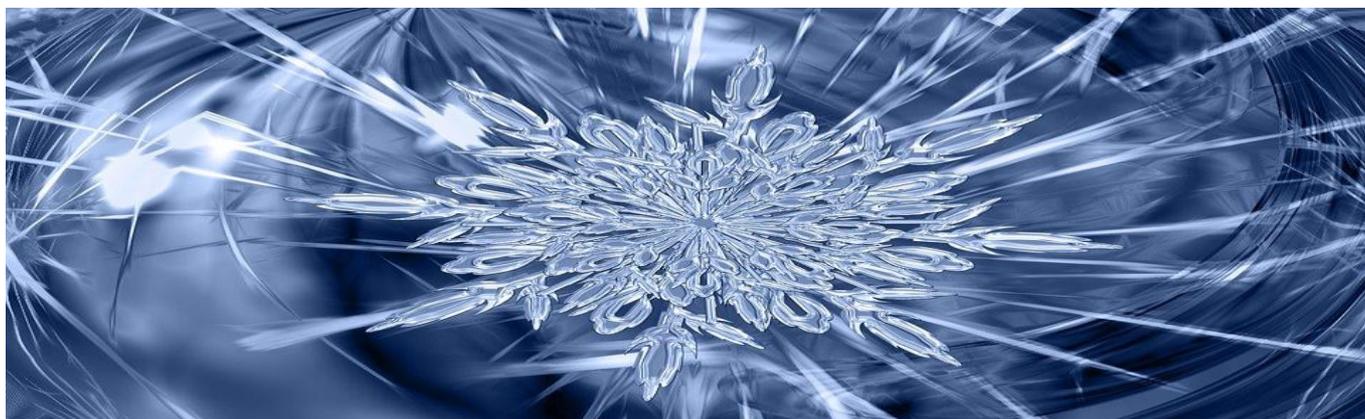


# Learner Support and Faculty Development Newsletter

Winter 2022



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# Team Update

Welcome to the winter issue of the Learner Support and Faculty Development (LSFD) newsletter. This edition includes information on HEE NW's Training Support Network, we hear from the North West Leadership School, get to learn more about the team at Edge Hill University and meet the Regional Fellows, plus all the usual announcements on forthcoming events and resources.

Firstly, we would like to take this opportunity to update you on changes to the team that have occurred since the summer.

**Claire McNally** has taken over from Janet Brown as the Business Manager for LSFD. Claire was previously Education Programme Manager for Psychiatry, Programme Manager for Public Health and NW IDT Process Management.

Following Shirley Remington's retirement, Tamsin Dunn and Nadeem Khwaja have been appointed as Deputy Dean's while Rory McGill and Lina See have been appointed as Associate Deans; it is anticipated that they will commence their roles in early 2023.

**Tamsin Dunn** worked as an Associate Dean (AD) with responsibility for the recovery portfolio whilst also supporting the Schools of Surgery and Anaesthesia and was patch AD for two trusts in the region. Tamsin was previously Head of School for Emergency Medicine and played a key role in bringing together the schools from the two previous Deanery areas.

**Nadeem Khwaja** was appointed as Head of the School of Surgery in 2021, prior to this he has held the positions of Associate Head of School and Training Programme Director for Plastic Surgery in HEE NW. Nadeem is QA Lead for the Joint Committee on Surgical Training (JCST) and is also completing a Masters in organisational and workplace psychology.

**Rory McGill** is a Consultant in Public Health at Sefton Council. Rory chairs the North West Behavioural Science and Public Health Network; is Director of a national charity called LGBT HERO (Lesbian, Gay, Bisexual and Transgender Health Equity and Rights Organisation) and was named one of the most influential LGBT people in the Liverpool City Region for the first ever Rainbow List in 2022.

**Lina See** is a Consultant Paediatrician and co-College Tutor for Paediatrics at the Royal Albert Edward Infirmary.

In September 2022, we welcomed three new Regional Fellows, Angela Cain, Catherine Taylor and Giovanni Firpo, to the LSFD team. **Angela's** fellowship is focussed on Equality, Diversity and Inclusion, **Catherine's** fellowship is with the Supported Return to Training (SuppoRTT) team and **Giovanni** is working on the Enhance Trailblazer Programme.

Further information regarding the structure of the LSFD team and HEE NW's senior faculty can be found on the resources page of the [HEE NW website](#).

We wish you all a wonderful Christmas and a happy New Year, hopefully you will be spending the festive season in the company of family, friends, and colleagues or getting away for a well-deserved break.

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# An Introduction to the Medical and Leadership Teams

## Education and Leadership Modules at Edge Hill University

**Jim Barrie, Helen McNeill, Charlotte Moen and Ida Ryland, Module Leads**

HEE NW supports postgraduate doctors in training to study medical education and leadership at Edge Hill University in Ormskirk. The benefits include:

- Supporting GMC recognition as a Clinical and/or Educational Supervisor.
- Acquiring a Postgraduate Certificate (PGCert) or further qualifications.
- Obtaining accreditation as an educator through the Academy of Medical Educators and AdvanceHE.



## Meet the Education and Leadership Teams



Hello, my name is **Helen McNeill**, and I am the joint module leader for CPD4706, the module on clinical supervision, along with my colleague, Dr Rebecca Selman from the Royal College of Physicians.

