

Clinical Coding Trainer Programme (CCTP)

Handbook 2023-24

Terminology and Classifications Delivery Service

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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*).
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 on the CV includes if the applicant can list dates when they have been responsible for coding these specialties within their organisation and these dates are verified by their line manager as part of their signing of the CCTP application form, or if they have results of individual coding audits confirming their performance in these specialties*).
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 on any national clinical coding standard of their choosing, developed by the applicant within the 12 months prior to the date of application*).

N.B. Presentations that are submitted and are found to have been authored by anyone other than the applicant themselves, will result in the application being rejected in its entirety.

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 3.2 below for additional guidance.**

Criterion 15 - Knowledge of this document is still relevant but due to the format of the CCTP Assessment Day, the content of this document will not be tested 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 CCTP Assessment Day webpage.

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

It is not necessary for an applicant to already hold the TAP Certificate in Training Delivery (formerly the TAP Certificate in Training Delivery Part A – new to 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 4.9](#)). Applicants can choose to apply for/attend the TAP Certificate in Training Delivery 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](#))

3.1 Payment Information

When applying 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/evidencing 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. Simply 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 criterion 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 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**.

N.B. 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 3 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 Delen website.

4.4 Assessment Day Objectives

Attendees must meet the required pass marks and skills criteria in **all** aspects of the CCTP Assessment 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 one hour and 45 minutes in length. Suggested timeframes for completion would be 5 minutes reading time, 30 minutes per section; Section A = Four ICD-10 Scenarios, Section B = Four OPCS-4 Scenarios and 40 minutes for Section C = Two Case Studies. 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.
- 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 one hour 45 minutes in length. **Suggested** timeframes for completion would be 5 minutes reading time, Section D = Quickfire Theory Questions = 15 minutes, Section E = Training Delivery Questions = 55 minutes, Section F = Medical Terminology = 15 minutes and Section G = Anatomy and Physiology = 15 minutes.

N.B. The written assessments will be based on the National Clinical Coding Standards ICD-10/OPCS-4 reference books 2023 and OPCS-4.10 classification, rather than OPCS-4.9.

- 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](#))

N.B. The assessment involving a candidate preparing a flip chart outlining three pre-requisite skills they use in a current or previous role and why they are essential for a good clinical coding trainer has been removed from the assessment day, following feedback from the service that it is not representative of current practice.

Consequently, the overall length of the assessment day has been reduced, and the length of the practical and theory written assessments extended by 15 minutes each, again following feedback from previous assessment day candidates.

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 assessment day(s) can also be found on the Delen CCTP Assessment Day page to help candidates in their preparation.

It is important to us that assessment day candidates are as comfortable and relaxed as possible for the assessment day, 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 applications 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.

We also recommend that potential candidates ensure their classification books/eViewer if being used; 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:
 - A 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 a candidates' ability to 'think like a trainer'). These questions amount to approximately 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 small 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 candidates 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
- OPCS-4.10 Volumes I and II
- National Tariff Chemotherapy Regimens List (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 all the products listed above (**mobile phones will not be permitted to access electronic versions**). These can all be obtained via Delen. Delegates may use the **classifications browser to access ICD-10 and OPCS-4 (ICD-10 5th Edition has recently been added to the Classifications Browser)**. This is available via the following link:

<https://classbrowser.nhs.uk/#/>

4.6 Assessment Day Timings

10:00-16.00*

*Based on revised assessment day content 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 application 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

Ultimately, we want assessment day candidates to feel comfortable, but there is an expectation that for both the CCTP Assessment Day and the Train the Trainer Course candidates/delegates will dress smart casual.

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 the TAP Certificate in Training Delivery, formerly the 'Training Delivery Part A – new to training' course directly with the TAP Learning ([TAP Certificate in Training Delivery – five day version for new trainers \(TFFTTD5\) \(qa.com\)](#)). This 5-day course must be completed prior to Module 2 of the Train the Trainer course (refer to section 7).

N.B. The Terminology and Classifications Delivery Service only accepts the classroom version of the TAP Certificate in Training Delivery and not the online version. 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.*
- *The National Clinical Coding Standards ICD-10 5th Edition reference book (2023)*

Available for download via Delen

- ***OPCS Classification of Interventions and Procedures, Version 4.10 (April 2023) 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 (2023)***

Available for download via Delen

- ***National Tariff Chemotherapy Regimens List***

Available for download via Delen

- **Other useful information**

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

- Practice case studies are available, following successful application to the CCTP Assessment Day, in the **CCTP Assessment Day Case Studies Practice Booklet**.
- **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 following publication of this document.

