

# North West Annual Postgraduate Medical & Dental Educator Conference 2016

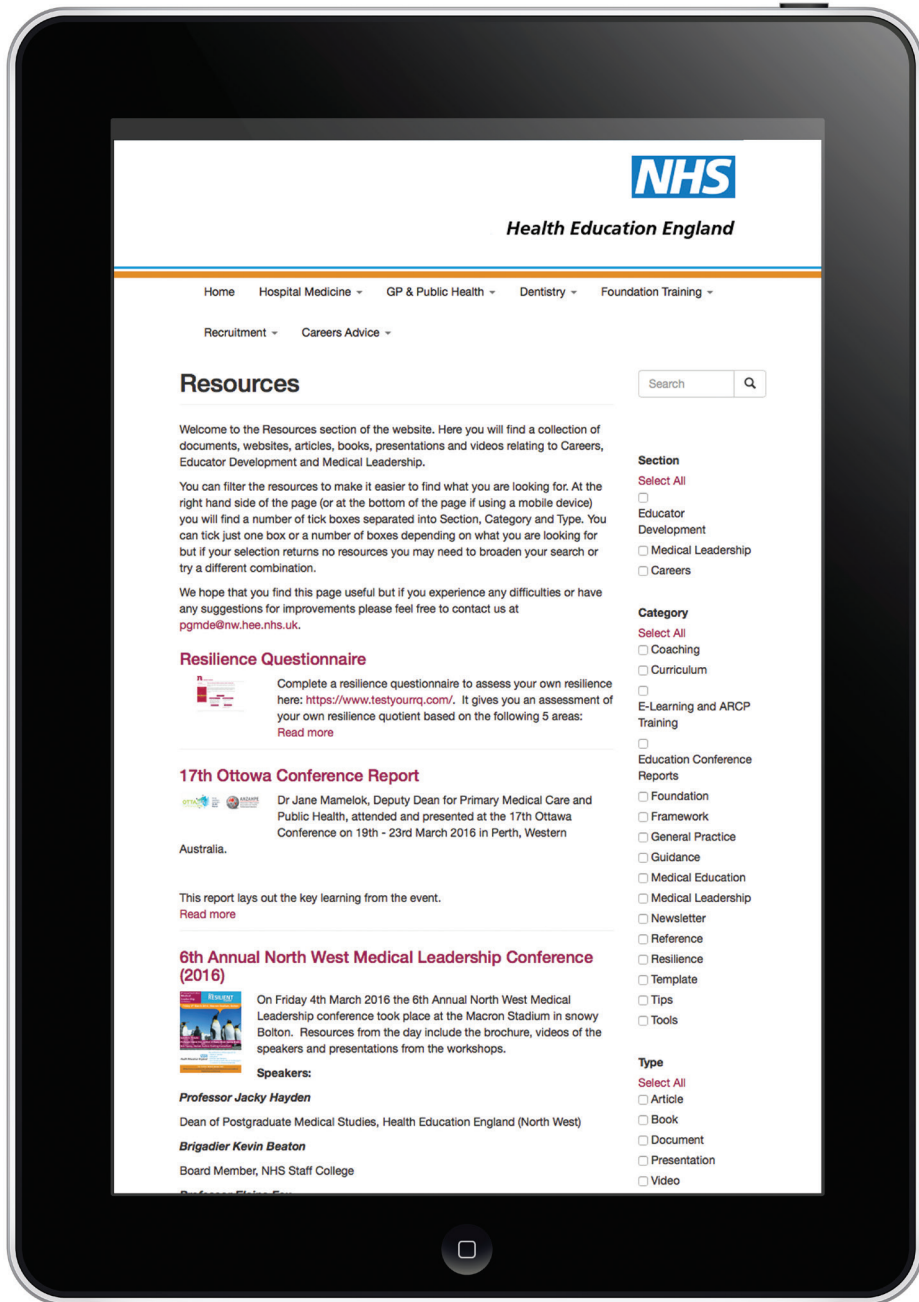
Professionalism and Excellence in Medical Education

Thursday 8th September 2016 - Aintree Racecourse



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## A Message From Professor Jacky Hayden CBE

Welcome to the 3rd HEE North West Annual Postgraduate Medical and Dental Educator Conference. This will be my last educators' conference and I would like to use the opportunity to welcome Jane Mamelok and to say goodbye.