My professional background is in adult intensive care nursing where I discovered my passion for clinical teaching and developed an appreciation of the impact that excellent teaching can have on patient care and safety.

I have worked at Edge Hill University for over twenty years and, building on my interest in educator development, I completed a Master's in Professional Education in 2006. I am a Senior Fellow of the Higher Education Academy and have held University Learning and Teaching Fellowships on two occasions.

In addition to CPD4706, I lead a module on mentoring and coaching in clinical education. I have taught on CPD4706 since 2009, so I have extensive experience of supporting students on the module. The module is now delivered in partnership with our Royal College of Physician colleagues who are based at their new building, The Spine, in Liverpool.



I'm **Jim Barrie** and I'm the module leader for CPD4707, the module on educational supervision. I was an orthopaedic surgeon until I retired in 2019.

I started teaching on the Clinical Education Programme as an Associate Tutor over ten years ago and did the MA in Clinical Education, which I really enjoyed and would recommend.

When I retired, I was appointed as a Senior Lecturer in clinical education

and took on the leadership of CPD4707. Having been an Educational Supervisor for twenty-four years, and Divisional Educational Lead for five years, gave me insight into the challenges of the role and I think this is of value to the team. I'm also a Fellow of the Academy of Medical Educators.



Hello, my name is **Charlotte Moen** and I lead the MSc Leadership Development programme, PGC Medical Leadership programme and, together with Graham Stow from the Royal College of Physicians, HEA4117 the Medical Leadership module.

I am a qualified Executive Coach, and I am registered with the British Psychological Society to deliver psychometric feedback. I am also a University Teaching and Learning Fellow.

I worked in the NHS for almost twenty years, both as an AHP, and then as a senior manager within Clinical Governance. My transition from clinician to manager was difficult. As a clinician I found myself out of my depth in relation to leading change and understanding the change management frameworks/tools/models and leadership styles that could help me.

Therefore, when I joined Edge Hill University my vision was to develop a practical leadership development programme that could facilitate the transition of colleagues into leadership or management roles within health and social care.



I'm **Ida Ryland** and I'm the Programme Lead for the PGCert in Workplace-based Postgraduate Medical Education. My professional background is Clinical Physiology where I developed skills as a teacher and researcher.

I joined Edge Hill University in 2003 as a Research Fellow in partnership with (the then) Mersey Deanery. I supported the development of training portfolios and the education and training needs of education supervisors. I gained a PGCert in Teaching and Learning in Clinical Practice and I am a Fellow of the Higher Education Academy and the Royal Society of Public Health.

In 2011, I moved from the Deanery and am now in the Postgraduate Medical Education Team. I have found that my experience in clinical practice and at the Deanery has provided me with extensive knowledge and understanding of the training requirements of multiple specialties allowing me to provide guidance and support to students on the postgraduate medical education programmes.

Our modules and programmes have many features in common:

- They represent “blended learning”, combining face-to-face, hybrid and online teaching with self-directed study and online interaction to get the benefits of each.
- Course activities are designed to fit around busy personal and professional lives.
- Access to a wide range of books, journals and official documents through the online library.

- Workshops and online discussions develop understanding and reflection on education and leadership theory and research in students' own contexts.
- Each student is assigned a personal tutor who supports their learning, offers feedback on contributions to discussion and drafts of assignments, provides pastoral care and monitors their progress.
- Assessment is through written assignments totalling 4,000 words per module.
- We know academic writing is challenging for many students and we have a variety of resources, both within the team and from wider university services, to develop students' academic writing skills.



Some students only undertake one module, often as a HEE NW funded opportunity. For those intending to complete more than one, we advise the options below so they will fit into a 3-module PGCert qualification:

- For students whose focus is education, CPD4706, CPD4707 and one elective module will qualify for the PGCert in Workplace-based Postgraduate Medical Education, led by Ida.
- For those more interested in leadership development, HEA4117, HEA4038 (Leading People Through Change) and an elective module lead to the PGCert in Medical Leadership, led by Charlotte.

### **CPD4706: Teaching and Learning in the Medical Workplace**

This module is designed to prepare students for recognition as a Clinical Supervisor. Most of the students on the module are higher specialty trainees (ST3-6), however, we also welcome SAS doctors and hospital-based dentists, along with experienced clinical supervisors who wish to develop a more formal academic understanding of their teaching practices.

Students on the module study the core principles of learning, teaching and assessment in postgraduate medical education, as relevant to the role of the Clinical Supervisor. We develop skills for clinical teaching, workplace-based assessment and providing effective feedback.

Additionally, we provide a context in which the students can reflect on their teaching

practices and review their own continuing professional development as educators.

There are four half-day workshops: sessions 1 and 3 are delivered face-to-face and sessions 2 and 4 are synchronous interactive online workshops.

The module is assessed by two 2,000-word essays. The first essay focusses on the student's personal approach to teaching and the second essay is a critically reflective analysis based on a peer review of teaching process which is conducted with a fellow student on the module.

