuring an anti-discriminatory attitude at all times

- Articulate the wider secondary uses of coded clinical data

- Appreciate the use of coded clinical data as part of the electronic health record

Ongoing requirements

- Maintaining approved trainer status by complying with all aspects of the Approved Trainer Requirements Framework

- Continued professional development

7.7 Course Materials

Each delegate receives:

- Delegate course folder

- Written exercises and handouts

- Samples of a number of Terminology and Classifications Delivery Service National Clinical Coding Standards Course training materials

- Approved Clinical Coding Trainer Requirements Framework, User Guide and associated templates and Approved Clinical Coding Trainer Code of Conduct

7.8 Reference Materials

Each delegate must supply their own reference books for use during the course:

- Volumes 1 and 3 of ICD-10 5th Edition (fully updated to reflect the current *Coding Clinic* available on Delen)

- OPCS-4.9 Volumes I and II (fully updated to reflect the current *Coding Clinic* available on Delen)

- National Tariff Chemotherapy Regimens List* (current version)

- Chemotherapy Regimens Clinical Coding Standards and Guidance OPCS-4* (current version)

- National Clinical Coding Standards ICD-10 5th Edition reference book (2021)*

- National Clinical Coding Standards OPCS-4 reference book (2021)*

NB: Delegates are welcome to bring laptops/tablets to access electronic versions of the products highlighted with an*. These can all be obtained via Delen.

Delegates may also use the ICD-10 and OPCS-4.9 e-Versions**. These products can be downloaded via TRUD:

 https://isd.digital.nhs.uk/trud3/user/guest/group/61/pack/37 Or, alternatively the Classifications Browser

- *Coding Clinic Ref* 88: Coding of Co-morbidities

NB: Delegates can download the latest version of the *Coding Clinic* onto their laptops/tablets if desired. This can be obtained via Delen.

7.9 Course Timings

Day One: 08.45-17.00*

Day Two: 09.00-16.30*

Day Three: 09.00-16.45*

Day Four: 09.00-17.00*

Day Five: 09.00-15.00*

NB: Evening work is required most days

*Based on previous Train the Trainer courses and may be subject to change. Times will be verified in the Train the Trainer course joining pack sent to all successful applicants at least 3 weeks before the course.

7.10 Registration

All aspects of the booking form available on Delen (with Terms and Conditions) must be completed for each delegate.

The price includes all tuition, materials and refreshments on the five-day course *(unless otherwise indicated in the course joining pack)*.

Delegates requiring overnight accommodation during the course will need to arrange this. If booking hotel accommodation as an NHS delegate, always ask for government rate where this is available.

7.11 Next Steps

Following successful completion of the course, each delegate receives:

- Terminology and Classifications Delivery Service Approved Apprentice Clinical Coding Trainer certificate

- Access to the Terminology and Classifications Delivery Service Clinical Coding Standards Course materials and all associated templates

- Access to the Approved Clinical Coding Trainer Workspace and individual folder on the workspace

- Permission to use the Terminology and Classifications Delivery Service Approved Clinical Coding Trainer accreditation symbol after their name.

8 Maintaining Approved Clinical Coding Trainer Status and Continual Professional Development

To maintain approved clinical coding trainer status, trainers must evidence continued professional development (CPD).

Apprentice clinical coding trainers must undergo a trainer promotion assessment following completion of 42 days classroom-based delivery / awareness sessions **no earlier than 12 months and no later than two years** following the Train the Trainer course.

Trainers must attend annual Approved Clinical Coding Trainer Forums and attend a three-yearly dedicated Trainer Refresher Course within three years of attendance on their last Clinical Coding Standards Refresher Course (and every three years thereafter).

Approved clinical coding trainers must also undergo formal TAP Re-Certification of their training delivery skills every three years.

Failure to comply with all ongoing requirements will result in approved status being revoked.

NB: From 1 April 2021, the requirement to submit an Approved Clinical Coding Trainer Log Book has been removed whilst a more efficient and effective replacement is developed; this replacement will be introduced from 1 April 2022.