Jane has been appointed to take up the position of Postgraduate Dean for HEE (NW) as from October 2016. Many of you will know Jane in her previous role as Deputy Dean (Primary Medical Care and Public Health); she has a strong background in clinical medicine, medical education, leadership and management. Her expertise in medical education is in workplace based assessment where she led the work for the Royal College of General Practitioners. I am certain the development of the multi-professional agenda and workforce transformation will flourish under her leadership, strengthening the position of patient care in the North West.

I was appointed 20 years ago, at a time of considerable change. We were in the middle of introducing a more structured approach to medical training - through the Calman reforms, and in the middle of a reconfiguration in the NHS into Regional Offices. On my appointment, I was asked to implement a structured approach to medical education, through the development of trainers across primary and secondary care. Together we have achieved this and more; we now have a vibrant faculty of educators who take a professional pride in their role, placing a strong emphasis on the importance of safe care for patients today and in the future.

I know that at times the standards we have aspired to have been challenging; and I am proud of the way that everyone has risen to those challenges so that our students and trainees have enjoyed the best possible education.

The theme this year is professionalism; perhaps one of the more challenging attributes to teach and measure. I am particularly pleased that Sean and Sheona are our key note speakers, bringing a wealth of experience in medical education to our conference. The scope and spread of the workshops are testimony to the talent we have in the North West.

It is sad to be leaving such a wonderful group of people, all of whom have worked together to achieve our goal; but I shall not be going far. I am continuing to work with the Faculty of Medical Leadership and Management and the Academy of Medical Educators, taking up the role of President in 2017. I hope to have more time to work with both organisations and encourage you to join one or both, depending on how you see your role.

Thanks to everyone for the past two decades; it has been a great pleasure to have led such a wonderful team of educators, I hope that you will continue to enjoy medical education as much as I do.

# Programme

<b>09:00</b>	<b>Registration</b>
<b>09:15</b>	<b>Registration &amp; Coffee</b>
<b>09:45</b>	<b>Welcome &amp; Housekeeping</b>
<b>09:50</b>	Professor Jacky Hayden CBE Dean of Postgraduate Medical Studies HEE (North West)
<b>10:20</b>	<b>Q &amp; A</b>
<b>10:30</b>	Keynote Speaker – Professor Sean Hilton Emeritus Professor of General Practice & Primary Care St George's, University of London
<b>11:15</b>	<b>Q &amp; A</b>
<b>11:30</b>	<b>Refreshments and poster viewing</b>

Delegates make their way to workshop rooms

<b>12:00</b>	<b>Workshop Session 1</b>
<b>13:00</b>	<b>Lunch and poster viewing</b>

Delegates make their way to workshop rooms

<b>13:45</b>	<b>Workshop Session 2</b>
<b>14:45</b>	<b>Refreshments and poster viewing</b>
<b>15:15</b>	<b>Poster Competition Winner Announced</b>
<b>15:20</b>	Keynote Speaker – Professor Sheona MacLeod Postgraduate Dean, HEE (East Midlands) Chair of HEE's Postgraduate Deans
<b>16:05</b>	<b>Q &amp; A</b>
<b>16:30</b>	<b>Conference Close</b> Farewell Drinks Reception for Professor Jacky Hayden in the Corbiere Suite

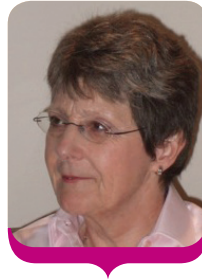
# Speaker Biographies

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## Professor Jacky Hayden CBE

Professor Jacky Hayden is Dean of Postgraduate Medical Studies at Health Education England, working across the North West, having led the integration of the two former deaneries.

Her clinical background is in General Practice and she was the first General Practitioner in England to be appointed to the position of postgraduate dean. She was awarded the CBE in 2013 for her services to medical education.



Jacky's particular area of interest is in the quality management of medical training and she has led the development of medical education metrics nationally. She was Chair of the Committee of English Deans from 2008-12, was an inaugural member of Medical Education England and vice-chair of COPMED. In addition she has been a partner and lead visitor for PMETB, and is currently an associate for the GMC and lead visitor for Quality Assurance.

She has also taken an active role in the Royal College of General Practitioners, serving for twenty-seven years on the Council and contributing to the development of standards for general practice. Her work was recognised in 2013 when she was presented with the RCGP Foundation Council Award. She is a member of the Council of the Academy of Medical Educators and has recently been elected as Chair of the North Region of the Faculty of Medical Leadership and Management. She was awarded an honorary doctorate of science (medicine) of St George's Hospital Medical School University of London in 2013 and was one of the HSJ's top fifty inspirational women in health.