### **CPD4707: Supporting the Postgraduate Learner in the Medical Workplace**

This module has been designed prepare students to obtain recognition as an Educational Supervisor by the GMC. We practice key skills of the role during the module, such as coaching, giving feedback,

preparing a support plan for a trainee who needs extra support, and drafting an educational supervisor report for ARCP.

Students usually study CPD4707 as part of the PGCert in Workplace-based Postgraduate Medical Education or the PGCert in Teaching and Learning in Clinical Practice, although a few students, such as those working in Public Health, do this module as a single piece of study.

The module fits naturally after CPD4706 and builds on the learning from that module. The modules are similar in style so that students moving from one to the other have some initial familiarity.

All sessions for the first workshop are held on the Ormskirk campus so that students meet one another, their study group and tutor. Workshops 2 to 4 have a choice between campus and online attendance.

The module is examined through two 2,000-word assignments, one of which is a case study of a chosen aspect of educational supervision, while the other involves analysing a real educational supervision conversation.

## HEA4117: Medical Leadership

HEA4117 is delivered in partnership with the Royal College of Physicians. It comprises of three workshops and the equivalency of three days asynchronous online learning. The workshops can be attended either in-person or synchronously online. We deliver ten cohorts per year and students can select the mode of delivery.

The module is mapped to the Faculty of Leadership and Management Standards [FMLM] (2020); the GMC Guidance on Leadership and Management (2012); GMC/AMRC Generic Professional Capabilities (2015); Healthcare Leadership Model (2013) and the Medical Leadership Competency Framework (2010).

Through completing the module students develop a portfolio of evidence to demonstrate how they meet the FMLM Leadership and Management Standards. The assignment comprises an integrated reflective portfolio to demonstrate insight into own leadership qualities and skills; impact of self on others and an understanding of how to lead others through the change process.

## Useful Links

- [Workplace-based Postgraduate Medical Education PGCert](#)
- [Medical Leadership PGCert](#)
- [Teaching and Learning in the Medical Workplace CPD4706 \(CPD Module\)](#)
- [Supporting the Postgraduate Learner in the Medical Workplace DPD4707 \(CPD Module\)](#)
- [Medical Leadership HEA4117 \(CPD Module\)](#)

## HEE NW Funded Places for 2022/23

Places are still available on the HEE NW funded education modules CPD4706 and CPD4707 (please note CPD4707 is only open to Public Health trainees) for the 2022/23 academic year. To allow sufficient time for applications to be processed to enable students to join the cohorts from February 2023, we would recommend applications are submitted as soon as possible.

Additional information regarding the HEE NW funded [education](#) and [leadership](#) modules can be found on the HEE NW website.



# Leadership Opportunities and Events for Trainees

## The North West Leadership School

**Dr Ailbhe Brady, Dr Georgina Evans and Dr Aimee Lloyd, NWLS Committee Chairs**

The North West Leadership School (NWLS) is an initiative of Health Education England North West (HEE NW). Each year the NWLS run a series of free events, workshops, and lectures with the aim of inspiring and developing leadership skills in medical and dental trainees.

The NWLS have three regional sub-committees: Cheshire and Merseyside, Cumbria and Lancashire and Greater Manchester. Each sub-committee is responsible for organising smaller “after work” events as well as collaborating on the annual NWLS Conference.

### NWLS Aims

The NWLS aims to:

- Support leadership development of trainees in the region.
- Create events to highlight local leadership opportunities.
- Organise an annual conference to provide trainees in the region the opportunity to showcase their work.

### NWLS Committee Chair Perspectives



**Aimee - Greater Manchester:** This is my third year as part of the NWLS and I have thoroughly enjoyed the experience. It has given me the opportunity to

network with likeminded individuals from across the North West.

The NWLS has helped to develop my personal leadership skills, alongside improving my communication, organisation and problem solving. In terms of leadership experiences gained, these skills have translated to my work environment, and since my involvement with the NWLS, I have had the confidence to speak up, take the lead and make positive changes in my workplace.

I believe that leadership should be taught to doctors and dentists from the beginning of training, and as part of the NWLS we aim to widen access to leadership skills and training through our events.



**Ailbhe - Cheshire and Merseyside:** My time with the NWLS has facilitated significant personal and professional development. Being afforded the opportunity to take the lead

on organising regional events, including a conference, has been an invaluable experience.

The role has allowed me to work alongside motivated trainees within the region and with the Learner Support and Faculty Development team, with our varied backgrounds and experiences fostering creativity and problem solving.

I'm looking forward to delivering an engaging programme of events this year, further developing my leadership skills, and facilitating other trainees within the region to do the same. The experience gained is

hugely beneficial as I progress through Anaesthetics training and endeavour to translate skills acquired into innovative change for patients and colleagues.



**Georgina - Cumbria and Lancashire:** I moved to the North West just over a year ago, and immediately got involved with the NWLS. As someone who didn't

know many people in the region, the NWLS provided me with a fantastic opportunity to meet and work with likeminded trainees from a wealth of different backgrounds and specialities across the region.

It has provided me the opportunity to develop my own personal leadership skills, but also to be a part of a team that has created a free leadership teaching programme for trainees across the North West.

I strongly believe that the programme created by the NWLS offers a varied and engaging programme that supports trainees in their journeys to becoming tomorrow's medical leaders, and is something that I am proud to be involved in.

