

North West ANNUAL PGMD Educator Conference
'Professionalism and Excellence in Medical Education'
 Thursday 8th September 2016 | Aintree Racecourse, Liverpool

EVALUATION SUMMARY

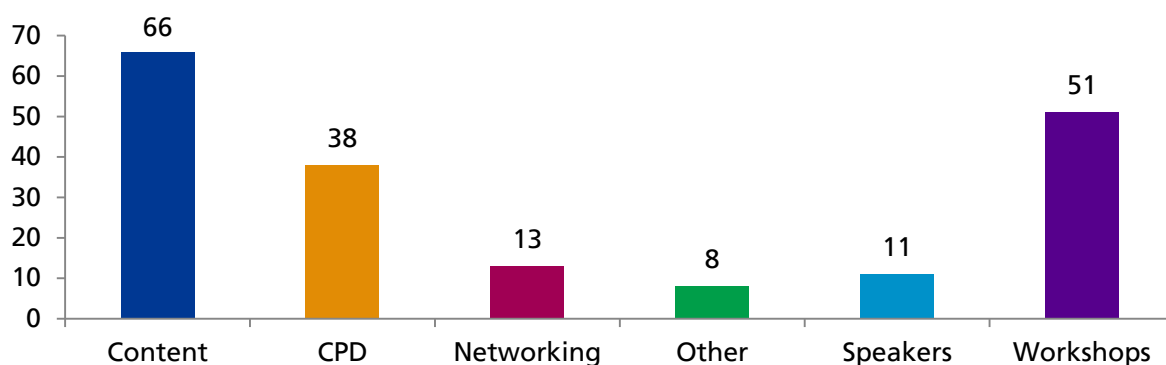
A total of 216 people from across the North West attended the conference; of these 81% were from NHS Trusts. Following the day we asked delegates to complete an online evaluation survey and 184 people agreed (85% response rate).

HEE (NW)'s learning objectives for the conference were to:

- Improve delegates' understanding of how to develop professionalism and promote excellence in medical education and their knowledge of new initiatives including the Longitudinal Integrated Foundation Training (LIFT) Pilot and Physician Associates Programme in the North West.
- Allow delegates to prepare for the future by sharing examples of best practice and the opportunity to explore through a number of workshops, various key areas including resilience, equality and diversity, managing doctors in difficulty, professional judgement and the use of social media in medical education.
- Enable delegates to focus and establish a greater understanding of how trainers can maintain GMC recognition, over the course of the revalidation cycle.

We asked delegates to tell us how well they thought these objectives had been achieved. 78% of respondents felt that they had been Well or Very Well achieved and only 2% felt that they had been Not Well or Poorly achieved.

Delegates were asked what their main reason for attending the conference was and the following chart shows their responses:



Those delegates who answered 'Other' were either workshop facilitators or poster presenters.

We then asked whether the conference had fulfilled their reason for attending and 95% agreed that it did.

We were interested to find out what delegates' key take home messages and / or learning points from the conference were and responses included:

- Better understanding of what is needed to achieve GMC recognition to be an ES and CS and what is needed for appraisal and revalidation