## Professor Sean Hilton MD FRCGP FAcadMED DSc(hc)

Sean Hilton is a medical educator and academic general practitioner. He is Emeritus Professor of General Practice and Primary Care at St. George's, University of London. During his full time career at St. George's from 1987 to 2012 he held additional roles as Dean of Undergraduate Medicine, Vice Principal Teaching and Learning and Deputy Principal. Since 2012 he has been Professor of Medical Education at the new medical school of the University of Nicosia in Cyprus (Dean for Clinical Education 2012-15).



Sean was President of the Academy of Medical Educators (AoME) 2011-2014, and is a past Executive and Council member of the Association for Study of Medical Education (ASME). He has been a GMC Associate for quality assurance (QA) of UG medical education since 1998, with role of Team Leader for the QABME cycle of visits to Swansea College of Medicine 2008-15. He has held roles in QA also for the Quality Assurance Agency and a number of UK and international universities.

He holds an Honoris causa Degree in Health Sciences from Kingston University (2013) for his contributions to interprofessional learning.

Now mostly retired, he is a Trustee of the Princess Alice Hospice, and recently became Chair of DIPEX, the patient experience charity.

## Professor Sheona MacLeod

Professor Sheona Macleod, is the Postgraduate Dean in the East Midlands, Chair of Health Education England's Deans and Recruitment Advisor in HEE. She is an Honorary Professor of the University of Nottingham and the University of Leicester, and Deputy Chair of COPMED.

Sheona graduated and trained in Glasgow before moving to Derbyshire, where she was a GP for 26 years. She has also worked as the Occupational Health Advisor in a number of regional industries, as Clinical Assistant in the local community hospital, and as a Medical Officer for HMP service.



She has been involved in healthcare education since moving to Derbyshire. She has been a GP tutor, Trust Appraisal Lead, Training Programme Director and Associate Postgraduate Dean. She became the GP Dean in East Midlands in 2009, and was appointed as Postgraduate Dean in September 2012.



# Workshops

## **A** Enhancing Professionalism in Foundation Training - Longitudinal Integrated Foundation Training (LIFT)

**Professor Paul Baker,**  
**Deputy Dean (Foundation) &**  
**Dr Kate Burnett,**  
**Head of School (Physician Associates), HEE (NW)**

This workshop will help delegates to understand how the LIFT pilot in HEE (NW) aims to develop better generic professional capabilities in Foundation doctors specifically focusing on:

- a. Why and What the LIFT pilot is;
- b. Implementation of LIFT thus far;
- c. Evaluation of LIFT and awareness of Generic Professional Capabilities GMC standards;
- d. Impact of LIFT on the future of Foundation training in the UK.

## **B** Building Resilience in your trainees

**Dr Shirley Remington,**  
**Associate Postgraduate Dean, HEE (NW)**

This workshop will cover some science related to resilience and practical ways of developing well-being using simple techniques which have an evidence base and will consider how departments can foster resilience in their trainees together with a consideration of educational activities that also support well-being.

## **C** What does Equality and Diversity really mean, and how do we teach it?

**Mrs Clare Inkster,**  
**Associate Postgraduate Dean, HEE (NW)**

This is a workshop for those trainers who have been asked, "How do you teach your trainees about equality and diversity in practice?" on a quality monitoring visit, and wondered how to reply. It can be a difficult question to answer.

Delegates will explore themes of unconscious bias, cultural competence and health equity. The outcomes of the workshop will be an improved understanding of how to teach and model inclusive healthcare to trainees, in addition to being able to demonstrate this for processes such as the ARCP and monitoring visits.

There will be the requirement to undertake a small online exercise as pre-work which will take around 10-15 minutes.

## **D** Spreading Good Practice in the NHS: Supporting International Doctors programme

**Dr Sujesh Bansal,**  
**Consultant Anaesthetist, Central Manchester University Hospitals NHS Foundation Trust**

In 2012, Central Manchester University Hospitals NHS Foundation Trust (CMFT) developed a comprehensive support system for non-UK qualified doctors. 95% of doctors found the training useful in enhancing the patient care they provide. In 2015, CMFT collaborated with eLearning for Healthcare (e-LfH.org.uk) to further develop and launch the National 'Induction for International Doctors' e-Learning programme.

This workshop will explore the national programme and discuss the specific knowledge, resources & support which international doctors need in social & professional domains. There will also be opportunity to share the experience of implementing this programme at CMFT and the leadership skills needed to share good practice in the NHS by upscaling this project to national level.