### 2021/22 Academic Year Feedback

During the 2021/22 academic year, the NWLS held six evening events, alongside a summer conference. All of which had a

different leadership theme. Feedback from these events shows that:

- 100% of trainees found that the NWLS events helped to fulfil their leadership requirements.
- 87% of trainees felt motivated to start a leadership project after attending a NWLS event.
- 96% of trainees felt that the event had made them feel more confident in their approach to leadership in their day-to-day practice.

### NWLS Conference and Events 2022/23

For the 2022/23 academic year six evening events will be held, the first took place in November 2022, with the other five being held through to May 2023. Our summer conference will be taking place on Monday 26 June 2023. This will provide the opportunity for trainees in the region to submit their work to present a poster at the conference. The programme will be a mixture of exciting speakers and interactive workshops. Further information will be available in due course.

You can find the details of forthcoming events, booking information and resources on the NWLS page of the [HEE NW website](#).



@ NorthwestNWLS



@ NorthwestNWLS

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## My Fellowship Journey

### HEE NW Medical Leadership Fellowship

#### Mr Lee Hoggett, ST6 in Trauma and Orthopaedic Surgery

I am one of the Medical Leadership Fellows and current ST6 in Trauma and Orthopaedic Surgery based in Health Education England North West (HEE NW). My experience of the fellowship has been overwhelmingly positive and has allowed me to develop leadership skills alongside my full-time clinical commitments in a flexible manner.



The programme starts with an online application followed by a 'pitch an idea' interview in which your initial project idea is presented. From this, if successful you are encouraged to find a supervisor to support the project or you can be offered support from trainers within HEE NW if needed. My initial project changed during the fellowship, and this is reviewed semi-regularly at development days alongside the other fellows and led by a member of the medical leadership training team from HEE NW.



The development days were incredibly useful to quickly determine that the initial project scale was too much on the timescale of the fellowship and support was offered to change the focus to something completely different. My final QI project resulted in the implementation of a new electronic pathway to vastly reduce the time to radiological diagnosis for patients with suspected scaphoid injuries. This has led to improvements in the amount of time patients require off work, in splints and awaiting face to face appointments.

The development days are also an excellent opportunity to discuss challenges and innovations across multiple specialities and interact with colleagues with a medical leadership interest you would be otherwise unlikely to meet!

Through my quality improvement project and supervisor, I have found that having a named role of 'Medical Leadership Fellow' has allowed me to pursue a greater number of shadowing opportunities and get involved in a national collaborative QI project ([HandsFirst](#)) looking at hand trauma run by the Royal College of Surgeons. This in turn has allowed me to attend multiple development days in addition to those offered through the programme.

The fellowship requires that you undertake a quality improvement project and offers funding to complete a PG Cert via Edge Hill University, alongside your usual clinical commitments. The programme has been incredibly supportive and flexible in module choice, and I am personally in the process of completing a PG Cert in Medical Education in place of Medical Leadership following input from the fellowship team and my Educational Supervisor.



If you are looking to increase your knowledge and capability as a medical leader in a recognised programme that doesn't require you to take time out of training, I would highly recommend you apply to the Medical Leadership Fellowship – however be mindful that keeping organised and on top of your workload is key to success as no additional time is allocated!

Information regarding the HEE NW Education and Leadership Fellowships can be found at:

- [Education Fellowship](#)
- [Leadership Fellowship](#)