8.1 Approved Clinical Coding Trainer Refresher Course

8.1.1 Overview

This training course is fundamental to the continued professional development of all Terminology and Classifications Delivery Service approved clinical coding trainers by assessing they are keeping their practical coding skills and theoretical knowledge up-to-date for the ICD-10 and OPCS-4 clinical classifications and associated updates to ensure they deliver accurate and consistent clinical coding training to the NHS.

This is a unique three-day course of classroom-based (for 2021-22 this course has been re-developed to be delivered online/remotely) training developed, updated and delivered by the Terminology and Classifications Delivery Service – the authoritative source of clinical classifications (ICD-10 and OPCS-4) and coding standards that underpin the health, public

health and social care systems by providing quality information to support evidence-led care to patients and populations.

The course aims to consolidate both the practical coding skills and theoretical knowledge of the approved clinical coding trainer through a number of assessment based exercises to ensure they continue to deliver training in compliance with national clinical coding standards.

"An excellent course. The course was thought provoking. There was good discussion & it has given me the impetus to move on into the future."

The course contains a number of interactive activities to promote useful discussion and problem-solving to support the trainer to meet the wide and varied needs of their learners, as well as providing useful feedback on improvements to the content and format of the national training materials.

Some pre-course preparation is required as detailed in the course joining pack which is sent out at least 3 weeks before the course start date. This includes achieving a minimum of 85% on the Anatomy & Physiology eLearning Module which delegates must go through as a mini-refresher. As proof of successful completion a screen print will need to be provided to the trainers on the first day of the course.

"I found the re-certification very beneficial to attend at the same time as my refresher. It was a great reminder of some bad habits I have and to keep my whole delivery skills as good as possible."

8.1.2 Benefits to the delegate

- Share training delivery experiences and best practice

- Opportunity to network with approved clinical coding trainers from other organisations

- Opportunity to refresh and consolidate existing practical coding skills for ICD-10 and OPCS-4

- Opportunity to refresh and consolidate existing theoretical coding knowledge for ICD-10 and OPCS-4

"Very useful to have a refresher for those delivering the courses to reinforce learning points. Very enjoyable and it's nice to meet other trainers."

- Opportunity to refresh and consolidate existing medical terminology and anatomy and physiology knowledge

- Opportunity to apply this knowledge to consistently and accurately identify the correct ICD-10 and OPCS-4 codes for a range of typical case note and more complex scenarios

- Opportunity to monitor their progress through the ongoing assessment which features as part of this course

"I believe that the TAP re-cert being part of the Trainer Refresher makes sense. So much so that I did the re-cert 18 months early to align my dates, so that if the trial is successful I can continue to do both together."

- Access to highly experienced and skilled Terminology and Classifications Delivery Service-based approved clinical coding trainers

- Promotes continual professional development (CPD)

- Is one of the criteria for maintaining approved clinical coding trainer status

8.1.3 Benefits to the organisation

- A skilled approved clinical coding trainer who is up-to-date on the latest classification updates and changes to national clinical coding reference products and who has a commitment to their ongoing CPD.

- A learner-focused trainer who can deliver formal clinical coding training that is accurate and engaging to all clinical coders.

- Improved effectiveness of formal training events and of learning transferred to the workplace.

- The continued opportunity to deliver a more cost-efficient in-house clinical coding training programme to satisfy internal clinical data quality and Information Governance/Data Protection and Security Toolkit, Clinical Governance and other NHS body requirements, in accordance with the Terminology and Classifications Delivery Service national clinical coding training materials.

- Sharing best practice processes with other NHS organisations.

8.1.4 Attendance Criteria

This course is only open to Terminology and Classifications Delivery Service approved apprentice and experienced clinical coding trainers who have successfully completed the CCTP, and who have previously attended a Clinical Coding Standards Refresher Course.

To retain approved clinical coding trainer status, it is mandatory that a trainer attends an Approved Trainer Refresher Course every three years to maintain and update their practical coding skills and theoretical knowledge.

NB: A trainer will attend their first Trainer Refresher Course three years after their last attendance on a regular Clinical Coding Standards Refresher Course, as opposed to three years after obtaining 'approved' status following successful completion of the Train the Trainer course.

