

Special Commission of Inquiry into Healthcare Funding

Statement of Annette Solman

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Occupation: Chief Executive, Health Education and Training Institute

1. This statement made by me accurately sets out the evidence that I would be prepared, if necessary, to give to the Special Commission of Inquiry into Healthcare Funding as a witness. The statement is true to the best of my knowledge and belief.

A. INTRODUCTION

2. My name is Annette Solman. I am the Chief Executive of the Health Education and Training Institute (**HETI**). I was appointed to this role in June 2015.
3. Prior to this role, I was the Director for Nursing Education and Training within The Sydney Children's Hospitals Network where I was employed from 2010 to 2015. My other roles included Acting Chief Executive of The Sydney Children's Hospitals Network, Executive Director of Nursing, and a registered nurse. A copy of my curriculum vitae is at **MOH.0010.0039.0001**.
4. This statement is provided in response to a letter of 23 May 2024 issued to the Crown Solicitor's Office, and Issues Paper 1/2024, and addresses the topics set out in those documents relevant to my role.

B. FUNDING ARRANGEMENTS

5. HETI is funded mostly through recurrent funding sources from the Ministry of Health yearly budget. Funding is also from the Local Health Districts (**LHDs**), NSW Pathology, Justice Health, and the Sydney Children's Hospitals Network for District HETI (discussed below), as well as additional own source revenue in the from Higher Education, Registered Training Organisation (**RTO**) income, and Continuing Professional Development (**CPD**) Home. The CPD Home is for NSW-based doctors not affiliated with a specialty college, in their early years of practice (primarily within NSW Health), from postgraduate year (**PGY**) 3 and onwards. Members receive individualised support and guidance to develop a personalised professional development plan to meet accreditation requirements of the Australian Medical Council.

6. HETI's expense budget was \$44.7M in 2020 reduced to \$39.2M in 2024. HETI also receives project funding on an annual basis.

C. ROLE AND FUNCTIONS

7. The primary role of HETI is to provide leadership to LHDs, Specialty Health Networks (**SHNs**) and other NSW public health organisations and training providers on the development and delivery of education and training across the NSW public health system. HETI ensures its education and training across the system supports safe, high quality, multi-disciplinary team based, patient centred care; meets service delivery needs and operational requirements; and enhances workforce skills, flexibility and productivity.
8. The functions of HETI are set out in its Determination of Functions (**SCI.0001.0060.0001**) pursuant to section 53 of the *Health Services Act 1997*.
9. HETI's main functions include, but are not limited to, the following:
 - a. To design, commission, conduct, coordinate, support and evaluate education and training programs for:
 - i. clinical, corporate and support staff, including Vocational Education and Training sector trainees, vocational, undergraduate, professional entry/clinical trainees, new graduates, and
 - ii. management, leadership and professional development programs.
 - b. To establish governance for whole of health education and training programs for the NSW Health system.
 - c. To support reform and improve workforce capacity and quality of clinical and non-clinical training through:
 - i. identification and development of statewide programs for clinicians to become skilled teachers, trainers and supervisors,
 - ii. managing a RTO,

- iii. maintaining and administering an online learning management system, including provision of quality assurance standards and resource development. eHealth NSW has responsibility to manage the technical and process connections between Stafflink and My Health Learning, and for staff to access these resources,
 - iv. statewide oversight, coordination and implementation of best practice learning including simulated learning environments, and other technologies.
- d. To institute, coordinate, oversee and evaluate education and training networks.
 - e. To set standards for education and training including medical training and accredit institutions for prevocational education and supervision.
 - f. To maintain registration as a higher education provider and develop and deliver as appropriate higher education courses to support identified workforce needs.
 - g. To establish effective monitoring and reporting systems to meet statewide and national reporting requirements for education and training in the health sector.
10. HETI's work includes:
- a. eLearning modules are delivered through My Health Learning on a wide variety of topics designed to train and develop NSW Health staff.
 - b. Workshops on topics from managing health resources and people management, through to intensive leadership programs designed to develop NSW Health's future leaders.
 - c. Scholarships and grants in areas of need, and to enable participation in educational opportunities.
 - d. Management and support for student clinical placements through the ClinConnect system.
 - e. Managing allocation of Junior Medical Officer (JMO) internships on behalf of the State.
 - f. Support of the seven NSW Medical Specialty Training Networks.