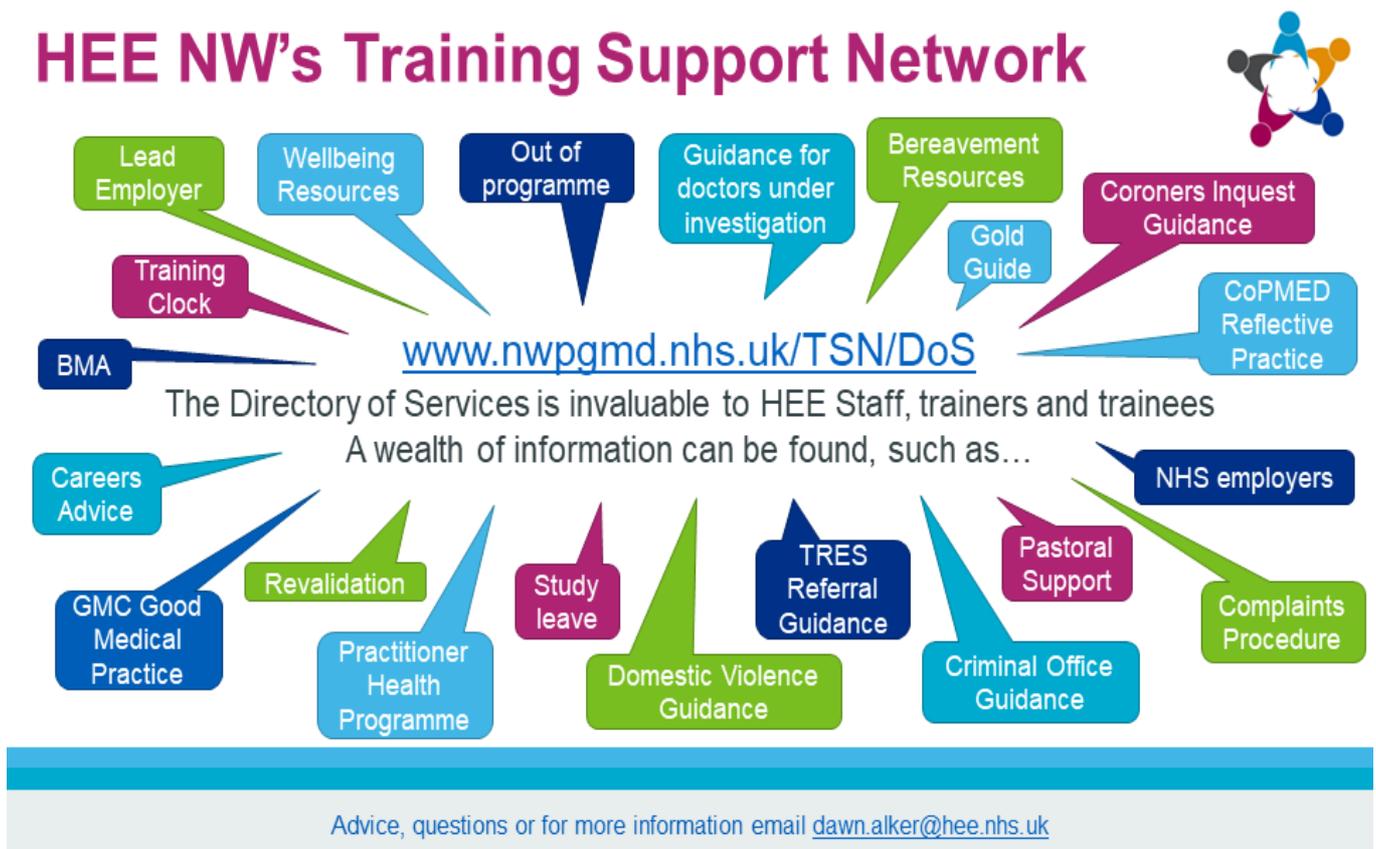
A new section has also been added to the HEE NW website where you can find the details of the [Education](#) and [Leadership](#) Fellows projects.

# HEE NW's Training Support Network

## Directory of Resources

Jane Fylan, Senior Business Manager: Training Programme Management, HEE NW

Health Education England North West (HEE NW) have a wealth of expertly created resources available in the public domain on the Training Support Network (TSN) website. HEE NW staff and the educational community are not always aware of its existence. The site contains valuable information, such as the Trainees Requiring Extra Support (TRES) Referral Pack, along with a variety of support, guidance, policy, process documents, and useful links to helpful websites to aid and support you.



The purpose of the above poster is to highlight, encourage and promote the visibility and access to these valuable resources, you can download a copy [here](#). HEE NW highly recommends bookmarking [www.nwpgmd.nhs.uk/TSN](http://www.nwpgmd.nhs.uk/TSN) in your web browser and utilising it as a starting place when supporting postgraduate doctors in training.

The website is managed by Dawn Alker, Programme Coordinator for Professional Support, HEE NW. To add to this resource, please contact Dawn via [dawn.alker@hee.nhs.uk](mailto:dawn.alker@hee.nhs.uk).

We hope you find this information both supportive and helpful.



## NW SuppoRTT Course

### Clinical Debriefers Wanted!

**Carol Higham, Project Manager, Lancashire Teaching Hospitals NHS Foundation Trust**

Are you interested in supporting trainees who are returning to the NHS work environment after a period of extended leave and those new to the NHS?



We are seeking new debriefers for the [NW SuppoRTT Course](#) and are looking for clinicians who are interested in learning new skills to use, not only to support doctors in training returning to the workplace, but also to utilise in their own personal working environment, as a positive tool for team feedback and development.

Positive debriefing is a powerful tool that creates and supports an inclusive culture of team communication and empowers all clinicians to improve communication across the wider healthcare teams that work together either in an acute setting or in primary care.

If you are a clinician working in an acute setting, we can offer 0.25 SPA per annum for a minimum of five days per year once this has been included in your Job Plan. For General Practitioners, we can offer payments on a sessional basis, and a locum cover backfill payment for attending the initial debrief training.

If you are interested in getting involved, please email [SuppoRTT@lthtr.nhs.uk](mailto:SuppoRTT@lthtr.nhs.uk) for further information.

We look forward to hearing from you!

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## Supported Return to Training (SuppoRTT)

### Meet the NW SuppoRTT Team

**Amanda Fox, Programme Coordinator for SuppoRTT, HEE NW**



#### **Dr Alison Gale, Associate Postgraduate Dean**

Alison leads on SuppoRTT and Less Than Full Time (LTFT) training in the North West and is a Deputy Medical Director at Lancashire Teaching Hospitals NHS Foundation Trust.

Her clinical background is in Obstetrics and Gynaecology; she has held many different educational roles and began her Associate Postgraduate

Dean role with Health Education England North West (HEE NW) in 2019. Alison has been fundamental in embedding SuppoRTT in the region and designed our excellent NW SuppoRTT Course.