## **E** To Recognition and Beyond! How to Continue Recognition as an Educational or Clinical Supervisor

**Dr Alistair Thomson,**  
**Associate Postgraduate Dean, HEE (NW)**

From 1 August 2016 postgraduate trainees and undergraduate medical students must be supervised by Recognised Educational Supervisors (ES) and Clinical Supervisors (CS). Trainers will need to maintain this recognition as part of their professional appraisal and revalidation.

This workshop explores the HEE (NW) model of how trainers can maintain full recognition status over the revalidation cycle, using the Academy of Medical Educators (AoME) 7 domains of medical education, as adopted by the GMC. The workshop will explore the standards outlined in 'Promoting Excellence' and in the AoME matrix to enhance understanding of the scope of admissible evidence, with particular reference to education opportunities offered by HEE (NW).

## **F** A beginners guide to social media and medical education (basic insight into getting onto twitter, blogs and podcasts)

**Professor Simon Carley,**  
**Associate Postgraduate Dean, HEE (NW)**

The aim of this workshop is to introduce educators to the world of social media in medical education and the main media used online, as well as explaining the benefits (and a few risks) of engaging in this learning environment.

Delegates will learn how trainees and trainers can use social media platforms to engage with educational materials and should be willing to register a twitter account and bring a smart phone and/or laptop to view resources in the workshop.

The use, screening and sharing of online re-usable learning objects around a flipped classroom model of learning is a focus of the workshop. Delegates should leave with an understanding of how to integrate these into traditional educational models.

## **G** Teaching professionalism - can it be done?

**Tista Chakravarty-Gannon,**  
**Lead Regional Liaison Adviser, GMC**

- What are generic professional capabilities?
- What is moral leadership?
- Can values be learned?

In this workshop, delegates will explore the definition of professionalism before working with colleagues to address issues around teaching professional capabilities. The aim will be to identify particular challenges with current expectations and tackle these with problem solving techniques. Practical solutions will be encouraged, with a view to ideas being supported and carried through in delegates' educational practice.

## **H** Extended Medical Health-Care Teams; Exploring the Vision for the Physician Associates'

**Dr Kate Burnett,**  
**Head of School (Physician Associates), HEE (NW)**

Physician Associates are healthcare professionals who are trained on the medical education model and who work as part of a medical team to provide cost effective holistic safe patient care. In the United Kingdom they are increasing in number. They are rapidly becoming a useful and sustainable provider of holistic patient care for areas of the NHS that have traditionally been difficult to recruit to. This workshop aims to explore the Department of Health's (DoH) vision for the Physician Associate and how this may influence healthcare delivery in the future.

## **I** Professional Judgement

**Mr Richard Bootle & Mr Ash Hussain,  
Training Programme Directors (Dentistry), HEE (NW)**

This workshop will explore the concepts surrounding the development of professional judgement, with an intention to characterise professionalism.

## **J** Maximising Informal Learning for Professionalism and Excellence

**Jill Cochrane, Helen McNeill & Alison Wells,  
Senior Lecturers (Clinical Education), Edge Hill University**

This interactive workshop will focus on recognising and maximising informal learning in the workplace and will explore the critical role this plays in the development of professionalism, expertise and excellence. Delegates will explore what we understand by the term 'informal learning'. They will have an opportunity to reflect on the extent to which they use informal learning in order to role model their own informal learning to their trainees. Current research on role modelling will be discussed, and participants will consider the central issues of transparency and explicitness in structuring workplace learning.

## **K** Having difficult conversations with trainees as an Educational Supervisor

**Dr Andy Watson & Dr Shirley Remington,  
Associate Postgraduate Deans, HEE (NW)**

Educational Supervisors usually know the principles of identifying trainees in difficulty. However noting that a trainee is struggling is in itself only the first part of the process. Individual supervisors may only meet struggling trainees infrequently.

This workshop is designed for Clinical and Educational Supervisors who feel that they could gain more confidence with practice and will therefore utilise actors as trainees to simulate difficult conversations.