Delegates will be able to:

- Assign ICD-10 and OPCS-4 codes to at least 95% accuracy for the given quick fire and case study scenarios.

- Present your training experiences for ICD-10 and OPCS-4 topics of your choice to the rest of the group for a period of up to 15 minutes.

- Participate in Case Study discussion threads via the dedicated Approved Trainer Refresher Course workspace discussion forum.

- Score at least 90% in the given Theory using their books and manuals where necessary.

- Score at least 85% in the Anatomy and Physiology eLearning module prior to attending the course and provide a certificate/screen shot as evidence.

- Select the correct answer for a wider coding issue multiple choice question without reference to notes.

- Present the given group work topic(s) in a structured format to the course trainers.

Development plans will require completion after the course if the required scores for the practical, theory and A&P exercises are not met.

8.1.5 What will the course cover?

Structuring clinical coding training

- Further tips and advice on monitoring and controlling progress of the group and individuals during training

- Assessing achievement of the course/session objectives

- Creating development plans

> *"An excellent course. Very beneficial to trainers, particularly those that don't work in Trusts. Course Trainers delivered using a friendly, professional approach."*

Facilitating clinical coding training

- Generating a positive learning climate

- Dealing with challenging learners

- Praising learners when appropriate

- Using different question techniques

Using different training methods

- Selecting training aids appropriate to delegate/organisation needs and the particular classification chapter being taught

- Building in different activity options

- Incorporating different training media where applicable

- Using training experience to develop alternative ways of communicating key learning points to coders

Establishing and maintaining credibility

- Projecting a professional, knowledgeable and confident image

- Ensuring an anti-discriminatory attitude at all times

- Learning the value of networking with other approved clinical coding trainers

8.1.6 Course Materials

Each delegate receives:

- Copies of all slide handouts

- A copy of exercise scores from the three-day course and an informal progress report at the end of the course (copied to their line manager, if applicable)

- A Terminology and Classifications Delivery Service certificate of successful course completion valid for three years.

8.1.7 Reference Materials

Each delegate must supply their own reference books for use during the course:

- Volumes 1 and 3 of ICD-10 5th Edition (fully updated to reflect the current *Coding Clinic* available on Delen)

- OPCS-4.9 Volumes I and II (fully updated to reflect the current *Coding Clinic* available on Delen)

- National Tariff Chemotherapy Regimens List* (current version)

- Chemotherapy Regimens Clinical Coding Standards and Guidance OPCS-4* (current version)

- National Clinical Coding Standards ICD-10 5th Edition reference book (2021)*

- National Clinical Coding Standards OPCS-4 reference book (2021)*

NB: Delegates are welcome to bring laptops/tablets to access electronic versions of the products highlighted with an*. These can all be obtained via Delen.

Delegates may also use the ICD-10 and OPCS-4.9 e-Versions** or Classifications Browser. These products can be accessed via Delen:

- *Coding Clinic Ref* 88: Coding of Co-morbidities

NB: Delegates can download the latest version of the *Coding Clinic* onto their laptops/tablets if desired. This can be obtained via Delen.

8.1.8 Course Timings

Day One: 09.00-16.45*

Day Two: 09.00-16.45*

Day Three: 09.00-15.45*

* Based on previous Trainer Refresher Courses and may be subject to change. Times will be verified in the delegate Joining Pack issued 3 weeks before the course.

8.1.9 Registration

All aspects of the Booking Form available on the NHS Digital Delen website (with Terms and Conditions) must be completed for each delegate.

The price includes all materials and refreshments on the course *(unless otherwise indicated in the joining pack)*.

8.2 Approved Clinical Coding Trainer Forum

8.2.1 Overview

These are free one-day interactive events designed to inform and update approved clinical coding trainers and provide the opportunity for input into the ongoing development of the Clinical Coding Trainer Framework.

The forum is part of the Clinical Coding Trainer Programme, is held annually and attendance is mandatory for all approved clinical coding trainers, including those newly qualified.