6 CCTP Assessment Day Tips

The Classifications Training Team is aware of the potential stress associated with attending an assessment day as this is often linked to career progression, increase in pay and other such important things depending on the individual.

Hopefully, you won't feel too daunted or apprehensive about the assessment day, but we have provided some additional tips and guidance that we have found helpful both from our own experiences and anecdotally from candidates who have sat the assessment days themselves.

As soon as you are accepted onto the assessment day

- **Get organised** - The most significant way to avoid succumbing to assessment day stress and anxiety is to get organised. Think about how long you have before the assessment day itself, and then structure this time accordingly. There are plenty of free resources on the internet to assist with this, such as blank revision timetables, pomodoro timer (a time management method based on 25-minute stretches of focused work broken by five-

minute breaks) apps. It is good practice to think about how you 'learn' as an individual, do you prefer to read, take notes, draw pictures/mind maps? There is no set way that it is appropriate to become organised, more you need an awareness of what works for you. Remember that it is permissible to refer to your reference books during the assessment day itself.

Week before the assessment day

- Strategy - by this time you will be familiar with the structure of the assessment day and how the papers are structured, and the types of question included within. It can be helpful to decide how long you will spend on each section and which section you will tackle first. For example, with multiple choice questions an approach could be to rule out all the wrong answers first before deciding on the correct one.
- List - the nature of clinical coding as a profession means that any work-related travel potentially involves a lot of luggage, even more so when it comes to an assessment day. Make yourself a list of everything you'll need to take with you and ensure this is somewhere visible and memorable. It's easy to potentially forget things if you are in a heightened emotional state when preparing to travel to the assessment day.
- Time management - it can help some people to get as granular with their plans and pre assessment day logistics as thinking about food the night before, time to leave on the morning of the event. Given public travel disruptions in recent times, forward planning your journey to the assessment day is strongly advised. Try and get an early night beforehand so you are as fresh as possible on the day.
- PMA - Positive Mental Attitude. You've worked really hard to get to this point, some self-reflection on these efforts and confidence in your ability will work wonders on the day itself.

Assessment Day

- Stick to your plan - if nerves are starting to kick in, your plan will help you keep on track.
- Expect nerves - It is well known that physiologically, some nerves on the day can sharpen your focus and energy. Nerves are a reminder to yourself you want to do well and have prepared the very best you can.
- Eat! - Again, from a physiological perspective, high levels of stress can kick your body into fight or flight mode and adrenalin coursing through you, although beneficial in some ways, can mean you don't feel hungry. A little food is necessary, even if you don't feel like it, simply to fuel your brain!
- Get there – early - there is always somewhere to sit in the venue if you are there before the start time. Again, you know your own ways of coping best, sometimes shared experience of nerves with other delegates can support you, or likewise it may exacerbate your own nerves. Previous candidates have used headphones for music or podcasts prior to (although not during) the assessment so they can focus.
- Remind yourself you have done all the preparation you can and continue to be kind to yourself throughout the day. PMA goes a long way!

During the Assessment Day

- Listen to the event facilitators instructions and take a calming, grounding breath before you open the paper.

- Stick to your plan - progress through the paper in the way you had planned to, taking care to keep your eye on the clock. The event facilitators will also provide verbal reminders of time remaining through the assessment itself.
- Deal with panic - despite best plans, panic can still creep in. If this happens give yourself a minute to breathe, and if you feel you need to leave the room momentarily raise your hand and the event facilitator will come to you straight away. Breathing exercises for stress - NHS (www.nhs.uk) provides a simple breathing exercise that can be done for stress while you are sat at your desk.
- You are in control - If you do experience a panic attack of high levels of stress or anxiety, acknowledging your feelings as temporary (as unpleasant as they can be) will allow them to fall away. It might feel you can't control it but labelling it as a temporary inconvenience removes its power to control you!

After the Assessment Day

Reflect on the day, but don't get caught up comparing answers with your fellow delegates. Once your paper is submitted, you can no longer change any answers so don't waste time or emotional effort worrying about your submitted responses.

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 11-day course in total, over four modules, three of which are 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.

N.B. For 2023-24 onwards, the Train the Trainer course has undergone a significant re-design following consultation with the wider coding community and a focus group of recent course attendees. This re-design has allowed us to provide a blended learning experience where appropriate, with certain elements being delivered online prior to the classroom module. We have also been able to reassess the focus of the course, with more time dedicated to delivery of the national clinical coding training materials, including allowing delegates two weeks to familiarise themselves with the materials for their mock training session, and also allow time in the course agenda for a separate practice session with feedback, prior to the assessed session.