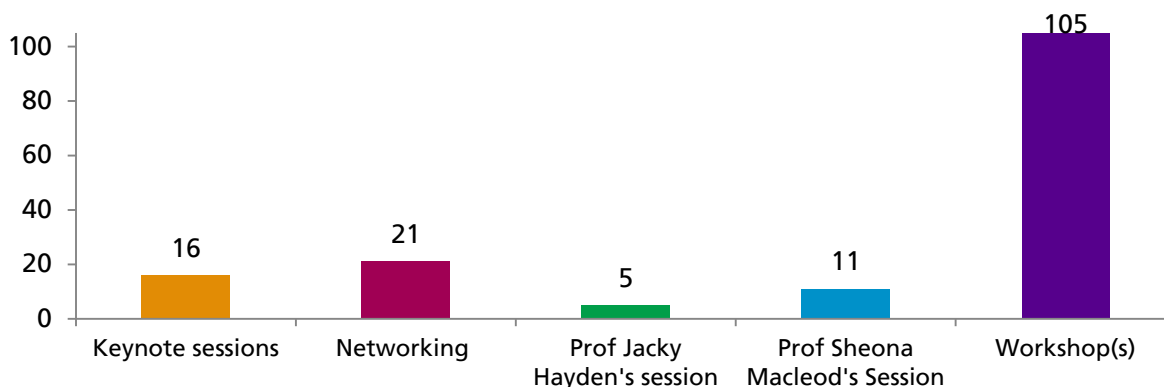
- Better understanding of what Professionalism actually means. Professionalism can be taught and is being incorporated into undergraduate and postgraduate curricula. Despite of lack of resources, doctors need to ensure appropriate professionalism is omnipresent and promoted in the workplace. Professionalism is the aggregate of all of a doctors required competencies.
- Better understanding of, and more compassionate reflections on, the current concerns for trainees, e.g. training structure, lack of flexibility. Junior doctors' morale is at risk. There has been a change in cultures and values of trainees i.e. what is considered professional behaviour and the shift in expectations for the millennials from that of the previous generations. It is important to create a supportive learning environment for trainees.
- Current position and greater detail of the Physicians Associates programme and their role in the workforce.
- Greater awareness of GMC professional standards and the wider role of the GMC.
- Greater understanding of resilience and what it means. As an educator I need to think of ways to help myself and trainees build and improve their resilience. Optimising resilience is key to surviving an increasingly challenging work environment
- Greater understanding of the LIFT programme and the rationale behind it.
- How we can do international recruitment better. Support for international graduates / doctors including an e-LfH induction package and a greater knowledge of their requirements.
- Informal learning can be made more explicit as a learning opportunity by using language which makes a session more readily identifiable as learning. Using transparent teaching techniques as a high impact teaching intervention. There are constant opportunities for teaching.
- Our attitude towards equality and diversity is coloured by our worldview, which we are not always aware of and therefore can't necessarily switch off (unconscious bias) but diversity of trainees is a good thing.
- Patient care should be primary concern
- Social media is easier to use than I thought. Now have a greater understanding of social media and its application. It is an important and valuable tool for educators to use to engage with trainees as much more education is occurring through social media and online.
- The importance of being an accessible positive role model for junior doctors and staff alike and the need to lead by example to develop professionalism.
- The importance of giving and receiving effective feedback in good educational supervision / leadership. Always aim to give positive constructive feedback with any negative feedback.
- There are strategies for undertaking difficult conversations and tackling difficult behaviours of trainees and a variety of resources available to support doctors in difficulty. It is important to take time for trainees in difficulty.

We were also keen to know how the delegates would apply their learning from the conference in practice and responses included:

- Already had meetings with my Foundation Education team and Hospital Governance teams to integrate shared learning. Will make contact with the people I met at the conference to make a wider network.
- Already incorporated into models of care Task and Finish Group
- apply for AoME
- arrange session on professionalism with Tista from GMC

- Be conscious of issues related to professionalism when working with trainees
- Better understanding of what trainees value in terms of educational leadership will help me tailor my leadership skills better to their training. Understanding that perspective, perception and what is important to trainees changes not just with individuals but as generations come through. As educators we need to see things from their perspective rather than our own before we try to make changes that would suit me but maybe not others.
- By supporting and nurturing positive attitude amongst trainees.
- Consider all aspects of quality of life and support required to make a happy and healthy junior doctor. This will give them the best chance of being fit to display professionalism at all times.
- Create a platform within my own section to share best practice
- Dissemination to team
- Explore possible role of PAs on unit.
- Be more conscious of quality of feedback given to trainees.
- Explore resilience building with trainees in clinical supervision
- Greater awareness of different learning styles and different attitudes to professionalism and career.
- I have already started utilising Twitter and other web based learning tools.
- Insight from today's conference will help me tailor aspects of my mentorship and supervision to account for the specific professional and career choices facing medics.
- I will be much more holistic in my approach and suggest the importance of resilience and professionalism with my trainees.
- I will be using the transparency method in my next hot week to develop it as a tool for practice. I will be seeking feedback from my trainees for my ES/CS.
- Much local feedback is around limited teaching opportunities due to service duties. Keep highlighting to trainee and their supervisors the workplace is as much as place of learning as the class room. A good learning experience (in any environment) should be of mutual benefit to both trainer and trainee.
- Promote learning, education and professionalism at all staff levels within my organisation.
- Recognition of bias
- Recommend CMFT support scheme for foreign medical graduates
- Sessions at local MRCPsych teaching on professionalism have been scheduled.
- To use equality and diversity in the appropriate context and identify areas where patient treatment may be effected due to diversity
- To think how to teach professionalism and how to show DID when it is lacking
- Promote the ethos of professionalism as a role model myself and actively seeking to highlight relevant attributes for trainees to develop their professionalism.
- we are looking to scope recruitment of international doctors and the information shared will assist in the information collection on this subject
- Will aim to set up some on-line tutorials and even see whether can move some of the induction for juniors on line. To continue to be as professional and approachable as possible, especially as an educational supervisor
- Work with HR & OD, medical staffing, medical education et al to bring a team approach to international recruitment