The content will vary but the general format will include presentations / interactive sessions facilitated by the Terminology and Classifications Delivery Service and guest speakers wherever possible. The forum will:

- Inform of classification updates and changes to national coding standards and associated materials

- Advise on planned updates to the Clinical Coding Trainer Framework

- Promote group discussion and input into future Framework updates

- Encourage sharing best practice

- Provide the opportunity to network with other approved clinical coding trainers

- Provide access to guest speakers from secondary use organisations

8.2.2 Benefits to the delegate

- Share training delivery experiences and best practice

- Opportunity to network with approved clinical coding trainers from other organisations

- Provides a tool to support Trusts in developing and maintaining their internal clinical coding training programme

- Access to highly experienced and skilled Terminology and Classifications Delivery Service-based Approved Clinical Coding Trainers

- Promotes continual professional development (CPD)

- Is one of the criteria for maintaining approved clinical coding trainer status

8.2.3 Benefits to the organisation

- A skilled approved clinical coding trainer who is up-to-date on the latest classification updates and changes to national clinical coding reference products and materials and who has a commitment to their ongoing CPD.

- The continued opportunity to deliver a more cost-efficient in-house clinical coding training programme to satisfy internal clinical data quality and Information Governance / Data Security & Protection Toolkit, Clinical Governance and other NHS body requirements, in accordance with the Terminology and Classifications Delivery Service national clinical coding training materials.

- Sharing best practice processes with other NHS organisations.

8.2.4 Attendance Criteria

This Forum is open to **all** existing Approved Clinical Coding Trainers and must be attended every year.

Failure to comply with all ongoing requirements will result in approved status being revoked.

8.2.5 Forum Materials

Each delegate receives:

- Copies of all slide handouts

- A Terminology and Classifications Delivery Service Approved Clinical Coding Trainer Forum certificate of attendance

8.2.6 Reference Materials

Unless otherwise confirmed in the Trainer Forum Joining Pack, it is generally not necessary for delegates to bring any reference materials with them on the day; just thoughts and ideas they can share with fellow delegates.

8.2.7 Forum Timings

09.30-16.00 *

* Based on previous Trainer Forums and may be subject to change. Times will be verified in the delegate Trainer Forum Pack issued 3 weeks before the Forum.

8.2.8 Registration

All aspects of the booking form available on the NHS Digital Delen website (with Terms and Conditions) must be completed for each delegate.

All materials and refreshments on the Forum are included *(unless otherwise indicated in the Joining Pack)*.

Delegates requiring overnight accommodation will need to arrange this separately. If booking hotel accommodation as an NHS delegate, always ask for Government rate where this is available

8.3 Ongoing Assessment

Apprentice trainers must undergo a Trainer Promotion Assessment **no sooner than 12 months and no later than two years** following their Train the Trainer course. Trainer Promotion Assessments are arranged by emailing a completed Trainer Assessment Request Form to information.standards@nhs.net. In addition to their initial trainer promotion assessment, all Terminology and Classifications Delivery Service approved clinical coding trainers are required to undergo a mandatory training delivery skills assessment three years after issue of their initial Certificate in Training Delivery Part A – new to training (formerly the Certificate in Education & Training) to maintain their approved status.Where a trainer's Training Delivery Skills Certificate has expired, they **must** be re-certified by:

- attending TAP Learning's Re-Certification Training Delivery Skills one-day course in Coventry, Manchester or London (subject to availability). **TAP Learning's online Re-**

Certification assessment is NOT acceptable to fulfil the Approved Clinical Coding Trainer Requirements Framework.

Failure to undergo classroom-based Re-Certification assessment will result in removal of approved trainer status and access to national standard training materials. ***A copy of the trainer's Re-Certification Certificate must be uploaded to their individual Trainer Workspace and attendance logged in the relevant year's Log Book***. All re-certification assessments undertaken as part of the Trainer Refresher Course are also subject to a Certificate Renewal fee of £25 + VAT payable directly to TAP Learning (QA Ltd).