- g. Formal Psychiatry Education for psychiatry trainees through the Royal Australian and New Zealand College of Psychiatrists (**RANZCP**) accredited Postgraduate Course in Psychiatry and the Advanced Child and Adolescent Psychiatry Course.
- h. Statewide programs that support medical professionals in rural and remote NSW.
- i. Management of the Brian Tutt Library, part of the statewide health library network.
- j. Operation of a Tertiary Education Quality and Standards Agency (**TEQSA**) accredited higher education institution and an Australian Skilled Quality Authority (**ASQA**) accredited RTO. These institutions offer qualification pathways for critical workforce areas and upskilling for all NSW Health staff.

D. GOVERNANCE

- 11. HETI is a Chief Executive governed statutory health corporation established under the *Health Services Act 1997*.
- 12. In addition to its Determination of Functions, HETI's governance framework includes the following:
 - a. By-Laws (**MOH.0010.0040.0001**).
 - b. Monthly HETI Executive meetings.
 - c. Monthly HETI Finance and Performance Committee meetings.
 - d. The quarterly HETI Audit and Risk Management Committee meetings.
 - e. Higher Education Governance Structure (**MOH.0010.0041.0001**) and Governing Council Terms of Reference (**MOH.0010.0042.0001**).
 - f. RTO Governance Structure (**MOH.0010.0043.0001**) and RTO Steering Committee Terms of Reference (**MOH.0010.0044.0001**).
- 13. The HETI Strategic Plan aligns with the NSW Health's Future Health Plan, and the NSW Health Workforce Plan 2022-2032. A copy of the 2023 – 2026 HETI Strategic Plan is at **MOH.0010.0045.0001**, and a copy of the 2023 – 2024 performance agreement between HETI and the Secretary, NSW Health, is at **MOH.0010.0046.0001**.

14. As Chief Executive, I am a member of the following Ministry of Health meetings: NSW Health Senior Executive; People and Performance; and Health System Strategy, Meetings with NSW Health Secretary, Meetings with Deputy Secretary, People Culture and Governance, NSW Health System Strategy, NSW Health Mandatory Training Standing Committee, Sydney Local Health District Education and Research Committee, Western Sydney Local Health District Professional Education Committee, NSW Health Nursing and Midwifery Scholarships Steering Committee, Learning Management System Executive Advisory Group Co-Chair.

HETI Organisational Structure

15. A copy of the current HETI Functional Structure is at **MOH.0010.0047.0001** with the portfolio structure as follows:
- a. Professional Practice Interprofessional Collaboration.
 - b. Mental Health.
 - c. Leadership Management Development and Educational Design Portfolio.
 - d. Medical.
 - e. Corporate Services and Business Partnerships.
16. **Professional Practice Interprofessional Collaboration (PPIC)** – this team designs, commissions, coordinates and evaluates education and training, and includes District HETI. All NSW Health staff can access a range of online leadership or skills development training programs available through My Health Learning.
- a. HETI liaises and engages with LHDs and SHNs through supported HETI statewide education and training programs. HETI works to combine evidence-based research and evaluation with educational design expertise to develop contemporary, responsive education and training that has person-centred care and interprofessional practice at its heart. HETI explicitly engages subject matter experts from within the health system to collaborate on education and training design.
 - b. PPIC collaborates with the Clinical Excellence Commission (CEC) and the Agency for Clinical Innovation (ACI). A focus of PPIC is the rural and remote context, for example the Mobile Simulation Centre, coordination of training and placements for

junior medical officers wishing to undertake advanced skill training as part of the training pathway to becoming a Rural Generalist.