**“It is a privilege to work with such a dedicated and enthusiastic team. It is great to see the progress with embedding SuppoRTT across the region, for the benefit of all.”**



### **Amanda Fox, Programme Coordinator**

Amanda manages the operational side of SuppoRTT in the North West. She joined the (then) North Western Deanery in 2009 and has held various roles in the Learner Support and Faculty Development team over the years.

**“SuppoRTT is such a crucial part of training. It’s been a pleasure to watch the programme grow and see the difference it can make to people’s lives. But there’s still lots to do!”**



### **Mei Lee, Programme Officer**

Mei started with HEE NW in 2016 and worked in the GP School until she joined the SuppoRTT team in 2021. She leads on the RTT-A process for the North West which continues to grow as SuppoRTT embeds further.

**“I get enjoyment from helping doctors who need support during their out of programme period as this can often bring about anxiety for doctors/dentists who are due to return to training.”**



### **Donna Sant, Programme Administrator**

Donna joined HEE NW in 2018 and has a varied background that includes roles at Manchester Airport, Skills for Health and the Safeguarding team at Manchester University NHS Foundation Trust. Donna leads on data for the region and continues to make improvements in this challenging area.

**“I love working in the team. I have seen so much change and development in the SuppoRTT programme already and think there will always be scope to further support doctors/dentists in training”**



### **Dr Cat Taylor, Quality Improvement and Innovation Fellow for SuppoRTT**

Cat joined the team in September 2022 on a 12-month secondment. She is an ST6 in Obstetrics and Gynaecology and has returned to training twice so has a wealth of lived experience to draw from.

**You can read about Cat's Fellowship journey on page 14.**



We are all passionate about improving the experience of every postgraduate doctor and dentist who takes a break from training.

You can find out more about the NW SuppoRTT programme at: <https://nwpqmd.nhs.uk/supported-return-to-training>.

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## **HEE NW Regional Fellows**

### **Meet the Fellows**

#### **Angela Cain, Giovanni Firpo and Catherine Taylor, HEE NW Regional Fellows**



My name is **Angela Cain**, and I am a Clinical Leadership Fellow with a special interest in [Equality, Diversity and Inclusion](#) (EDI). I am also a postgraduate doctor training to be a paediatrician.

My interest in EDI stems from my life experiences. As a black woman, who grew up in a low-income household, I have faced multiple challenges throughout my life. I have had the benefit of many inspirational individuals and supportive programmes that have helped me to build the resilience and determination I needed to reach my goals. I am passionate about "paying it forward" and creating a truly inclusive environment within the NHS where everyone feels that they can be part of the solution to the problem of under representation of minority groups.

My vision for this fellowship involves empowering staff to challenge discrimination, cultivating authentic allyship and providing high quality educational opportunities. All with the goal of creating meaningful, sustainable change at the organisational level. I will be focussing on two main projects:

#### **Anti-Racism Strategy**

We will support the stated aim of HEE and host trusts in the North West to become anti-racist organisations. This will involve working with a range of stakeholders and researching best practice in the field. We will undertake two pilot interventions, one in a Specialty School,

region-wide, and one in an individual department within a trust. The results will inform development of a strategic approach, and share best practice via meetings, senior educator appraisal, conferences, website, communications and other appropriate channels.

### Supporting Neurodiversity

Using an approach based on lived experience, subject matter expertise, and published research, we will develop a strategy for supporting postgraduate doctors in training with neurodiverse characteristics. We will ensure that any process as part of this strategy is designed to be flexible, trainee-led, and avoids stigmatisation. Outcomes will be shared as above.



I'm **Cat Taylor** an ST6 in Obstetrics and Gynaecology. I graduated from Manchester Medical School in 2011 and have remained in training within the North West since.

I have had two maternity leaves and subsequently two returns to training. I therefore have personal experience of what it is like returning to the work place after a significant time of absence. The second time to a rather different place to when I left due to COVID.

My first maternity leave was when the Hadiza Bawra-Garba case hit the headlines and it really resonated with me. Every single doctor in training will have had a shift like hers that day, but it shouldn't have been with the added pressure of being her first day back from a long absence. You are slower, decision making takes longer, my brain felt foggy and things that previously I could handle quickly took a lot of my concentration.

I was nervous about my return but having the processes in place and then the courses the second time round alleviated so much of that anxiety. The difference a smooth, supported structured return made to my confidence going forward and ability to progress my training and hit the ground running as it were, was immense.

I applied for the clinical fellow role for [SuppoRTT](#) as I wanted to be part of the team that could make a difference to other trainees having that same experience. Especially in a time when the NHS is creaking, we need to make this potentially vulnerable time as supported as possible.



My plans for the fellowship are the work with the team to increase awareness of the process and investigate why there are trainees still not accessing the resources. I will be evaluating its effectiveness by speaking to recently returned trainees, focusing particularly on those that didn't engage with the process to identify areas for improvement.



Hello, I'm **Giovanni Firpo**, I am an Internal Medical Trainee (IMT) based in Liverpool and I have been appointed as a fellow for the North West Enhance Trailblazer Programme.

The [Enhance programme](#) aims to broaden the range of generalist skills and cross discipline competencies for early-years healthcare professionals. Enhancing generalist skills means that the scope of postgraduate medical training should be broader, focused on the management of multimorbidity, shifting from a disease-centred model to a more holistic approach, which prioritises more health promotion and social accountability (including social justice, health equity and environmental sustainability).