More information regarding TAP Learning's Re-certification Day for Training Delivery – Part A can be found via the link below:

https://www.tap-learning.com/course-search/tap-recertification-day-for-training-delivery-part-a/

8.4 Consultations

Approved clinical coding trainers are expected to provide feedback **on a minimum of one consultation topic** published on the Delen Consultations page during the financial year.

8.5 Clinical Coding Trainer Sub-Groups

The Terminology and Classifications Delivery Service hosts a number of Clinical Coding Trainer Sub-Groups to inform and support the ongoing development of the core national Clinical Coding Standards Course (CCSC), Clinical Coding Standards Refresher Course (CCSRC), NCCQ (UK) Revision Programme and the Mental Health Clinical Coding Standards Course (MHCCSC) and Mental Health Clinical Coding Standards Refresher Course (MHCCSRC) materials which provide the baseline skills and knowledge for NHS clinical coders to ensure consistent application of the coding rules, conventions and standards and achieve accreditation.

All approved clinical coding trainers are encouraged to participate in one sub-group each year. Participation/contribution is assessed and can equate to up to 5 days of a trainer's mandatory 21 training delivery days. This is open to both apprentice and experienced Trainers, however apprentice trainers will only be able to participate in the CCSC Sub-Groups.

8.6 Remote Training Delivery/Online Facilitation

Since the beginning of the COVID-19 pandemic the Terminology and Classifications Delivery Service have piloted remote/online delivery of the national clinical coding training materials, so that organisational training programmes could be maintained where social distancing restrictions would otherwise have prevented this. During 2020-21 it was decided to extend this pilot until 31 March 2022, to allow us to begin work on developing bespoke 'blended' training materials that are tailored towards remote/online delivery. Currently the national clinical coding training materials are designed for use in a traditional, face-to-face, clasroom setting and we will be introducing the aforementioned 'blended' materials from 1 April 2022.

In order for an approved trainer to deliver the national clinical coding training materials remotely, they must obtain a formal qualification in remote training delivery/online facilitation and subsequently provide this to information.standards@nhs.net, requesting formal permission. Approved trainers found to be delivering the national clinical coding training materials remotely without having followed the steps outlined previously will have their approved status revoked.

Anyone seeking clarification as to an approved trainer's permission to deliver the national training materials remotely should contact information.standards@nhs.net.

There is nothing to prevent an approved trainer from delivering their own materials, developed 'in house' without a formal qualification in remote training delivery/online facilitation.

9 Extended leave and your Approved Trainer status

This advice is to be adopted by all approved trainer's line management as good practice and in order to ensure status is retained in these circumstances.

After a period of extended leave, line managers are asked to ensure that an approved trainer has a work schedule in place which includes completion of 5 days training delivery (25% of the annual mandatory 21 day requirement). The training should be completed with line manager's support within 3 months of returning to work after the period of extended leave.

Upon completion of the 5 training delivery days, approved trainers must notify the Terminology and Classifications Delivery Service who will, if satisfied the criteria has been met, issue a certificate confirming retention of the individual's approved trainer status until the end of the financial year after the date of the return to work.

For reference, the above practice is applicable to any person on extended leave for a period between six months and one year. Leave extending beyond one year would require the person to undertake the full CCTP again, regardless of experience.

10 Other Useful Information

10.1 Health Informatics Careers

The following documents provide information about careers within Health Informatics:

https://www.healthcareers.nhs.uk/sites/default/files/documents/Careers%20in%20health%20informatics.pdf

https://www.hee.nhs.uk/sites/default/files/documents/Health%20Informatics%20Career%20Pathways%20Report%20A%20v1.pdf

10.2 Informed: An introduction to the use of informatics in healthcare

This is an e-learning course developed by the Department of Health. The course is available for NHS employees who want to expand their knowledge of health informatics: http://www.e-lfh.org.uk/programmes/health-informatics/

10.3 SNOMED CT Foundation Course

This is an e-learning course developed by the SNOMED International. The course covers a broad range of topics and provides a more detailed understanding of SNOMED CT. Registration is required.
http://www.snomed.org/snomed-ct/learn-more/snomed-ct-elearning-courses

10.4   SNOMED CT Awareness for Clinical Coders

This is a PowerPoint presentation aimed specificall at clinical coders, covering how SNOMED CT and the classifications relate to each other.

https://hscic.kahootz.com/gf2.ti/f/762498/32410181.2/PPTX/-/SNOMED_CT_awareness_for_clinical_coders_v1.0_PASSWORD_PROTECTED.pptx

10.5   NHS Data Dictionary eLearning

There are demonstrations available developed by NHS Digital which cover a wide range of topics within the Data Dictionary, which can be accessed on a modular basis depending on the information required.