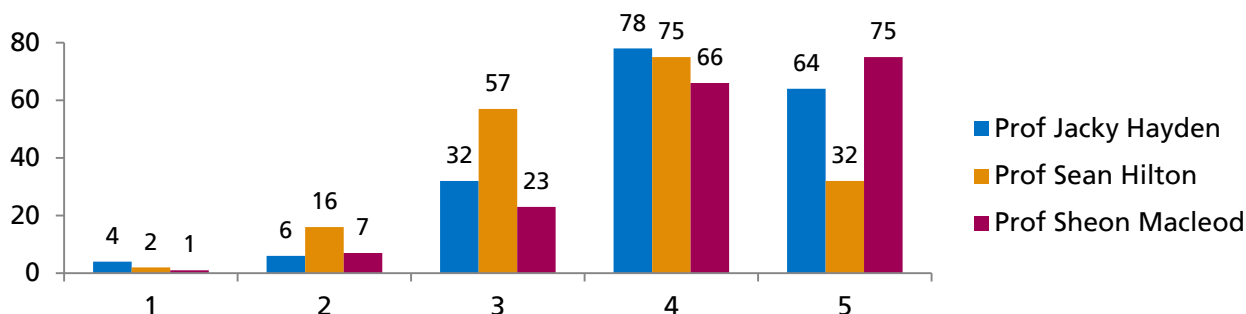
The following chart shows what delegates thought was the most useful element of the conference:



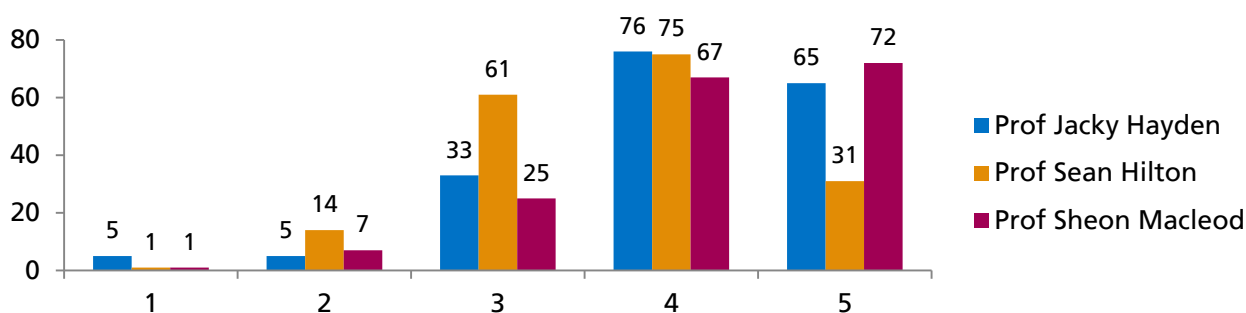
Speakers

Delegates were asked to rate the content and provide an overall rating of each speaker's session using the scale 1 is poor and 5 is excellent. Results were as follows:

Content



Overall



Below are a selection of comments that were made about the speakers and their sessions:

- A wealth of information delivered in a short period of time.
- All engaging in their own way, covering similar themes.
- Clear message, inspiring
- Difficult subject to address. It would have been helpful to have some more practical ideas on how we can incorporate multi-professionalism into training.
- Excellent speakers and great opportunity for discussion. Enjoyable and informative.

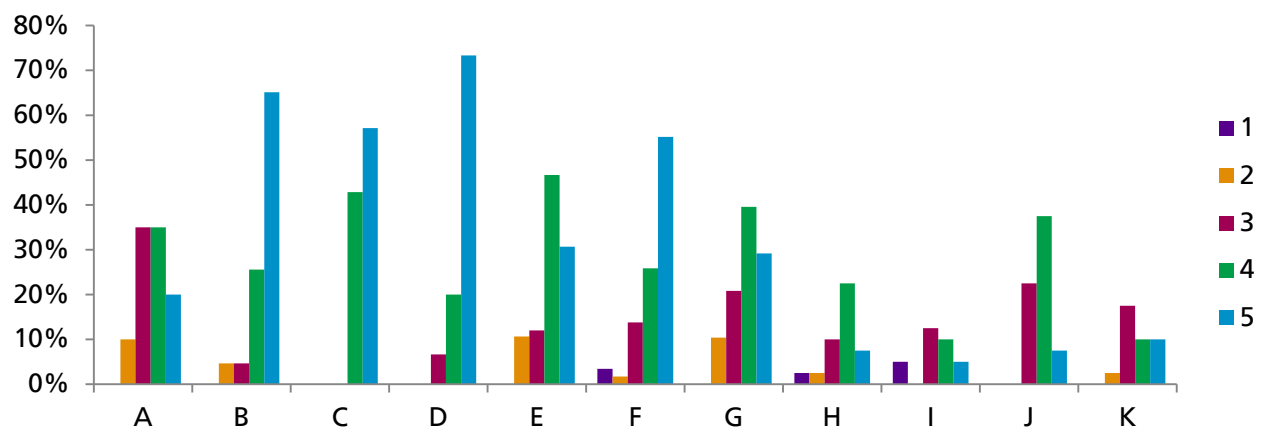
- Good that there was a recurrent theme linking the presentations
- Great speakers with valuable insight and knowledge in education. Great opportunity for discussion.
- Talks could have been more practical in their orientation - found them a bit too theoretical to be really useful.
- Well prepared would like to have had insight into some of their challenges in supporting education and how they resolved them.