17. The **Mental Health Portfolio** has responsibility for:
 - a. The TEQSA accredited postgraduate nested Masters degrees for Applied Mental Health Studies and Psychiatric Medicine.
 - b. The RANZCP accredited Formal Education Courses of the Postgraduate Course in Psychiatry and the Advanced Child and Adolescent Course.
 - c. The development of mental health modules for NSW mental health training.
 - d. Delivering microcredentials for professional development in mental health.
18. **Leadership Management Development and Educational Design** – this team builds leadership and management capability across NSW Health. HETI offers a range of opportunities to develop these capabilities, including the Next Generation Leaders and Managers (two-year) development program; immersive executive development such as the NSW Health Senior Executive Development Program, CORE Chat workshops and the Leadership Quarter events. The Health Education in Practice: Journal of Research for Professional Learning is edited and distributed electronically by this portfolio.
19. The **Medical Portfolio** manages the applications, allocation, and placements of new medical graduates across the NSW prevocational training networks, manages the HETI Prevocational Accreditation Program, convenes a range of activities supporting education including the JMO Forum and Aboriginal Trainee Doctors Forum, and supports doctors training in a range of specialist training programs including basic physician training, paediatrics, radiology, emergency medicine, psychiatry, advanced general medicine and medical administration. The Medical Portfolio has oversight of seven NSW Medical Specialty Training Networks.
20. **Corporate Services and Business Partnerships** provide business and operational support to all portfolios across HETI. It includes Brian Tutt Library (part of the NSW Health statewide library network) and administration of Ministry of Health and NSW Government prioritised scholarships, incentives and subsidies.

E. EDUCATION AND TRAINING SUPPORTS

21. HETI provides training and education to more than 178,000 clinical and non-clinical staff, trainers, managers and leaders across the NSW Health system.
22. The majority of HETI programs are offered as online education and training, meaning that learning opportunities are available equally across the state.

(i) District HETI

23. The District HETI model is designed for system-wide collaboration in the development of online learning resources to enhance the knowledge, skills and capability of the NSW Health workforce. The work of District HETI is determined by the requirements of the NSW Health mandatory training committee and nominations received by the LHDs and SHNs.
24. The model has subject matter experts and representatives from HETI, the LHDs and SHNs, Pillar organisations and the Ministry of Health liaise to plan and design for identified education and training priorities.
25. This operational model provides the means for the development of resources for staff across NSW Health. Resources developed by District HETI are made available through My Health Learning.
26. The model provides a number of benefits including:
 - a. access to evidence-based, contemporary education and training resources,
 - b. development of education and training programs responding to local and statewide priorities,
 - c. greater ability to achieve standardisation,
 - d. reduction of unnecessary duplication,
 - e. supporting all LHDs and SHNs through taking on the burden of development of statewide resources,
 - f. significant expansion of resources available to LHDs and SHNs, and

- g. professional development of District HETI staff in contemporary learning modalities including eLearning.
27. LHDs and SHNs support the District HETI operational model with staffing, funding, or a combination of both. A feature of this model is that LHDs and SHNs can choose for some or all of their team members to remain working part-time in their LHD or SHN while being part of HETI statewide educational service to the NSW public health system. Staff are able to share and grow their expertise through this process.
 28. LHDs and SHNs nominate locally identified education and training priorities through the District HETI Priority Review Committee every six months.
 29. Project Teams, with members based in locations across the state, mostly operate as 'virtual teams' to develop education resources. They work with a reference group, subject matter experts and an eLearning developer to produce eModules required.
 30. My Health Learning has 2,500 online resources in the My Health Learning Statewide folder. These resources are as follows:
 - a. 1,704 eLearning modules,
 - b. 796 classroom placeholders, facilitators' resources, manuals and assessment resources.
 31. District HETI was pivotal in the development and delivery of education and training material as part of the COVID-19 response.

(ii) My Health Learning and eModules

32. My Health Learning is the NSW Health eLearning system providing high quality, self-paced and structured learning pathways available on-line for NSW Health staff. My Health Learning provides access to mandatory training and professional development through a comprehensive range of online education opportunities and a resource collection that supports face-to-face education opportunities for all NSW Health staff across all healthcare contexts.
33. HETI Higher Education offers just-in-time microcredentials at Australian Qualifications Framework (AQF) 8, pathways of learning from mental health training into formal

education opportunities, and continuing professional development opportunities for nurses, allied health professionals and medical staff.