The course is divided into four modules:

- **Module 1:** Certificate in Training Delivery - five day version for new trainers provided by TAP Learning **NB:** This module **must** be fully completed before Module 2 (as outlined in [section 4.9](#))
- **Module 2:** One-day online session delivered via MS Teams by the Terminology and Classifications Delivery Service, focussing on an overview of the Clinical Coding Standards Course materials and how to deliver the course and make training engaging and interactive. Post-module work includes preparing to deliver a session from the Clinical Coding Standards Course to fellow delegates and the course trainers as part of module 3. Delegates are provided with the materials as part of module 2, and with two weeks preparation time.

N.B. Delegates and line managers will need to take into account this preparation time when considering applying to the Clinical Coding Trainer Programme

- **Module 3:** Four-day module provided by the Terminology and Classifications Delivery Service. Delegates will be expected to deliver mock training sessions and presentations, as well as participate in interactive activities
- **Module 4:** Four two-hour sessions delivered online via Microsoft Teams, the 'Introduction to Classifications' module designed to give an overview of a future mandatory national training module to be introduced from 2024-2025. 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 and will be scheduled following the CCTP Train the Trainer. Approved trainer status will be awarded, if achieved, at the end of module 3.

"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."

7.2 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 Classifications 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, prior to its mandatory inclusion as part of the core national training curriculum.

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 flipchart/PowerPoint (delegate choice) the materials, techniques and delivery format 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 practice activity for the ICD-10/OPCS topic provided, to meet a minimum of 4 out of 5 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.**

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

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 inclusive attitude at all times

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:

- 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
- OPCS-4.10 Volumes I and II
- National Tariff Chemotherapy Regimens List (current version)
- National Clinical Coding Standards ICD-10 5th Edition reference book (2023)
- National Clinical Coding Standards OPCS-4 reference book (2023)

NB: Delegates are welcome to bring laptops/tablets to access electronic versions of the reference materials These can all be obtained via Delen.

Delegates may use the [Classifications Browser](#) to access electronic versions of ICD-10 and OPCS

7.9 Course Timings

Module 1: Refer to TAP Learning for Certificate in Training Delivery timings.

Module 2 (online):

Day One: 10:00- 16:00

Module 3 (classroom):

Day One: 09.00-16.30*

Day Two: 09.00-16.45*

Day Three: 09.00-17.00*

Day Four: 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 module 2.

Module 4 (online):

Day one: 10:00-16:00

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 and Mental Health Clinical Coding Standards Course materials and all associated templates
- Access to the Clinical Coding Approved Trainer Workspace and their own individual trainer 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.

Approved clinical coding trainers must complete and submit an annual Approved Trainer ePortfolio (formerly the Approved Trainer Logbook) by the 31 March each year. The ePortfolio provides evidence of continued professional development, including;

- qualifications, experience and training
- completion of a minimum of 21 training delivery days in each financial year*
- a list of all training delivery undertaken
- trainer evaluation to be completed by the person commissioning the training and the trainer's Line Manager
- reflections on what went well or any particular acknowledgements lessons learned from each training course/awareness session delivered to support ongoing improvements

* Depending on the Train the Trainer Course dates, newly qualified trainers will be expected to evidence up to 5 days training delivery for every F/Y quarter once they qualify as an Approved Apprentice Clinical Coding Trainer.

Approved trainers must also attend an annual Approved Trainer Forum, delivered remotely and free of charge.

Approved clinical coding trainers must undergo formal TAP Re-Certification of their training delivery skills every three years. The Terminology and Classifications Delivery Service provide a number of 'recertification days' throughout the year at various host cities, see our courses and events schedule for more details.

NB: The Approved Trainer Refresher Course (which approved trainers are required to attend every three years) will continue to be redeveloped and reformatted during 2023-24 to allow the individual elements of the course to be facilitated and assessed independently of each other, giving approved trainers greater flexibility. Consequently, the only element of the reformatted course available during 2023-24 are the 'Recertification Days'.