## Posters

- 1 Doctors in the Student Nursing Curriculum – An Untapped Resource**  
Dr Alexander Malin, F1, East Lancashire Hospitals NHS Trust
- 2 Foundation Doctor Led Quality Improvement – Developing Education Within an NHS Trust**  
Dr Alexander Malin, F1, East Lancashire Hospitals NHS Trust
- 3 How do educational podcasts affect the attitudes and confidence of educational supervisors' providing clinical supervision to palliative medicine trainees?**  
Dr Amara Nwosu, Clinical Lecturer in Palliative Medicine, Royal Liverpool and Broadgreen Universities Hospitals NHS Trust
- 4 Lessons Learnt Patient Safety Programme Evaluation**  
Dr Andrew Steele, Academic Foundation Trainee in Medical Education, Bolton NHS Foundation Trust
- 5 Self-Assessment Skills: A Workshop for Foundation Trainees**  
Dr Anthony Wilson, ST7 Anaesthetics, Central Manchester University Hospitals NHS Foundation Trust
- 6 Evaluation of a Professionalism training day aimed at junior doctors**  
Dr Carolyn Asher, Consultant Psychiatrist and Psychotherapy Tutor, Pennine Care NHS Foundation Trust
- 7 Preparing junior doctors for emergency psychiatric experience**  
Dr Indira Vinjamuri, DME & Consultant Psychiatrist, Mersey Care NHS Foundation Trust
- 8 Exploring Resilience in Medical Students and Junior Doctors**  
Dr Madelena Stauss, CT2, University Hospitals South Manchester NHS Foundation Trust
- 9 Analysis of the Doctors and Dentists Review Group Cohort**  
Dr Mumtaz Patel, Associate Postgraduate Dean, HEE (NW)
- 10 Factors Affecting Whether Work-Place Based Assessments Predict Doctors in Difficulty - A Qualitative Interview Based Study**  
Dr Mumtaz Patel, Associate Postgraduate Dean, HEE (NW)

# Posters

- 11 Value of Supervised Learning Events in Predicting Doctors in Difficulty**  
Dr Mumtaz Patel, Associate Postgraduate Dean, HEE (NW)
- 12 26 days for “hot” CMTs!**  
Dr Orod Osanlou, Chief Registrar Leadership and Management Fellow, Warrington and Halton Hospitals NHS Foundation Trust
- 13 Pizza journal club!**  
Dr Orod Osanlou, Chief Registrar Leadership and Management Fellow, Warrington and Halton Hospitals NHS Foundation Trust
- 14 A pilot trial of online departmental induction for senior paediatric trainees at Blackpool Teaching Hospital**  
Dr Rabin Mohanty, Consultant Paediatrician, Blackpool Teaching Hospitals NHS Foundation Trust
- 15 The incidence and causality of stress-related absence amongst postgraduate medical and dental trainees in North West England**  
Dr Steven Agius, Senior Research Fellow, HEE (NW)
- 16 Simulation Based Education - Providing Excellent Training and Patient Care for Rare, Life-threatening Disorders**  
Dr Tina Dutt, Consultant Haematologist, Royal Liverpool and Broadgreen University Hospitals NHS Trust
- 17 Filling the Void: An Educational Quality Improvement Project to Improve Foundation Doctors Confidence in Basic Surgical Skills**  
ELHT Surgical Skills Collaborative, East Lancashire Hospitals NHS Trust
- 18 A Summary Review of Quality Improvement Projects within Postgraduate Medical Education across North West England**  
Martin Smith, Quality Manager, HEE (NW)
- 19 Educator Development Programme**  
Mary Eccles, Medical Education Manager, University Hospital of South Manchester NHS Foundation Trust

## Directions To Workshop Rooms

### You are currently in the Lord Sefton Stand

#### The Lord Sefton Boxes

These are located on the 5th floor; please either take the lift or the stairs and head to the left.

#### The Red Rum Bar

Please take the lift or the stairs down to the ground floor:

- If you have taken the lift please exit the stand and head vertically across to the opposite stand (towards the race course) where you will find the Red Rum Bar.
- If you have taken the stairs please turn right and back on yourself; walk past the entrance to the Earl of Derby stand and the Red Rum Bar will be on your left.

#### The Hedge Hunter Bar

Please take the lift or the stairs down to the ground floor:

- If you have taken the lift please exit the stand and turn right immediately; the Hedgehunter Bar is located on your right.
- If you have taken the stairs please turn left, walk past the entrance to the Lord Sefton stand and the Hedgehunter Bar is on your right.

#### The Media Centre

Please take the lift or the stairs down to the ground floor:

- If you have taken the lift please exit the stand and turn left; the Media Centre is straight ahead across the road.
- If you have taken the stairs please cross the road and you will be in front of the Media Centre.

#### The Sunloch Suite

This is the main conference room.







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