34. HETI Registered Training Organisation provides support to nine RTO sites across NSW that provide qualification study across AQF 2 - 6 for NSW Health staff.
35. All online education and training is available anywhere and anytime to meet needs of NSW Health workforce. Mandatory training is available for target staff.
36. HETI has a range of teaching and support resources to directly support LHDs/SHNs.

(iii) Mental Health Education and Training

37. As well as online education opportunities, workshops and short courses, HETI offers postgraduate courses in Applied Mental Health Studies and Psychiatric Medicine at Graduate Certificate, Graduate Diploma and Masters levels.
38. NSW Health funds several positions to support psychiatry training in NSW at State, Network and Local Levels. These include the Network Director of Training, Education Support Officer and Site Coordinators of Training in the Psychiatry Training Networks.
39. HETI provides support to the Psychiatry Training Networks.
40. The former New South Wales Institute of Psychiatry, which was established under the *New South Wales Institute of Psychiatry Act 1964*, was abolished when that Act was repealed at the end of 2016, and functions of the Institute were transitioned to HETI with accreditation following in 2017. HETI offers nationally accredited programs and an RANZCP required leadership course to maintain the psychiatry workforce in NSW. These are:
 - a. Postgraduate Certificate, Graduate Diploma and Masters level courses in Psychiatric Medicine accredited by TEQSA.
 - b. The RANZCP accredited Postgraduate Course in Psychiatry.
 - c. The RANZCP accredited Child and Adolescent Psychiatry course.
 - d. The Introduction to Leadership for Psychiatry course, a requirement of the RANZCP to develop leadership skills for this workforce.
41. A full list of accredited education and training courses offered by Mental Health Portfolio can be found at **MOH.0010.0048.0001**, Tables 1 and 2.

(iv) Developing Future Leaders

42. HETI supports the funding and availability of several programs for future leaders in NSW Health. For example, the NSW Health Next Generation Leaders and Managers Program, the Facilitation Capability Development Program, People Management Skills Program, and the Finance Management Essential Series. These are available regularly and are part of the ongoing development opportunities provided by HETI. The focus of these programs is to develop capability across the system. A list of HETI Leadership Management Development and Educational Design Participation data is at **MOH.0010.0049.0001**.
43. HETI reviews its programs and makes changes based on feedback and best practice. This is part of HETI's process of improvement to ensure the programs meet the needs of the contemporary NSW workforce. Not all programs are funded at all times, and as a consequence not all programs are offered at all times. Programs that are not on offer may become available if circumstances require.
44. Ministry funded programs that are delivered by HETI, are typically more bespoke such as executive leadership, or to address identified needs. Offering of these programs is dependent on system needs and Ministry of Health funding.
45. A Finance, Procurement and Asset Management Academy will be launched in July 2024 by HETI in partnership with the Ministry of Health and LHDs. This collective of health professionals will, in part, provide NSW Health specific training materials and support the development of leadership in the areas of finance, procurement and asset management. Additionally, the Academy will develop financial, procurement and asset management skills for all associated managerial roles within healthcare, which would include those from nursing, allied health and medical professions moving into management and leadership. This will introduce a continuous improvement process for NSW Health staff in the areas of Finance, Procurement and Asset Management.

(v) Rural and Regional Programs

46. The vast majority of HETI programs, courses and modules are available to all staff across the state due to online and virtual education and training. In addition to these learning opportunities, HETI delivers the rural and regional specific statewide programs. These include:

- a. HETI Rural Research Capacity Building program which aims to increase the number of rural and remote health workers with knowledge and skills in evaluation and research methods. It contributes to the literature on both innovation and evidence-based practice rural and remote health care.
- b. Rural and Remote education through the Mobile Simulation Centre, a simulated clinical training facility provided directly to staff in isolated rural, remote and regional locations.