Each HEE has launched their own Enhance Trailblazer programme, adapting the principle of Enhance to their local health needs and resources. In the North West, the Enhance Trailblazer was launched in August 2022 and involves twelve Foundation Year 1 (FY1s) doctors at two pilot sites (Blackpool and Morecambe Bay). For one day each week, these FY1s are allocated to a placement where they explore different domains of Enhance, by working with other healthcare professionals in a multidisciplinary team and see the patient's experience in community and non-acute settings.

Since the Enhance programme is in continuous development, my job is to serve as a link between these pilot sites and the National Enhance Programme. I liaise with the trainees and faculty members involved in the Trailblazer programme in our region and share their experience at national meetings, where Enhance Fellows from each HEE report the progresses of their regional Trailblazer. From this exchange of experiences, we learn from each other's successes and challenges, and we adapt and improve our Trailblazer programme accordingly.

Another important part of my job is to raise awareness about the Enhance programme throughout the region. This is due to the holistic and whole-system approach of Enhance, we need to reach as many corners of the healthcare system in the region as possible. In addition, we know that there are already different local initiatives that might tackle some of the same topics of Enhance, such as personalised care, complex multimorbidity, social justice and environmental sustainability. By getting in contact with all these initiatives already present in the region, we hope to map them and transform Enhance in to a "resource hub" that introduces training programmes to more holistic approaches to healthcare.



Overall, I am really satisfied about being part of the Enhance project, as this aligns with my view of how healthcare should be delivered. One of the reasons I delayed the start of my IMT was due to being disheartened about the nature of hospital care. Working as a junior doctor on busy medical wards gave me the impression of being part of a factory line. Patients would endlessly flow into the hospital, and we would "fix" one acute presentation at a time, with not enough time and resources to understand the individual circumstances behind the disease.

To broaden my horizon about healthcare I took a couple of years out of training and completed a Master in Global Health, where I learned about concepts such as social determinant of health, health inequalities and environmental sustainability. This time out of

training rekindled my passion for medicine and convinced me that there are a lot of things that can be done within the hospital setting to provide a more holistic approach to people's health and wellbeing needs. The Enhance programme is an excellent opportunity for future doctors to broaden their generalist skills, without having to delay or pause their training, as these would be embedded directly in their training curriculum, and that is why I am enthusiastic to support it.

## HEE NW PGMDE Conference 2022

### Beyond the Horizon: The Future of Education in Healthcare

#### Dr Alistair Thomson, Associate Postgraduate Dean, HEE NW

The first face-to-face HEE NW Annual Conference since 2019 was held on 21 September 2022 at Haydock Park Racecourse. The title and theme reflected our post-pandemic optimism. Feedback from over 270 delegates showed that the event met expectations for 98% of attenders. They were drawn from Directors of Medical Education (DMEs), Heads of School (HoS), Training Programme Directors (TPDs), Educational Supervisors, Medical Education Managers, HEE NW Associate Deans and Training Programme Management, and others working in postgraduate medical and dental education and leadership. All of us knew that it was going to be a success within five minutes of arrival! The sun shone, the grass was green, the L was in the H, the S on the T...\*



I am getting off the subject. The sun did indeed shine, making the walk between the racecourse buildings from the refreshment area to the plenary sessions a pleasant breath of fresh air. We needed that air: it was a busy day, but deliberately so. Over the last two years, when we had held the conference remotely, we had found that around four hours screen time was optimum. Any longer and 'screen fatigue' sets in. However, a face-to-face event is less wearing; so, the day lasted from 09:30 to 17:00, albeit with generous breaks for refreshments and lunch. The difference between remote and in-person conferences seems to be the networking, which is just a fancy way of describing greeting friends, renewing old acquaintance, and making new contacts. Everybody was clearly pleased to be doing that and recharging social batteries.

Many of the conference resources are available on the [HEE NW website](#), owing to the generosity of the presenters in allowing us to signpost their presentations. Therefore, the following paragraphs are just brief descriptions of the events to whet your appetite.



After a mind-clearing exercise to aid focus and concentration, followed by tabletop objective setting in good educational fashion, the opening keynote talk was by Professor Scarlett McNally, Consultant Orthopaedic Surgeon, East Sussex Healthcare NHS Trust and President-elect of the Medical Women's Federation. Scarlett spoke about how to change poor culture and behaviours

impeding education - especially in “difficult” specialties (which turned out to be a tactful reference to her own!). An impressive collection of 96 slides were packed with data and evidence on how to foster improvements in medical practice and patient care. Though rapid-fire, her delivery was coherent and persuasive. She concluded that humans like rules and fairness, that leaders should aim to support the support team, adopting "universal positive regard".

The other two keynote speakers presented in the afternoon. Professor Suzette Woodward started her career as a paediatric intensive care nurse and progressed to being a Professional and Clinical Advisor in Patient Safety, with positions as board member at the National Patient Safety Agency and NHS Resolution. Suzette spoke about the links between patient safety, psychological safety and the doctors of tomorrow, which resonated with an audience who had experienced the pandemic’s adverse effects on their own mental health and wellbeing, as well as that of their patients over the previous two and a half years. Her talk ended with a useful library, a list of relevant toolkits, and a reminder that "safer care is only possible if we care for those who care for patients".