Knowledge can be tested by the completion of quizzes.

The content of these demonstrations is for training purposes only and therefore may not match the current content of the NHS Data Model and Dictionary.

https://datadictionary.nhs.uk/help/demonstrations.html

10.6   ICD-11 Browser and Coding Tool

These are available by accessing the hyperlinks below.

ICD-11 Browser: https://icd.who.int/browse11/l-m/en

ICD-11 Coding Tool: https://icd.who.int/ct11/icd11_mms/en/release

Google Chrome may need to be used to access all the options available within the browser, for example the Coding Tool (available under the Linearizations tab)

A version of the classification was released by the World Health Organisation on 18 June 2018 and is available for Member States and stakeholders to use in order to begin preparations for implementation.

10.7   National Information Board Strategy

The National Information Board (NIB) role is to put data and technology safely to work for patients, service users, citizens and the professionals that serve them. It brings together national health and care organisations from the NHS, public health, clinical science, social care and local government, along with appointed independent representatives to develop the strategic priorities for data and technology.

https://www.gov.uk/government/organisations/national-information-board

Personalised health and care 2020: a framework for action was published in November 2014 in partnership with the Department of Health (now the Department of Health and Social Care).

It can:

- give patients and citizens more control over their health and wellbeing
- empower carers
- reduce the administrative burden for care professionals
- support the development of new medicines and treatments.

This framework has been developed based on evidence from many sources, including civil society and patient organisations, as well as directly from service users.

This is not a strategy in the conventional sense. It is not a national plan, but a framework for action that will support frontline staff, patients and citizens to take better advantage of the digital opportunity.

The NIB will report annually on progress made against the priorities detailed in this framework and review them each year to reflect changing technology and accommodate new requirements from the public and staff. The proposals in this framework are not comprehensive but they represent the core and immediate priorities for delivery of modern digital health and care services.

https://www.gov.uk/government/publications/personalised-health-and-care-2020

10.8   NHS Long Term Plan

The NHS Long Term Plan published Monday 7 January 2019, sets out ambitions for improving the NHS over the next decade.

The plan describes how the NHS will improve care for patients and make the NHS a better place to work for staff, while overcoming key challenges. A summary of the objectives and areas of focus of the plan is also available.

Technology is recognised as a key enabler in making our NHS work better for both patients and staff, and the plan sets out ambitious plans for digitally enabled care to go mainstream across the NHS. In ten years' time, we expect the existing model of care to look markedly different.

Plans to make better use of data and digital technology include providing more convenient access to services and health information for patients, with the new NHS App as a digital 'front door', better access to digital tools and patient records for staff, and improvements to the planning and delivery of services based on the analysis of patient and population data.

NHS Long Term Plan

11 Appendix 1: Examples of Training Theory Questions

The following sub-sections give an example of the type of training theory questions found in Sections E and F of the CCTP Assessment Day written theory examination paper.