G. SUPPORTING WORKFORCE DEVELOPMENT

(i) Management of Scholarships and Grants

- 47. HETI has a role in the administration of scholarships and grants on behalf of the Ministry of Health. Funding is from the Ministry of Health.
- 48. In the 2022/2023, HETI administered \$8.4 million in 28 scholarships and grants to 1,842 student recipients, and a further \$0.7 million for Rural and Regional Scholarships to 232 student recipients on behalf of the NSW Ministry of Health to support upskilling NSW Health rural and regional clinical workforce.
- 49. Rural and Regional specific scholarships are:
 - a. Aboriginal Rural Allied Health University Student Scholarship
 - b. Allied Health Rural Generalist Program (Level 1) Scholarship
 - c. Nursing Rural Undergraduate Scholarships
 - d. Allied Health Rural Generalist Diploma Rural Practice (Level 2) Scholarship
 - e. Allied Health Rural Generalist Program (Level 1) Scholarship Round 2
 - f. Rural Allied Health Clinical Placement Grants S1
 - g. Rural Allied Health Clinical Placement Grants S2
 - h. Rural Allied Health Undergraduate/Entry Level Scholarships
 - i. Rural Allied Health Postgraduate Scholarships
 - j. New Graduate Rural Support Incentive

k. Diploma of Nursing Rural Travel Support Incentive

l. Rural Allied Health Assistant Scholarship.

(ii) Clinical Placements of Students

50. HETI's role is as the central body that administers student placements in consultation with the Ministry of Health. HETI collects data in relation to the number of student placements by profession across the state.

51. Clinical placements for students from universities and TAFE are administered through ClinConnect, a web-based application built to assist health services (LHDs and SHNs) and external educational providers (for example, Universities, TAFE) manage clinical placements. ClinConnect is used to both book and manage placements in NSW Health and to keep a record of compliance with NSW Health policies. This includes police checks, agreement to abide by the NSW Health Code of Conduct and health protection status (immunisations).

52. HETI maintains the system used (ClinConnect) and collates requirements for system enhancements from public health organisation and education providers. Potential improvements are assessed and priorities for eHealth development.

53. Other health organisations involved in the clinical placements process is the Ministry of Health (responsible for the Student Placement Policy and Student Placement Agreement template) and eHealth (provides system administration and access control, system development and integration, and system hosting, technical support and maintenance).

54. The student placements are undertaken and governed at a local level between the public health organisation and education institution. HETI does not have a role in this process.

55. In cases of zero clinical placements within an LHD, this is the decision of the LHD in collaboration with education providers. These decisions are outside of the role of HETI.

(iii) Medical Intern Recruitment

56. The Medical portfolio at HETI manages the applications and allocation of medical graduates who are applying for a medical internship position across the 15 NSW prevocational training networks.

57. HETI has four meetings a year with NSW Medical Deans to discuss issues of common interest. This includes changes in medical school curriculum, predicted intern numbers, and allocation process for following year.

(iv) Prevocational Accreditation

58. HETI is accredited by the Australian Medical Council and approved by the Medical Board of Australia as the prevocational training accreditation authority for NSW.
59. The HETI Prevocational Accreditation Program monitors standards for the training and welfare of prevocational trainees in their first two PGYs (PGY1 and PGY2).
60. HETI is responsible for ensuring the health services it accredits are compliant with the national standards and requirements for prevocational training programs and terms.

H. OPPORTUNITIES FOR FUTURE DEVELOPMENT

61. HETI's governance function only extends to the training and education for which HETI is responsible rather than governance of all training and education across the state, including that developed and offered by LHDs and SHNs. Any review of HETI's functions might consider a broader statewide governance function with the aim of:
 - a. maintaining production of high quality education and training materials.
 - b. improvement of statewide visibility of existing non-HETI resources for all NSW Health staff irrespective of location
 - c. increasing equity, agility and flexibility of education and training pathways to success and/or qualification.
 - d. increasing the attractiveness of NSW Health as a place to work through options for multiple careers and support to attain these within the system.
62. HETI would welcome greater consultation with LHD's planning, training and development to identify where it is duplicative or where it could be developed and shared as a statewide product.

A. Solman
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