The third keynote was delivered by Dr Ross Fisher, Consultant Paediatric Surgeon from Sheffield, and Founder of [www.ffolliet.com](http://www.ffolliet.com). (He is also a Visiting Lecturer at the Virtual Hospital of St Emlyn’s in Virchester - look it up!). Ross had been invited to explore how to deliver the highest standard of teaching, after our range of teaching modalities had expanded during the pandemic. The expansion has included myriad online platforms, hybrid teaching, podcasts, etc, but quality has often been compromised (creaky technology, inadequate bandwidth, underperforming platforms and some frankly terrible presentations).

Ross rose to the occasion, presenting evidence of what works and what does not in medical teaching, relating to a presentation’s three component parts; the story (p1), the supportive media (p2) and the delivery of these (p3); the value of a presentation is the product of these three factors, or ‘p cubed’. He left many of the audience thoughtful and with an action plan to improve their own presentations! (Look at his website to access his materials).

There were ten workshops on a wide choice of topics, run by experienced senior educators. Titles included: Maximising potential beyond expectations; Simulation and immersive technology-based education and learning; Rota management processes; Cultural competence; How to introduce a new curriculum; Transition coaching - helping trainees thrive through change; Holistic careers; Taking action to de-bias your department; Supervising and supporting IMGs and LEDs; Leadership - styles, delivery and influencing.

The Simulation and Immersive Technology (TEL) Team not only ran a workshop but also were available during the lunch break to demonstrate how new technology can be used to support and supplement existing education and training. The resources page of the [website](#) has background materials from seven of these workshops.

The poster exhibition had a record number of abstracts submitted. The standard was high, and competition was fierce for reasons of space. Only 28 of the 60 submitted abstracts could be selected for display in the refreshment area. In the day’s final session two runners-up were announced, with the winner, Dr Nuha Ahmed, receiving a gift voucher for a colourful [poster](#) outlining novel ways of encouraging informal verbal feedback in an on-call team.





## Events

### The Educator Development Programme

**Masterclasses:** A series of Masterclasses covering a range of topics, facilitated by Associate Deans and senior faculty from across HEE NW have been scheduled for 2023/24.

**Cultural Competence:** This training has proven to be extremely popular, with dates booking within hours of being released for registration. Therefore, an additional six dates have been arranged and will be held between April and November 2023.

**Linguistic and Communication Skills Support:** This 3-hour masterclass will provide trainers with the opportunity to increase their knowledge and understanding of the communication challenges and difficulties faced by international medical trainees.

A leading English Language teacher and trainer, Rob Chambers, will focus on the cultural and linguistic challenges faced by international trainees when working with their colleagues and patients (some of whom will also be non-native speakers of English). The aim is to help trainers recognise, understand and respond to any problems and difficulties their trainees are experiencing.

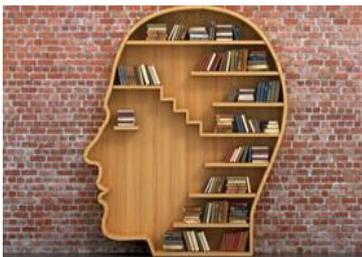
You can find information on all the courses, conference and events organised by the LSFD team at: <https://nwpgmd.nhs.uk/conferences-and-events>

### Spring Educators 2023

The next Spring Educators event will be held in May 2023 with a theme of “Supporting and Developing Our Educators”. If you have any thoughts on speakers or workshops, please contact the Learner Support and Faculty Development team.

### Masterclasses for International Medical Graduates (IMGs)

Aruna Hodgson, Associate Dean, HEE NW and Professor Sujesh Bansal will be holding an event for IMGs on Thursday 9 March 2023 at Farington Lodge Hotel, Preston. The day will be a mix of plenary sessions and workshops, on topics including Good Medical Practice, portfolio and ARCP guidance, conflict resolution and giving and receiving feedback.



## Resources

### Conference and Event Resources

Resources from conferences and events organised by LSFD can be accessed at: <https://nwpgmd.nhs.uk/resources-0>

## Free Access to Unmind for NHS Staff

Unmind is a mental health platform where you can access clinically backed tools, resources, and support: <https://resources.unmind.com/free-nhs-access>

## Induction Checklist for International Medical Graduates

This checklist should be used for any trainee who is new to the UK or who has been working in the UK for less than 12 months. It should be completed by the Educational Supervisor as part of the induction meeting. It supplements the induction meeting form on the e-portfolio, which should also be completed; the checklist can also be used for locally employed doctors (LEDs).

- [Induction Checklist](#)
- [HEE NW Good Practice Guidance for International Medical Graduates](#)
- [IMG Enhanced Induction Pack](#)

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## Contact Us

We hope you have found this issue of the newsletter useful.

We welcome your feedback and would love to hear your thoughts or ideas for events, topics for future issues of the newsletter or any other suggestions you may have.

The Learner Support and Faculty Development team can be contacted via email at: [facultydevelopment.nw@hee.nhs.uk](mailto:facultydevelopment.nw@hee.nhs.uk)