Workshops

The following workshops were delivered at the conference:

Workshop	Title and Facilitator(s)	Delivery Session
A	Enhancing Professionalism in Foundation Training - Longitudinal Integrated Foundation Training (LIFT)	1
	Professor Paul Baker, Deputy Dean (Foundation) & Dr Kate Burnett, Head of School (Physician Associates), HEE (NW)	
B	Building Resilience in your trainees	1
	Dr Shirley Remington, Associate Postgraduate Dean, HEE (NW)	
C	What does Equality and Diversity really mean, and how do we teach it?	1
	Mrs Clare Inkster, Associate Postgraduate Dean, HEE (NW)	
D	Spreading Good Practice in the NHS: Supporting International Doctors programme	1
	Dr Sujesh Bansal, Consultant Anaesthetist, Central Manchester University Hospitals NHS Foundation Trust	
E	To Recognition and Beyond! How to Continue Recognition as an Educational or Clinical Supervisor	1 & 2
	Dr Alistair Thomson, Associate Postgraduate Dean, HEE (NW)	
F	A beginners guide to social media and medical education (basic insight into getting onto twitter, blogs and podcasts)	1 & 2
	Professor Simon Carley, Associate Postgraduate Dean, HEE (NW)	
G	Teaching professionalism - can it be done?	1 & 2
	Tista Chakravarty-Gannon, Lead Regional Liaison Adviser, GMC	
H	Extended Medical Health-Care Teams; Exploring the Vision for the Physician Associates'	2
	Dr Kate Burnett, Head of School (Physician Associates), HEE (NW)	
I	Professional Judgement	2
	Mr Richard Bootle & Mr Ash Hussain, Training Programme Directors (Dentistry), HEE (NW)	
J	Maximising Informal Learning for Professionalism and Excellence	2
	Jill Cochrane, Helen McNeill & Alison Wells, Senior Lecturers (Clinical Education), Edge Hill University	
K	Having difficult conversations with trainees as an Educational Supervisor	2
	Dr Andy Watson & Dr Shirley Remington, Associate Postgraduate Deans, HEE (NW)	

Delegates had the opportunity to attend 2 workshops during the conference; they were then asked to rate the usefulness of the workshops that they attended on the scale 1 is Not Useful At All and 5 is Extremely Useful:



Below is a selection of comments that were made about the workshop sessions:

- Very well presented and backed up with evidence. Gave me a better understanding of what we are hoping to achieve, and should help me in my support of the LIFT trainees
- Brilliant. Pitched well and will be using the information for my own practice as well as informing my trainees.
- Excellent training to put into practice in my own working life and to develop in my supervisees
- A lot of effort was made by the speaker to develop various opportunities for international graduates.
- Great; practical advice and opportunity to brainstorm with others around the table.
- Very useful; the session brought home the importance of ensuring we designer SMARTER plans in our PDPs.
- A very useful insight into other forms of learning and gave me some exciting ideas.
- Excellent and very accessible.
- It was very interesting to learn about how the internet has become such a forum for learning.
- This was very good and the facilitator very engaging. Made it interactive.
- Very interesting, loved the interaction, feel you get more out of a workshop run in this way.
- Excellent dialogue and interactive session with interesting observations on different teaching techniques and learning patterns.
- Sharing of ideas how to get pack more learning into everyday activities.
- Very relaxed presentation style...thought provoking and interactive.
- Excellent use of actor & very enjoyable; opportunity to discuss & debate similar problems with colleagues

Finally delegates were asked if they had any other observations or reflections relating to the conference that they wanted to share with us; a selection of these comments is below:

- A good way to end the last training year and start the next.

- Excellent organisation and a great opportunity to meet with colleagues across HEE (NW). A diverse range of workshops were put on, and it was a valuable experience. Venue was fantastic.
- Good conference but each of the workshops could be a one day teaching so felt quite short but good overview of the current issues.
- Great meeting for educators with good opportunity for discussion and exchange of opinions.
- Great view! Good food and workshop rooms. Extremely well organised, as usual. For me, as a workshop facilitator and delegate, I'd prefer at least an hour and a half for the workshops. I'd have the keynote speakers for no more than 20 minutes each, but then I have a short attention span...
- Overall very encouraging and positive environment. Nice to see so many people committed to development of future generation.
- Poster presentations were really good as was the location, food and networking.
- I didn't feel there was much useful information on how Professionalism can be improved in LIFT programmes; I thought greater mention could have been made of this by one of the main speakers.