11.1 Training Delivery Question Example and Model Answer

Section E   Training Delivery Questions

This section is designed to test your communication skills and basic understanding of training delivery. Each of the two scenarios feature slide content from a particular ICD-10 or OPCS-4 chapter found within the current Clinical Coding Standards Course training materials. It doesn't provide the associated Trainer Notes or other associated slides. Review the slide content, read the questions, and write your answers in the spaces provided. An indication of how many marks are available is given alongside each question. You may refer to your National Clinical Coding Standards ICD-10 5th Edition (2021) reference book and National Clinical Coding Standards OPCS-4 (2021) reference book to assist you.
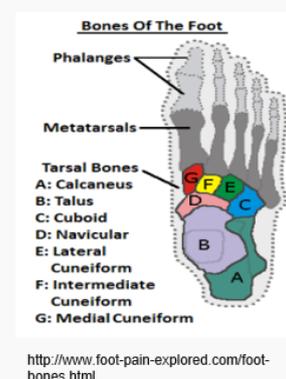
NB. A helpful tip is to think about the peripheral issues that may affect the standard in question but are not a part of the standard itself, often a wider understanding of the issues can increase understanding.

This is your opportunity to use your creativity, as a well as your communication skills, to demonstrate your abilities as a trainer to effectively explain a topic and make it engaging for you learners.

Slide 1

1:      Briefly describe how you would explain the information in the slide title and each of the bullet points on the above slide to novice coders. (Up to 7 marks for this sub-section – Award 1 mark for each valid point made: the list provided is not an exhaustive list and merely demonstrates some examples of what could be used).

To demonstrate the various codes that describe specific types of osteotomy, ask delegates to look at osteotomy category W12 Angulation periarticular division of bone to see examples of angulation periarticular osteotomies, and also code W13.2 Displacement osteotomy to see another example.

Explain that the use of eponyms in osteotomy surgery is very common and their use can vary from Trust to Trust, therefore it's essential the coder reads the operative statement fully to ascertain the type of osteotomy performed.

Remind delegates of PRule 8: Surgical eponyms, which states that Section II Alphabetical Index of Surgical Eponyms within Volume II - Alphabetical Index must only be used as a guide when coding, where an eponym is used in the medical record the coder must analyse the procedural information and ensure that code assignment fully reflects the procedure performed.

Explain that an osteotomy involves an incision into a bone and that this can include this can also include taking out part or all of a bone, or cutting into or through bone.

Ask delegates to look at the excludes notes at categories W12, W13, W15 and W16 in their OPCS-4 Tabular List referring to certain codes in Chapter X classifying similar operations for correction of congenital deformities.

Likewise, ask delegates to look at code(s) X22.2 Primary osteotomy of pelvis for correction of congenital deformity of hip and X25.1 Osteotomy of body of os calcis in their OPCS-4 Tabular List to see examples of the types of osteotomy excluded from Chapter W.

Explain that osteotomies of the foot are most commonly performed for acquired deformities of the foot , hence why they are classified to Chapter W rather than Chapter X.

Reinforce that proper indexing is key to accurate code assignment, particularly when coding osteotomies of the foot.

2:      Provide **three** examples of specific questions you could ask novice coders to test their understanding of the slide content. (3 marks for this sub-section – 1 mark for each valid question example given. This list of examples isn't definitive/exhaustive)

What is a metatarsal?

What is a phalanx?

How many phalanges are there in each foot?

What surgical eponyms related to foot osteotomies do you know?

Thinking back to your knowledge of medical terminology, what does the suffix 'otomy' mean?

Why must we be careful when eponyms are used in the medical record?

Broadly speaking, what type of osteotomy procedures are classified in Chapter X?

3:      Provide **two** examples of practice activities you could use to reinforce the national standards on the above slide. (2 marks for this sub-section – 1 mark for each valid activity given. This list of examples isn't definitive/exhaustive)

'Hangman' style activity using a diagram of the bones of the foot, bones in the diagram are added as delegates get questions correct about PCSW12

Card matching activity using various statements from within PCSW12, where both cards need to be matched to complete the statement

Team quiz, based on the points contained within the slide

4:      What other training aids (other than practice activities) could you introduce into the session to make it more engaging and enhance the session for the learners? (2 marks, 1 mark for each training aid mentioned. This list is not definitive/exhaustive)

Videos of various osteotomy procedures

Arrange for a surgeon to talk during the session about the procedures they perform

An anatomical model of the bones of the foot

X-ray images of bones of the foot pre an post osteotomy surgery

Samples of some of the surgical equipment used in osteotomies, such as screws,

plates, etc. provided by surgeons.

A flowchart