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

8.1 Approved Clinical Coding Trainer Refresher Course

The Approved Trainer Refresher course will continue to be redeveloped and reformatted during 2023-24; the individual elements of the course are being separated out into distinct entities that can be delivered independently, allowing for increased flexibility and greater choice as to when they are undertaken within the relevant timeframe. These are:

- Recertification of TAP Certificate in Training Delivery – This will be delivered in a face-to-face format and is the only element available during 2023-24
- Practical and theory assessments – These will be delivered as an online assessment/examination, we will continue to investigate a suitable platform during 2023-24, with a view to rolling out the assessment/examination in 2024-25.
- Discussion based activities/exercises – These will be amalgamated into the Approved Trainer Forum to provide a more robust and varied event, where attendees will have many opportunities to contribute.
- Other informative sessions on subjects related to training delivery and the clinical coding profession will be delivered via optional, ad-hoc, webinar sessions throughout the year. In addition we provide notification of various free webinars on a multitude of topics relevant to clinical coding training via the Clinical Coding Approved Trainer workspace.

8.2 Approved Clinical Coding Trainer Forum

8.2.1 Overview

These are free 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 with 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 healthcare 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 [Delen website](#) (with Terms and Conditions) must be completed for each delegate.

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

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 (formerly the Certificate in Education & Training) to maintain their approved status. Where a trainer's training delivery skills certificate has expired, they can be re-certified by:

- attending one of the Terminology and Classifications Delivery Service Re-Certification Training Delivery Skills one-day events in Birmingham, Bristol, Leeds or London. 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 ePortfolio.*** All re-certification assessments undertaken are also subject to a certificate renewal fee of £25 + VAT payable directly to TAP Learning (QA Ltd).

8.4 Consultations

Approved clinical coding trainers are expected to provide feedback **on a minimum of one consultation topic** as and when they are published on the [Delen Consultations page](#), or [Clinical Coding Approved Trainer workspace](#), during the financial year.

8.5 Clinical Coding Trainer Sub-Groups

The Terminology and Classifications Delivery Service hosts a Clinical Coding Trainer Sub-Group 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 the sub-group. 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 approved apprentice trainers will only be able to participate in CCSC work.

8.6 Remote Training Delivery/Online Facilitation

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 evidence of this to information.standards@nhs.net and requesting formal permission. Approved trainers found to be delivering the national clinical coding training materials remotely without having followed these steps 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 document provides information about careers within Health Informatics:

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

10.2 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>

10.3 SNOMED CT Awareness for Clinical Coders

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

https://hscic.kahootz.com/t_c_home/view?objectId=97804901

10.4 NHS Data Dictionary eLearning

There are demonstrations available 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>

10.5 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.

10.6 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>

10.7 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 10 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](#)

10.8 BrightCarbon

BrightCarbon are a presentation design agency. They design clear, compelling, and persuasive presentations. They also use visual storytelling skills to create effective eLearning, and provide advanced PowerPoint, Google Slides, and presentation skills training.

<https://www.brightcarbon.com/>

11 Appendix 1: Examples of Training Theory Questions

The following sub-sections give an example of the type of training theory questions found in Section E 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 (2023) reference book and National Clinical Coding Standards OPCS-4 (2023) reference book to assist you.

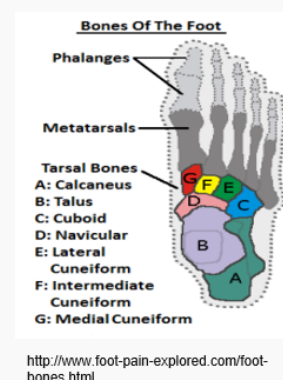
NB. A helpful tip is to think about the peripheral issues that may affect the understanding/application of the standard in question but are not a part of the standard itself, often a wider understanding of the issues can increase understanding.

This is your opportunity to use your creativity, as 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

PCSW12: Osteotomy of the foot

- When coding foot osteotomies, the appropriate OPCS-4 category will depend on the method of osteotomy and whether the osteotomy was performed on a single metatarsal, on multiple metatarsals, or on the phalanges.
- There are many codes within Chapters W and X that specifically describe different methods of osteotomy – **these terms must be documented in the patient's medical record** and the appropriate index trail must be followed to assign these codes.
- Osteotomies are often documented with the use of eponyms:
 - Where an eponym has been used by the responsible consultant and the specific type of osteotomy has also been stated, **the coder must assign codes for the specific type of osteotomy instead (PRule8)**



- 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, open (i.e. not answerable with one word - 'yes', 'no', etc.) questions, not just general question types, 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 and post osteotomy surgery

Samples of some of the surgical equipment used in osteotomies, such as screws, plates, etc. provided by surgeons.

A flowchart